# Competent Approach is an Important Factor in Increasing the Effectiveness of the Educational Process

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**ABSTRACT**

The importance of the competence-based approach can be seen through globalization, integration processes, rapid changes in the social conditions of life, knowledge renewal, information volume increase, information technology development, requirements for the quality of education for objective reasons. In this article, the competence approach is studied as an important factor in increasing the effectiveness of the educational process.

**KEYWORDS:** competence approach, educational process, educational content, activity, competence, competence

## I. INTRODUCTION

In the modern education system, "in order to radically improve the quality of education, first of all, to adapt the curricula, ... methodical manuals to advanced international criteria [1]", to revise the state education standards and to understand the goals, tasks and results of education, their content, structure, organization aspects, development and implementation are prerequisites for the organization of education on the integration of the competence-based approach into other educational approaches based on the real impact on the quality of education. In the views of the researchers, it can be seen that the globalization, integration processes covering the society, rapid changes in the social conditions of life, the updating of knowledge, the increase in the volume of information, and the development of information technologies brought requirements to the level of education quality due to objective reasons. Today, among the requirements set by the employer, priority is given to the requirements of systematically organized intellectual, communicative, reflective, self-organization, and ethical points that enable successful organization of activities in a wide social, economic, and cultural context [4].

The essence of the competence approach in education F.M. Zakirova [8], R.G. Isyanov [11], N.A. Muslimov [13, 14], A.K. Rakhimov [17], J.E. Usarov [22] researched in scientific works. Yu. Asadov [3], M.M. Vahobov [6] and others on the diagnosis and correction of the formation of competences, approaches to the effective development of competences, the importance of information competence development. conducted research.

## II. MATERIALS AND METHODS

The approach allows a person not only to "adapt" to the social system in order to successfully function in society, but also to act independently and creatively in all spheres. In particular, the appropriate selection of the approach in education has a significant impact on the content of education. The content of education is to prepare students for all life activities based on their mastery, taking into account scientific knowledge, skills and competencies.

M.N.Skatkin understands the content of education as a pedagogically adapted system of knowledge, skills and abilities, experience of creative activity and experience of emotional-volitional relationships, their assimilation is aimed at ensuring the formation of a well-rounded person, reproduction (maintenance) and development of the material and spiritual culture of society. [19]. The content of the process of progressive change of personal characteristics and qualities and the necessary conditions for this are meant as the content of education.

The content of education includes knowledge, methods of activity, experience of creative activity, motivational-valuable attitudes of a person to education, logically organized and organized system of scientific information about the material arranged in educational programs, as well as the organization of education and educational activities. Educational activity is a multi-level pedagogical model that is subjectively implemented, organized and controlled based on a predetermined regime, and determines the content of the activity to be implemented.

V. I. Zagvyazinsky considers the content of education to be "the entire culture of humanity: both a system of scientific knowledge and a system of emotional education" [7].

Social experience in the development of society includes two main aspects:

➢ content - knowledge that reflects the material and spiritual values of society.

➢ process – the procedural side, which includes types and forms of activity.

Educational content should include both aspects of social experience and ensure that it is properly selected and pedagogically processed to ensure the achievement of the goals of the social order.

The analysis shows that it is necessary to rely on a number of principles in the selection and design of the content of education and, in particular, the content of the educational subject. V.V. Kraevskii proposed to follow the following principles in the formation of educational content:

➢ the principle of compliance of the content of personnel training with the requirements of modern production and socio-economic forecasting in the relevant area;

➢ the principle of taking into account the content and procedural aspects of education (taking into account the laws, methods, principles of education when developing the content of the educational material; reflecting them in programs and textbooks; taking into account the methods of content correction and mastering; ensuring the compatibility of mastering levels);

➢ the principle of a single approach to the design of educational content (theoretical aspect, educational subject, educational material, pedagogical activity, student personality) [12].

It should be noted that there is an inextricable connection between the main didactic principles (consciousness, scientific character, coherence, coherence, spiral, activity) and approaches in the selection of educational content. Inconsistencies in the selection of educational content, approaches and didactic principles have a negative impact on the selection of educational material in any subject.

Therefore, the competence approach in education appeared in connection with the preparation of students to be able to independently apply the acquired knowledge during life activities.

Competencies determined on the basis of analysis:
➢ has an integrative nature and implies the ability to use the necessary knowledge during life activities as an integrative description of a person with social life;

➢ includes personal qualities as a comprehensive description of a person;

➢ competencies are manifested consciously and unconsciously during educational or life activities;

➢ subject-related competences, in turn, envisage the application of knowledge related to a certain subject in the fields of that subject;

➢ the results of the educational process are determined by the competences formed and developed in students;

➢ the competence approach serves to ensure unity of theory and practice in the educational process.

The narrow specialization of professional knowledge, the ability to perform tasks and act within the framework of even the most complex algorithmic models today has given way to "the ability to think in terms of process categories, the ability to determine the goal along the way, to think in different scenarios, to act taking into account several alternatives to his ability" [18].

In the studies of N.A. Muslimov [13, 14], J.E. Usarov [22], I.A. Zimnyaya [9, 10], emphasis is placed on the implementation of life activities while successfully adapting to changing conditions. According to V.I.Baydenko, the competence-based approach is an alternative to existing educational concepts, because understanding the goals and results of education in terms of competence and competence contributes to increasing the ability of learners to adapt to life activities [4, 5].

In order to solve the problems of forming and defining the nature and structure of competence by researchers (V.I.Baydenko [4, 5], I.A.Zimnyaya [9, 10], Dj.Raven [16], etc.), a modern person should have studies have been conducted to determine the set of basic competencies.

For example, J. Raven defines competence as a phenomenon "consisting of a large number of components and relatively independent of each other." Some components are cognitive, while others are more emotional. These components can replace each other as effective behavioral components" [16]. Noting that "types of competence" are "motivated abilities", [16, 258 p.], the researcher distinguishes 37 types of competencies [16, p. 281-296], from which "the ability to act

together to achieve the goal"; "the ability to motivate others to work together to achieve a set goal"; "the ability to listen to others and take into account what they say"; "the desire to subjectively assess the personal potential of others"; "willingness to allow others to make independent decisions"; "ability to resolve conflicts and mitigate disagreements"; "tolerance towards different lifestyles of others" and other competencies can be said.

The analysis of works devoted to the problems of formation of educational standards on the basis of competence forms a separate view of the problem of competence and forms a separate view of the problem of competence. Also, the formation of educational standards on the basis of competence allows to present the generalized competence of the learner "as a set of integrated, systematic features that allow to perform routine activities and problem situations that occur in real life purposefully, successfully and very effectively" [20]. Competence emerges as a generalized goal of the activity and development of the educational system, "a systemically connected set of several elementary characteristics requires decomposition, turning into several elementary competencies - competencies, and ultimately a set of specific educational goals - requirements for the level of graduate training" [21] . These requirements, in their most specific sense, are expressed in a set of skills that the graduate is able to implement in real working conditions to solve the problems that arise. Thus, each type of competence can be manifested in a set of specific abilities that allow not only to record, but also to assess the presence and level of development of competence.

According to G.M. Andreeva, every participant in the process is active in subject-subject relations. Participants do not consider another participant as an object. Each participant appears as a subject.That is, the subjects' motives, goals, and relations are considered equally. An inter-subject process or subject-subject relationship is organized based on the analysis of subjects' motives, goals, relations [2].

## III. CONCLUSION
The analysis of scientific literature on the issues of competence formation shows that there are basic, important competencies that a graduate of any level of education should have, such as knowing the basic laws of perceiving and understanding a person, self-awareness, being able to perceive other people as individuals and their self-expression. to create conditions for them to be able to do, master the means of communication (non-verbal and verbal) and understand others in communication and respond adequately to them, influence in relationships, solve problems in non-standard situations, regulate their actions, in general, it provides the necessary level of preparation for all life activities . These skills are transformed in a certain way under the influence of personal characteristics and communication experience in real situations and form part of the competence of a person.

The analysis of researches shows that the competence approach in education arises out of the need to form the ability to apply the knowledge, skills and competencies acquired by students in life activities. This approach envisages the provision of a favorable educational environment for the formation of competencies necessary for human activities.

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