PEDAGOGICAL ASPECTS OF DEVELOPING GENERAL COMPETENCE OF STUDENTS IN THE CONDITIONS OF INNOVATIVE EDUCATION

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Abstract:

The use of a competency-based model in education involves not only fundamental changes in the organization of the educational process and its management, but also in the ways of assessing the educational results of students in comparison with the educational process based on the concept of "knowledge acquisition." When assessing the level of competence development, cognitive and non-cognitive dimensions must be integrated and correlated, which, in turn, should be correlated with broadly defined desired results. The purpose of the article is to theoretically substantiate and experimentally test the necessary and sufficient pedagogical conditions under which key competencies of students are formed most effectively in the university.

Keywords: *meta-subject, subject competencies, design of competencies, connection, indicators, educational performance, practical skills, attitude, motive, value orientations.*

Introduction

A developing society needs modernly educated, moral, enterprising people who can independently make decisions in a situation of choice, predicting their possible consequences, are capable of cooperation, are characterized by mobility, dynamism, constructiveness, and have a developed sense of responsibility for the fate of the country. In Uzbek conditions, the requirement of readiness for change is specified by the need to prepare students for life in a situation of transition to a civil society with a market economy. Another social factor, which also significantly influences the nature of social requirements for the education system, including universities, is the development of informatization processes. In conditions of unlimited access to information, the winners will be those who are able to quickly find the necessary informationand use it to solve emerging problems [1].

In this context, one of the indicators of the quality of education is competence, which is determined not only through the sum of knowledge and skills, but primarily characterizes the student's ability to mobilize acquired knowledge and experience in a specific situation.

Main part. The emergence of new challenges of the time gives rise to fundamentally different requirements for education and its results and therefore requires the introduction of a new generation of standards. The second generation standard is based on a system-activity approach. This approach determines a change in the general paradigm of education, which is reflected in the transition from defining the goal of universities as the acquisition of knowledge, abilities, skills - to defining the goal as the formation of the ability to learn, as a competence that ensures the mastery of new competencies [2].

At the same time, a number of methodological, psychological, pedagogical and didactic problems of the competency-based approach are still awaiting their solution. The conceptual apparatus characterizing the meaning of the competency-based approach in education has not yet been established; the formulations of key competencies and, moreover, their systems represent the greatest range of opinions; Issues of the contentprocedural and diagnostic-correctional levels have not been resolved, such as the specifics of key, meta-subject, subject competencies, the design of competencies, their connection with indicators of educational performance. The ideas of modernizing education on a competency-based basis are actively discussed by specialists.

Forms of implementation of the competency-based education model, new generation standards are being developed (A.G. Asmolov, V.A. Bolotov, E.N. Bondarevskaya, A.N. Dakhin, L.F. Ivanova, A.G. Kasprzhak, A.M. Kondakov, V.V. Serikov); the problems of selecting content, organizing the educational process and assessing educational results are solved from the standpoint of a competency-based approach (D.A. Ivanov, G.S.Kovaleva, V.V. Kraevsky, V.V. Lebedev, O.E. Lebedev, K.G. Mitrofanov, A.A. Pinsky, I.D. Frumin, S.E. Shishov). The social and professional competencies of teachers are characterized in detail (A.G. Asmolov, V.I. Zagvyazinsky, A.K. Markova, V.A. Slastenin) [3]. The structure and typology of key competencies, technologies for their design are considered from various positions (I.A. Zimnyaya, V.V. Kraevsky, G.K. Selevko, A.V. Khutorskoy, V.D. Shadrikov). Much attention is paid to the study of foreign experience, problems and prospects for implementing the competency-based approach in domestic education, the place of the competency-based approach among other approaches (A.L. Andreev, A.G. Bermus, V.A. Bolotov, V.V. Guzeev, V. K. Zagvozdkin, B.D. Elkonin).

Thus, in the process of studying the state of the problem, the following contradictions can be emerged:

1) on the one hand, the competency-based approach in general education objectively corresponds to both social expectations and the interests of participants in the educational process. On the other hand, this approach contradicts many stereotypes prevailing in the education system and existing criteria for assessing educational activities;

2) the new generation standards declare as the main goal the improvement of the quality of education and, as a result, the main attention to the results of education and the system of their assessment. At the same time, adequate ways to monitor students' levels of competence, select educational material and types of educational activities for students, and organize a system for assessing the results achieved are not yet available;

3) insufficient development of the subject and age relevance of the competency-based approach and the pedagogical conditions for its implementation hinder its implementation in the educational process.

During the study, it was found that there is no established, generally accepted definition of the content of the concept of ―competence‖. There is also no unified classification of competencies. At the same

time, the results of the analysis allow us to speak about the isomorphism of approaches to the problem presented in foreign and domestic pedagogical science and practice, and about the acmeological orientation of the development of human competence. The classifications of domestic researchers are more detailed and closer to the goals facing universities today [4]. The boundaries of the concept of competence are dynamic. They are formed on the basis of the own choice of a particular researcher, determined by the context in which the concept is given, and to a large extent by social motives. If definitions of competencies are used for education or training purposes, they are built on the basis of concepts such as knowledge, cognitive and practical skills, attitudes, motives, and value orientations. The social context is expressed in the requirement to carry out activities in accordance with social demands and expectations. The meaning of the educational process from the standpoint of the competence approach is to develop the ability to independently solve problems in various fields and types of activities based on the use of social experience, an element of which is the students' own experience. At the same time, the comparison of the traditional and competency-based approaches in education made in the dissertation allowed us to conclude that it is more productive not to contrast, but to search for ways to use the positive qualities of each of the approaches in educational practice, in their combination. The basic principles for the formation of key competencies of universities are: the priority of developmental learning goals over cognitive ones; problematic construction of educational content; an activitybased approach to teaching as an indispensable condition for students to master the content of education; reflexive orientation is one of the main mechanisms that transform the student's action into a condition for the formation of competence; high motivation - the presence of difficult, but realistic, attractive and meaningful goals for students. The listed principles form the basis for creating pedagogical conditions that contribute to the implementation of the goals of competency-based learning:

1) creation of an educational environment aimed at developing key competencies;
2) ensuring the activity-based nature of mastering social experience in the learning process;
3) diagnostics and correction of the process of formation of key competencies [5]. The feasibility of developing one or another competence depends on the degree of their demand at a given level of education. Taking into account the psychological characteristics of adolescence, the main types of educational activities of students, the requirements for the level of their training, the need has been established to develop the competence of cognitive activity, which includes such components as the ability to use acquired knowledge in various life situations, independently obtain the necessary knowledge, competently work with information; the ability to see emerging problems and find the right solution. This core competency defines the requirements that correspond to functional literacy (reading literacy).

How to make the transition from a subject-knowledge model to a more holistic model of education, where priority will be given to experience, competence, and subjectivity? To do this, it seems to us, one should not replace one model with another; the coexistence of two paradigms is possible - knowledge-subject and competence-based. Let us name here three options for possible models [6]: first - the knowledge-academic system is implemented in universities - a competency-based one; second, the simultaneous functioning of two elective options of education is assumed: academic and practice-oriented, competency-based (something like gymnasium and real); third - transitional forms of education are being developed through the inclusion of integrated courses in the curriculum, in which subject areas are correlated with areas of competence. Other options are quite possible, but so far only one thing is clear: the transition to a new level cannot be achieved through ―sudden‖ actions. There is a need for in-depth exploration and modernization of the theoretical foundations for the design of educational systems in order to create an information, scientific and methodological base and personnel training system, and the formation of new pedagogical thinking

in   society.
The first steps towards building a competency-based education model must be taken today. As a priority measure, we will designate three main ones. The first is to expand the interdisciplinary component in the structure of curricula in general education disciplines include in the content of this subject educational material from other areas of knowledge and practice, indicating the possibilities of   use.
The next step means creating a blueprint for introducing competency-based elements into all educational areas of the curriculum. This will be a kind of set of requirements, an educational standard for building a subject that is competency-oriented rather than ―reproductive.‖ Simultaneously with such adjustments to educational programs, work must be carried out to coordinate and harmonize the ―contributions of various educational areas to a common set of key competencies. Finally, the real organizational form of implementing the competency-based education model should be a specialized in universities, a consistent transition to which is provided for by the Federal Education Development Program. This school is created taking into account the didactic principles of competency-based education and variable ways of realizing educational opportunities and needs ofcitizens.
Fulfilling these priority tasks is impossible without the creative cooperation of professionals developing the content of education with practicing teachers, on whose innovative searches and their counter initiatives the success of the modernization of the Uzbek educational system largely depends.

Thus, it is possible to define competencies as personality qualities specified in relation to a certain range of processes, regulatory responsibilities, powers and tasks to be solved. Then competence is the practical implementation of competence, its embodiment in specific actions and behavior in professional activities, including a personal attitude towards this activity, and the competency-based approach   is   a   learning   process   based   on   competences.

To summarize all of the above, we note that the introduction of a competency-based approach into Uzbek education is due to the requirements of the time. D.S. Tasheva explains this with the following reasons   [7]:
1) the pan-European and global trend of integration and globalization of the world economy;
2) the need to harmonize the ―architecture of the European higher education system‖;
3) the change in the educational paradigm taking place in the last decade;
4) the richness of the conceptual content of the term ―competency-based approach‖;
5)   state   regulations.
The formation of competencies occurs through the content of education. As a result, the student develops abilities and has the opportunity to solve real problems in everyday life - from everyday problems to industrial and social ones. Note that professional competencies include components of a student's   functional   literacy,   but   are   not   limited   to   them.
The introduction of the concept of professional competencies into the normative and practical components of education makes it possible to solve a problem typical of the Uzbek educational system, when students can master a set of theoretical knowledge well, but experience significant difficulties in activities that require the use of this knowledge to solve specific problems or problem situations.   Professional   competencies   presuppose   that
students acquire not separate knowledge and skills, but mastery of a complex procedure in which for each
identified area there is a corresponding set of educational components that are personal and activity-based   in nature.
The complexity of professional competencies provides an additional opportunity to present

educational standards in a systematic form, allowing for the construction of clear measures to verify the success of their mastery by students. From the point of view of the requirements for the level of training of graduates,professional competencies are integral characteristics of the quality of students' training associated with their ability to purposefully apply a complex of knowledge, skills and methods of activity in relation to a certain interdisciplinary range of issues. However, competence is not a direct result of knowledge (you can know a lot, but not be able to apply knowledge). Competence is acquired through activity (action). Competence always manifests itself in activity. You cannot —see‖ undemonstrated competence. A teacher's professional competence is demonstrated when solving professional problems. It is important to always consider the context in which competence is demonstrated. The nature of competence is such that it can only manifest itself in organic unity with a person's values, that is, under the condition of deep personal interest in this type of activity. In practice, the content of an activity that has personal value may be the achievement of a specific result (product) or behavior. Understanding the competence of a specialist of the 21st century, according to many scientists, should be based on the development of a person's integrative and analytical abilities. The dynamism of social development assumes that a person's professional activity is not predetermined for the entire period of his professional career and provides for the need for continuous education, the process of constant improvement of his professional competence. In the course of the study, based on an analysis of the literature on the problem, essential signs of competence were established that are determined by constant changes in the world and determine the requirements for a —successful adult‖: 1) competence has the activity nature of generalized skills in combination with subject skills and knowledge in specific areas; 2) manifests itself in the ability to make a choice based on an adequate assessment of oneself in a specific situation.

Based on the understanding of professional training as a process of professional development, mastering the experience of future professional activity, we can say that a competent specialist is focused on the future,

nticipates changes, and is focused on independent education. An important feature of a person's professional

competence is that competence is realized in the present, but is focused on the future. Professional competence is

a combination of key, basic and special competencies. Key competencies are of particular importance today. They manifest themselves primarily in the ability to

solve professional problems based on the use:
- information;
- communications, including in a foreign language;
- social and legal foundations of individual behavior in civil society.

Basic competencies reflect the specifics of a certain professional activity (teaching, medical, engineering,

etc.). For professional pedagogical activity, the basic competencies are those necessary for —building‖

professional activity in the context of the requirements for the education system at a certain stage of social development.

Conclusion: The following provisions of the research can be identified further:
1. The competency-based approach in education, as opposed to the concept of —mastering knowledge‖, but in fact the sum of information (information), involves students mastering (based on knowledge) various kinds of skills that allow them to act effectively in the future in professional, personal and social situations life.

Moreover, special importance is attached to skills that allow one to act in new, uncertain, problematic situations for which it is impossible to develop appropriate means in advance: they need to be found

in the process of solving such situations and achieving the required results.
2. When building education based on a competency-based approach, the formation of key competencies
among students will be more successful if the following pedagogical conditions are implemented:
1) create an educational environment aimed at developing key competencies of students;
2) ensure the active nature of mastering social experience in the learning process;
3) carry out diagnostics and correction of the results of the process of forming key competencies.
During the study, can be established not only the existence of the previously identified contradictions, but it is possible to identify others:
between society's need for an individual capable of independently managing their own activities and behavior, and the limited possibilities of satisfying this need in the conditions of a university; between the demand for ideas and concepts of the competency-based approach - and the system of monitoring and evaluating the actions of students, including in the universities, which remains traditional, focused primarily on the development of knowledge, skills and abilities.

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