

## **POSSIBILITIES OF USING AN INTEGRATIVE APPROACH IN THE FORMATION OF KEY COMPETENCES OF PUPILS**

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### **ABSTRACT**

This article examines the key competencies, the integrative approach to their formation and the content of competencies, the particular competencies formed in the process of technological education, their integrative features. The general and specific aspects of key competencies that are formed in the process of technological education are described.

**Keywords:** Integration, integrative approach, competence, key competences, competence, technological education, educational interdisciplinary integration.

### **INTRODUCTION, LITERATURE REVIEW AND DISCUSSION**

Today, the formation of key, vital competencies on the basis of an integrative approach for actively preparing students for public life and finding their rightful place in microsocial is becoming especially relevant.

The methodological strategies of the integrative approach are aimed at systematizing the theoretical foundations of combining one and different indicators of educational tasks. An integrative approach in education means that it is necessary to fill and improve it using a number of integration units in the educational content. Also, the integration between academic subjects has specific goals, and provides for the integration of generalizations, the combination of components of academic subjects, the separation of methods of activity and their transfer to various fields of science.

Interdisciplinary educational integration is carried out through various models of its implementation. For example:

- integration of academic subjects; such subjects should be included in one area of education. For example, subjects of natural sciences, subjects of humanities and social sciences.

- integration of curricula in various fields of education; integration of this kind means the integration of natural and humanitarian subjects in the curriculum.

- Integration based on a leading role in one of the curriculum subjects; while other academic disciplines can be considered as an additional tool.

In the context of interdisciplinary integration, students form a holistic view of the object being studied. In this case, general scientific methods of cognition are used. In this, a number of psychological operations are simultaneously carried out: analysis, generalization, synthesis, abstraction, classification, comparison, induction, deduction, modeling, emulation. These mental operations are the foundation of integration. It should be noted that interdisciplinary educational integration is based on the integration of two or more academic disciplines.

Another aspect of integration is the development of practical and technological aspects of the educational process, taking into account the level of education. This means that integration is

clarifying new educational outcomes. It also manifests itself as an integration activity for the assimilation of experience in the process of independent problem solving.

Today, special attention is paid to the organization of the educational process based on the competency-based approach. This expands the possibilities of orientation of the technological process to practical activities .

The need for a practical and technological direction in education is due to the fact that the subject matter has a logical, integrated, systemic, interdisciplinary nature. A competency-based approach requires the development of an interdisciplinary system analysis and a holistic model for its implementation.

A competency-based approach defines learning outcomes as a common, integrated phenomenon of behavior. Its content is composed of motivational-value, cognitive, interactive and empirical properties.

Today, when new demands are made on the personality, it is necessary to form individual personality traits in the learning process. These include:

1. Formation of a personality capable of solving political, environmental, intercultural problems.
2. Formation of a personality capable of solving problems in the field of ethnology, taking into account cultural, ethnic, religious values and differences, social diversity. Creating favorable didactic conditions for mastering the techniques and methods of interethnic communication.
3. Prepare ka students to a variety of roles in social life, including the role of citizens, voters, parents and family members.
4. Creation of generic skills, allowing search and analysis of information first .
5. Formation of the ability to make decisions in multivariate situations; as well as the development of responsibility skills for decision-making in uncertain situations, teamwork skills and organization of teamwork.
6. Ability to lifelong learning, ensuring the development of cognitive activity, etc.

The requirements for the formation of the aforementioned competencies should be reflected in the content of education by integrating the same disciplines, including:

- Socially active civic competence ; which includes political and social competence, the ability to bear responsibility and the ability to overcome intra-group conflicts without violence.

- National and intercultural competence; This competence involves the formation of e knowledge needed for life in a multicultural society, the development of tolerant environment and the ability to live together in a society with representatives of other religions and nationalities.

- communicative naya competence ; Within this competence, written and oral communication skills are formed in one or several languages.

- Competence to work with information ; within the framework of the competence and form knowledge of I , linked ie to obtain information in the community, the assimilation of information technology, understanding of their capabilities and existing barriers during their use , critical and analytical with respect to the information , the dissemination of propaganda means .

- Competence of self-development; within the framework of the competence provided for adaptation of students for a rapidly changing technological environment and the creation of opportunities to succeed in the social professional field.

As a result of the formation of the above-mentioned key competencies, students are intensively prepared for social life and for future professional activities, this ensures the success of the individual in any field of activity.

Therefore, the use of an integrative approach in the formation of key competencies in students is especially important in a student-centered environment.

The implementation of the competency-based approach in the education system of Uzbekistan involves solving a number of problems. For example:

- clarification of the conceptual-categorical system of new methodological foundations of education;
- disclosure of the foundations and essence of the concepts of "competence" and "competency";
- substantiation of organizational and pedagogical conditions for the development of students' competencies in the learning process;
- implementation of diagnosing the level of formation of competencies in students and monitor their development dynamics.

Of particular importance is the systematization and promotion of approaches to solving these problems. It is required to put forward a number of opinions on solving this problem.

Explaining of basic concepts serving boiling basis for competence approach based on modern approaches scientists teachers, didactic characteristic relationship concepts "competence" and "competencies most" justification with integral activity perspective competencies tion as the competence of the component, the disclosure of competence as the competence of the component from an educational point of view, providing social, educational and labor activity of pupils.

The specificity of competence is reflected in its relation to human activities. Competence provides productivity in a specific area of human activity. Therefore, in the technology lesson, the process of forming competencies in students is activated. In order to form competencies among students, it is necessary to comply with the general requirements associated with it.

Competence is the basis for a person to perform certain actions. In particular, such as labor activity, professional activity, educational activity, creative activity, communication activity, independent educational activity, etc. Competencies are determined by the structure of their components. Competence and consist of knowledge, methodology, application of this knowledge and practical skills of mastering the methodology.

Analysis of the structure of competence requires constant differentiation in accordance with the artistic aspect as a systematic developing activity. Human labor consists of motivational-value, cognitive, activity, reflective components. The formation and development of competencies in the process of technological education necessitates the creation of special pedagogical conditions. Thus manifest defining components pedagogical system. These conditions make it possible to deepen, expand and enrich the content of technological education on the basis of an integrative approach.

It is necessary to select appropriate pedagogical technologies that stimulate students to work. These technologies should provide the opportunity for students to enter into subject-subject relations in the process of technological education.

In the process of forming students' competencies, most specialists note the need to rely on their activities. They identified the stages that affect the activities of the subjects of the educational process. At the same time, they recommend the appropriateness of paying attention to motivational-value, operational, activity-oriented and analytical-evaluative areas of students.

Therefore, it is necessary to pay special attention to the creation of multivariance of their activities in the formation of key competencies based on an integrative approach. In the formation of multivariate activity among students, technological education, extracurricular pedagogical processes, as well as educational and educational activities in various circles are important.

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