

THE ROLE OF THE COMPETENCE APPROACH IN PEDAGOGICAL EDUCATION

Rakhmonov Azizkhon Bositkhonovich
PhD / The Uzbek state world languages University
UZBEKISTAN
Aziz_bositovich@mail.ru

ABSTRACT

This research article analyzes the competence, reveals the views of scientists on the competency approach, reveals the technology of construction of educational competencies and the role of competence-based approach in pedagogical education.

INTRODUCTION

One of the priorities of modern psychological and pedagogical paradigm is the competence approach in education.

The definition of the essence of the competence approach requires clarification of what is meant by the "approach" in General. In the literature, the concept of approach is used as a set of ideas, principles, methods underlying problem solving. The approach is often reduced to a method (for example, they talk about a system approach or a system method, etc.). It seems to us that the approach is a broader concept than the method. The approach is the ideology and methodology of solving the problem, revealing the basic idea, socio-economic, philosophical, psychological and pedagogical prerequisites, the main goals, principles, stages, mechanisms for achieving the goals. The method – a narrower concept, including knowledge of how to act in this or that situation, to solve a particular problem.

Researchers in the field of competence approach in education (I. A. Zimnaya, A. G. Kasprzhak, A. V. Khutorskoy, M. A. Choshanov, S. E. Shishov, B. D. Elkonin, etc.) note that the difference between a competent specialist and a qualified one is that the first one not only has a certain level of knowledge, skills, but is able to implement them in work.

From the standpoint of the competence approach, the main direct result of educational activities is the formation of key competencies. In one of the pedagogical discussions on the competence approach, the following definition was proposed: Competence is an integrative psychological and pedagogical category, which provides a universal, having a personal meaning, the ability and readiness of the individual to master and transform the world, based on existing knowledge, skills, practical experience and personal responsibility [1].

Competence is one of the links in the continuous chain of education results:

Table №1: Chains of education results

№	Name	Description
1.	literacy	the development of knowledge, abilities and skills
2.	education	it is supplemented by the experience of creative application of the acquired knowledge and skills, as well as the experience of emotional-value attitude to reality
3.	competence	understanding the meanings, social and personal significance of activities
4.	culture	reproduction and multiplication of these meanings in the process of life

The purpose of the competence approach in professional education is the formation of a competent specialist. Competences in modern pedagogy of professional education should be considered as a new type of goal-setting in educational systems, conditioned by market relations. What is its novelty, how does this type of goal-setting differ from the traditional, academic approach to the formation of goals? The main difference is that "the competence model is freed from the dictates of the object (subject) of labor, but does not ignore it, thereby putting at the forefront of interdisciplinary, integrated requirements for the result of the educational process" [2]. The competency-based approach means that education goals are more strongly tied to situations of applicability in the world of work. Therefore, competences "encompass the ability, the willingness, knowledge and attitudes (behaviour) that are necessary to carry out the activities. Traditionally, there is a distinction between subject, methodological and social competence"[3]. B. D. Elkonin believes that "competence is a measure of human involvement in activities" [4]. S. E. Shishov considers the category of competence "as a General ability based on knowledge, values, inclinations, which makes it possible to establish a connection between knowledge and the situation, to find a procedure (knowledge and action) suitable for the problem"[5].

Analysis of the studies revealed different views on the competence approach.

Table №2: Different views on the competence approach.

№	Name	Description
1.	E. Ya. Kogan[7]	he believes that this is a fundamentally new approach that requires a revision of the attitude to the position of the teacher, to the training of students; this approach should lead to global changes from changes in consciousness to changes in the methodological framework.
2.	A. G. Bermus[8]	emphasizes that the competence-based approach is considered as a modern correlate of many more traditional approaches (cultural, scientific, didactocentric, functional, communicative, etc.); competence-based approach, in relation to the Russian theory and practice of education, does not form its own concept and logic, but involves the support or borrowing of conceptual and methodological apparatus of the existing scientific disciplines (including linguistics, jurisprudence, sociology, etc.).
3.	D. A. Ivanov[8]	notes that the competence approach is an attempt to bring the mass school in line with the needs of the labor market, an approach that focuses on the result of education, and the result is not the amount of information learned, but the ability of a person to act in different situations.

4.	O. E. Lebedeva[9]	Competence-based approach is a set of General principles for determining the goals of education, selection of the content of education, organization of the educational process and evaluation of educational results. Among these principles are the following: The Meaning of education is to develop students ' ability to solve problems in various fields and activities on the basis of social experience, which is an element of their own experience. The content of education is a didactically adapted social experience of solving cognitive, ideological, moral, political and other problems. The meaning of the organization of the educational process is to create conditions for the formation of students ' experience of independent solutions of cognitive, communicative, organizational, moral and other problems that make up the content of education. Evaluation of educational results is based on the analysis of educational levels achieved by students at a certain stage of education.
----	-------------------	---

Research Methodology

Competence approach is a priority orientation of education on its results: formation of necessary General cultural and professional competences, self-determination, socialization, development of individuality and self-actualization. This approach orients the education system to ensure the quality of training in accordance with the needs of modern society, which is consistent not only with the need of the individual to integrate into social activities, but also the need of society to use the potential of the individual.

In the special literature, the understanding of the competence approach is defined as a set of General principles for the implementation of the goals of education, content selection, organization of the educational process and evaluation of its results. Basically, this understanding can be reduced to the main areas that determine the meaning and content of education:

- Development of students ' ability to solve problems in various fields and activities on the basis of social experience, cognitive, ideological, moral and other problems.
- Creating conditions for the formation of the trainees named experience.
- Determination of levels of education achieved by students for the purpose of phased assessment of educational results [10].

We agree with I. A. Zimnyaya who believes that the Competence approach is not absolutely new in terms of defining the goals, objectives and content of education. But from our point of view, what is important is its potential, which will allow us to preserve cultural, historical, ethno-social values, if the competencies underlying it are considered as complex personal formations, including intellectual, emotional, and moral components [11].

However, the understanding of competencies only as a strengthening of the practical orientation of education, the content of which is already formed within the framework of the cultural model, significantly reduces the innovative potential of the competence approach, since it is almost impossible to include in the list of key competencies those elements of cultural experience that are in the traditional content of education (state standards of General education of Uzbekistan, model programs).

As an illustration, D. Ermakov cites the technology of constructing educational competencies A.V. Khutorsky, which he calls the subject ("from the subject»):

1. search for manifestations of key competencies in each specific subject;
2. building a hierarchical "tree of competencies»;
3. design abderemane educational competencies;

4. projection of formed competencies to the level of subjects and their reflection in educational standards, curricula, textbooks and teaching methods. Obviously, this procedure leads only to the restructuring, perhaps some integration of the traditional content of education [12].

Research Results

As an aspect of the competence approach should be noted personality-based aspect; set of competencies is based not only on the structured social experience and personal experience, but also on the main activities of students, allowing to master social experience, acquire skills of life and practice in modern society. In this regard, the following key competencies for General secondary education are highlighted: value-semantic; General cultural; educational and cognitive; information; communicative; social-labor; competence of personal self-improvement.

The introduction of competence-based approach to the educational process requires the use of such forms and methods of its organization, which allow to create the necessary conditions for the formation of students' readiness for independent cognitive activity. In this case, the training acquires an activity character, the emphasis on learning through practice, productive work of students in small groups, building individual learning trajectories, the use of interdisciplinary connections, the development of independence of students and their personal responsibility for decision-making [13, p.201].

The introduction of competency-based approach in the educational process requires major changes in the content of education, and in the implementation of the educational process, and in the practice of the teacher.

Firstly, the purpose of learning is not the process, but the achievement of a certain result by students. The content of the material inside the subject is selected by the teacher under the formulated result.

Secondly, the forms and methods of organization of classes are changing – training becomes activity-based, the emphasis is on learning through practice, productive work of students in small groups, building individual learning trajectories, the use of interdisciplinary connections, the development of students' independence and personal responsibility for decision-making [14].

At present, the mechanisms of delivering knowledge from the teacher to the student should change: free access to information resources, self-education, distance and network learning are becoming a priority. All these forms of training are aimed at introducing students to social and professional roles so as to teach them to be successful.

The use of competence-based approach in teaching Russian as a foreign language contributes to the formation of professional skills necessary for the future specialist, provided by the qualification characteristics. The main purpose of training is to teach foreign students the Russian language as a real means of communication of specialists from different countries and at the same time representatives of different linguistic and cultural communities. Within the framework of this approach, the task of mastering the language as a means of communication in real life situations becomes urgent.

Language learning from the standpoint of competence-based approach gets more motivational orientation. The peculiarity of the competence approach in the process of teaching Russian as a foreign language is that:

- the educational result – competence – is more consistent with the overall goal of education – training of a specialist capable of active social adaptation, independent life choice, to the beginning of work and continuing professional education, self-education and self-improvement;

- it combines intellectual, skill and emotional-value components of education, which corresponds to the ideas about the content of education;
- the content of education, including standards, should be based on the criterion of effectiveness, which goes beyond the boundaries of knowledge, skills and abilities;
- "competence" of the graduate, laid down in the educational standards, will inevitably entail a significant change not only in the content of education, but also in the ways of its development, and therefore in the organization of the educational process as a whole;
- this approach has a pronounced integrative, combining into a single whole the relevant skills and knowledge related to a wide range of activities, and personal qualities that ensure the effective use of knowledge, skills and abilities to achieve the goal [15].

Conclusions / and Implications

The implementation of the competence approach in teaching Russian as a foreign language at the University contributes to the achievement of its main goal – the training of a qualified specialist of the appropriate level and profile, competitive in the labor market, fluent in his profession and oriented in related fields, capable of effective work in the specialty at the level of international standards, ready for continuous professional growth, social and professional mobility.

Competence-based approach, as a well-justified pragmatic response to a specific social order, involves primarily the development of a system to ensure the quality of training of future professionals that meets the needs of the modern world labor market.

It seems to us that the competence-based approach can become the basis of a new paradigm of education only on the condition of a balanced possession of certain professional knowledge and skills in order to implement practical activities and focus the educational process on solving problems through cooperation and interaction.

With this approach, the content of the concept of professional competence takes a more specific and logical shape, allowing to develop didactic and methodological models that meet the modern needs of education.

The competence of the student involves a range of personal qualities. As noted in the "Strategy of modernization of the content of General education", the concept of competence includes not only cognitive and operational and technological components, but also motivational, ethical, social. Competence implies minimum experience in the application of competence. This is important to remember when formulating verifiable requirements for the preparation of the student, as well as in the design of textbooks and the educational process.

REFERENCES

- Hutorskoy A.R. (2003) Key competences as a component of personality-oriented paradigm of education. *Nar.education*, – 2003. – № 2. – 58-64 p.
- Baidenko V. I., Oskarsson B. (2002) Basic skills (key competences) as an integrating factor of the educational process. *Professional education and formation of a specialist's personality*. 22-46 p.
- Pavlova, Y. Y., Kuksa V. (2003) Competence approach in education. red KC of ionic traveler call Yeghia: IF Anisheva Director VGPGK, Chairman of the organizing Committee, Ph. D.– 96 p.
- Kogan E.Y. (2003) Competence approach and new quality of education. *Modern approaches to competence-oriented education*, – 330 p.
- Bermus A. G. (2005) Problems and prospects of implementation of the competence approach in education. *Eidos online magazine*. — 354 p.

- Ivanov D. A., Mitrofanov K. G. Sokolova O. V. (2003) Competence approach in education. Problems, concepts, tools. Educational and methodical manual.– 101 p.
- Lebedev O. E. (2004) Competence approach in education. School technologies, 3-12 p.
- Zimnaya I. A. (2004) Key competences as a result-target basis of the competence approach in education. Research center of problems of quality of training, 210 p.
- Khutorskoy, A.V. (2003) Key competences: Design technologies. Public education, – №5. – 55-61 p.
- Shubovich M. M. (2009) Competence approach as ideology of modern personality-oriented education. Bulletin of Kazan technological University, 24-27 p.
- Konishcheva L. N. (2009) Independent cognitive activity of foreign students in the conditions of implementation of the competence approach. Devoted to the 140th anniversary of the Belgorod state national research University. – P. 254.
- Kuznetsova N. S. (2010) Competence approach in teaching Russian as a foreign language. Bulletin of the Buryat state University. Pedagogy. Philology. Philosophy. – 14-18 p.
- Zeer E., Cimanuk E. (2005) Competence approach to modernization of professional education. Higher education in Russia. 23-30 p.