COMPETENCE-BASED APPROACH TO EDUCATION AS AN INNOVATION IN THE EDUCATIONAL PROCESS

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Abstract: This article will focus on the development of competence-based approach during the teaching process. In the Concept for the Development of Uzbek Education from 2016 to 2020, a competency-based approach is singled out as "emphasizing the result of education, and the result is not the amount of learned information, but the ability of a person to act in various problem situations". To determine the essence of the competency-based approach in education, we will analyze the concept of "competence" in it.

Keywords: competence, innovation, concept, education.

Translated from Latin "competence" means a range of issues in which a person is well aware, has knowledge and experience. According to A.V. Khutorsky, a person who is competent in a certain area has the appropriate knowledge and abilities that allow him to reasonably judge this area and act effectively in it. I.A. Zimnyaya understands "competence" as knowledge-based, intellectually and personally conditioned experience of a person's social and professional life [3].

What is the most controversial in designating the role of the competence-based approach in improving the quality of Russian education? Back in the 60s. 20th century I.A. Zimnyaya laid down the understanding of the differences between the concepts of "competence" and "competence", where the latter is

interpreted as knowledge-based, intellectually and personally conditioned experience of a person's social and professional life [ibid.].

By definition, A.V. Khutorsky, competence is a person's readiness to mobilize knowledge, skills and external resources for effective activity in a specific life situation. Competence is a set of personal qualities of a person (value orientations, knowledge, skills, abilities), it is the ability to work in a certain personally significant area [8].

The authors present "competence" as a concept that combines the intellectual and skill components of education, and further expand it in the following areas: - the concept of competence includes not only cognitive and operational-technological components, but also motivational, ethical, social and behavioral; it includes learning outcomes (knowledge and skills), a system of value orientations, habits, and competence means the ability to mobilize the acquired knowledge, skills, experience and behavior in a specific situation, specific activity; – the concept of competence contains the ideology of interpreting the content of education formed from the result ("output standard"); - competencies are formed not only in the process of learning at school, but also under the influence of the environment; - competence in the field of independent cognitive activity, based on the assimilation of ways to acquire knowledge from various sources of information, including extracurricular - competence in the field of civil and social activities (performing the roles of a citizen, voter, consumer); - competence in the field of social and labor activity, including the ability to analyze the situation on the labor market, evaluate their own professional capabilities, navigate the norms and ethics of relationships, self-organization skills; - competence in the domestic sphere, including aspects of one's own health, family life, etc.; - competence in the field of cultural and leisure activities, including the choice of ways and means of using free time, culturally and

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spiritually enriching the individual [7].

In 2003, a monograph by A.V. Khutorsky, Didactic heuristics. Theory and Technology of Teaching", which outlines the original scientific and pedagogical concept of heuristic learning. Students are encouraged to discover knowledge, compare it with cultural and historical counterparts, while building an individual trajectory of their own education, in the process of which the process of forming key competencies is continuously going on [10].

In the monograph by O.G. Smolyaninova "Competency-Based Approach in Pedagogical Education in the Context of Multimedia Use", which was published in 2006 in Krasnoyarsk, an attempt was made to understand the existing models of using the competency-based approach in the system of higher education. The content of the book is based on Russian and international experience in the modernization of education within the competence-based approach and is based on the author's theoretical and practical research conducted in the period 2000-2006. [7]. In the same year, a monograph by A.A. Vostrikova "Fundamentals of the theory and technology of the competency-based approach in an elite school: The author's model."

The monograph reveals the theory and technology of the competence-based approach to the educational process in the gymnasium school. Using the examples of a system of creative tasks, the mechanisms for implementing this approach in productive textbooks and in a productive didactic cycle are revealed [2]. A.G. Bermus, in his article "Problems and Prospects for the Implementation of the Competency-Based Approach in Education," proposes measures to introduce the competency-based approach into practice that are adequate to the general tasks of modernizing Russian education [1].

I.I. Kaverina, in her article "Implementation of the Competency-Based Approach in Lessons in a Secondary General Education School," argues that in a

changing world, the education system should form such new qualities of a graduate as initiative, innovation, mobility, flexibility, and dynamism [4]. Based on the analysis of the above works of researchers, 3 principles underlying this approach were identified:

The first of them is as follows: education should be based on basic knowledge and relevant skills, methods of learning, skills. To achieve this, learners must master the fundamental tools of learning, i.e. reading, writing and math literacy.

The second principle: the content of education should be really important and necessary, and not secondary knowledge. The education system should have an academic character and focus on the basic branches of science. School attention should be directed to what has stood the test of time and is the foundation of education.

The third principle is the principle of humane treatment of the individual. Another feature of the competency-based approach is that it involves the acquisition of knowledge and skills in a complex.

Therefore, the system of teaching methods is built in a new way, since it is based on the structure of the relevant competence and the function that it performs in education [8]. Thus, the competence-based approach is an approach that implements the activity nature of education, in which the educational process is oriented towards practical results,

At the same time, there is no denial of knowledge that is needed as the basis of activity. Therefore, in the theory of training and education, the concept of "competence" appeared, which means the ability to mobilize the acquired knowledge, skills, experience and ways of behavior in a specific situation, specific activity. With a competency-based approach, the educational process becomes research and practice-oriented, that is, it itself becomes the subject of

assimilation.

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