COMPETENT APPROACH AS PART OF THE SCHOOL EDUCATION RENEWAL MILE (ON THE EXAMPLE OF COMPUTER SCIENCE)

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ABSTRACT

Today, a specialist of a completely new level is in demand by society. He should become an active creative thinker, Inquisitor, and expert who can independently search for the necessary information and apply them in his practical activities. That is why one of the main ways of training graduates who meet the requirements of the time in the reform, renewal, and improvement of school education is a competency approach. In this regard, the state educational standards of school education have been improved, that is, from the formation of students ' knowledge, skills and abilities, the main attention is now paid to the formation of competencies in them on the basis and subject.

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The practice of a traditional approach to the educational process shows that most school graduates are not able to effectively use the knowledge, acquired skills and abilities that they have mastered in their future life and educational activities. A competent approach to the educational process, on the other hand, makes it possible to carry out the following: coordinate the goals of training with the personal goals of the educators; facilitate the work of the teacher due to the constant increase in the independence and responsibility of the educators; employment of students not at the expense of reducing the volume of the content of educational material, but at the expense of increasing the share of individual independent education; ensuring the unity of the educational and educational process not in theory, but in practice; preparing educators for conscious and responsible education.

The issue of education is a process that, having a basis of several thousand years, is constantly adapting to the requirements of the time and improving in harmony with the achievements of Science and technology. For example, at the end of the 20th century, at the beginning of the 21st century, a competency approach arose in World Science and practice. The reason for this is dynamic changes in the labor market, an increase in the requirements for personal qualities of a person, and not just his knowledge and skills.

One of the specific aspects of the education system in the XXI century is the demand for students of secondary schools to be able to apply the acquired knowledge in life, the improvement of educational standards and programs, in other words, the integration of the competency approach into the content of the educational system, the formation of the concept of achieving its results in If the experience of Western Europe on the implementation of the competence approach is addressed, then the activity in relation to the object in them is tied to the situation, to the problem, without being looked after. In it, the object is viewed in a completely different quality: it is intended to confirm that it has the appropriate competence, and not a natural phenomenon embedded in the system and classified.   Research by foreign authors on the competency approach states that the school's teaching system has become obsolete and has left Higher Education, Parents and the public who are consumers of Education unsatisfied. The problem lies in the fact that students are able to re-demonstrate the knowledge gained, but independently carry it out in everyday and future activities, that is, not ready to continue their studies or work later. On this basis, reforms are being carried out and organized in the education system in many European countries. At the center of changes are the content of education, the methodology of teaching and the technology of the educational process.

Thus, the problem of the competency approach acquires a different character: it is about a systematic approach that allows you to objectively and reliably assess the suitability of each person and develop clear criteria for the quality of his activities. But to date, the base of scientific criteria for the competency approach is enriched on the basis of different views and approaches. There are various private, scientific and methodological developments in this direction.

Modern education, in the competence approach, distinguishes two main concepts: competence and competence. Competence" is a complex of interconnected qualities of a person, which is given in relation to a certain range of objects and processes "," competence - indicates the possession by a person of relevant competencies and his personal attitude towards him and towards the subject of activity ". When attention is paid, the competence and competence are interconnected. In turn, when it is called competencies in the academic discipline, it is about "concepts that have the possibility of forming within the framework of the academic discipline and that have a concrete classification". In our research work, within the framework of general education of Informatics and information technologies in general secondary education, the question of the development of competence for information work in students is considered.

There is a limit and a disadvantage to interpreting a competency approach, according to subetto. It can only be viewed as an addition to the current system of knowledge, skills and abilities. The limitation of the competency approach is that a person does not reflect all the wealth of his inner world in a full-fledged and multi-emblematic way. It does not cover the process of upbringing and socialization of the individual as a whole.

Based on European experience, we can note that today the effective use of the competence approach in the educational system of Uzbekistan provides an opportunity for the comprehensive harmonic development of the individual. That is, it is directly related to the educational process and competencies that determine the level of knowledge, skills and abilities of students. According to the analysis, assessment and conclusion of experts, in the next decade, the concept of a competency approach, as a category, entered education, the concept of a pedagogical apparatus. It should be noted that the concept of a competency approach for the European education system, which appeared in the next decade, is a novelty for the educational system of Uzbekistan, if it is natural. The emergence of the term" competency approach " in turn influenced the issue of rethinking the system of specific existing categories of pedagogy. Thus, in the pedagogy of our Motherland, the concept of a competency approach has many new interpretations and requires its understanding from the point of view of concepts and in terms of methodological hardware.

Not only in our republic, but throughout the world, the activities of the educational recipient as an object and subject and its study, attitudes and approaches to them have changed. After all, the sources of information that a student of today receives: a school textbook of the 19 century, an interpretation of a pedagogue, 2-3 radio transmissions and limited time publications are not limited to. The possibilities of information transmission and reception in the 21st century grew in a progressive way. This creates a number of problems at the same time. In particular, readers cannot be separated from the Internet (the literal spider web). The reader caused the need to extract from a huge database what he likes, what he needs in his scientific future and everyday life, and not what is lightly digested. The second side of the issue is that the ability to select the necessary information from a huge database of volumes has not yet been formed in readers, and thirdly, seeing each of

such data, it will take only some time to analyze them. In the competence approach, it is aimed at increasing the priority of the student subject from other information, taking into account the content of education and the interest of students, as an object of Education. Accordingly, it is natural that our Republic allows us to improve the quality of the education system. But it will be necessary to correctly integrate this into the educational system, to deeply understand its essence and to keep its correct interpretation in constant control.

An analysis of the work carried out in the last decade to improve the effectiveness of Education shows that most of the work done is related to the concepts of competence and competence.

Given in scientific pedagogical and psychological sources, competence, competence are extremely complex, multi-part, concepts common to most Sciences. Therefore, their interpretations are diverse both in terms of hajman and composition, and in terms of meaning and logic.

Competence in the state educational standard, based on the competence approach approved by the resolution of the Cabinet of ministers No. 187 of April 6, 2017 "on approval of state educational standards of general secondary and secondary special, vocational education", was interpreted as "the ability to apply existing knowledge, skills and abilities in everyday activities."

According to the analysis of scientific literature and dictionaries, the word "competence", which comes from the Latin word"competere" ("be worthy, worthy"), means the level of awareness of an individual from one area, knowledge of the same area. G.A.Asilova summarizing the definitions given in the dissertation on the concepts of "competence" and "competence", "competence" is the effective application of personal qualities and knowledge, skills and abilities in the process of functioning in a particular area; "competence" is the capacity that exists and can arise for the implementation of certain activities described as. In his scientific work, Usarov noted that competence is "the manifestation of experience and knowledge in a certain area or direction, readiness to carry out activities, and the individual's ability to successfully act in various non-standard situations" indicated the definition. Khodjaev believes that " competence serves to integrate the student's actions on self-development related to the assimilation of a new personal experience.". Muslimov argues that competence is not the acquisition of individual knowledge and skills, but the assimilation of integrative knowledge and actions in each independent direction. Methods of diagnosis and proofreading of the formation of competencies in students Asadov, Turdiev, Akbarova, Temirov are systematized and described in the research work and are aimed at the formation of competencies in students in the educational process, the content and essence of effective means, methods of diagnosis and proofreading of the level of competence (competence) in real-life needs is revealed.

The following definitions of competence are given by Shishov:

general competence based on the mastered theoretical knowledge, practical experience, attitudes and interests of the educator;

the ability to establish a correct and re-connection between theoretically assimilated knowledge and emerging situations.

In the "Explanatory Dictionary of the Russian language", in turn, the following definition is given: "competence is the circle of questions that someone is well aware of; someone's powers, the circle of his superiors" and, respectively, "competence – influential, who knows some area, aware".

In the" National Encyclopedia of Uzbekistan " the word competence is given the following definitions:.

Competence (lat. competo - I am achieving, worthy, worthy) - 1) the scope of powers, rights and duties of a particular state body (local self-government body) or official, established by law, charter or other document; 2) he is either knowledge in this area, Experience.

Thinking about the concepts of competence and competence I.A.Zimnyaya noted that" these terms are close to each other, but do not correspond in importance ". The emergence of these concepts in the school education system leads to a number of changes in the content, methods of education, the types of activities that students are obliged to acquire during the graduation of the school. It should be noted that with the acquisition of the necessary competencies, the acquisition of experience in activities, that is, competence and activity are firmly associated with each other.

It seems to us that competence is a scientific category that divides the knowledge, qualifications and skills that a student must acquire into certain classes. Competence is explained by the fact that these competencies absorb and follow within themselves scientifically based religious and secular concepts, formed in the mind and consciousness of the reader's personality. Hence, it can be said about the formation of competencies defined in students, and about the development of competence. These competencies can be of different names and contents. Of particular importance is the point of view of khutorsky's definitions of the concepts of competence and competence. The researcher focuses on the Latin roots of these concepts: from Latin "sompetentia" - translation of the word, which is a circle of issues well informed by a person, knowing and having certain experience[128, 129, 130, 131]. Hence, according to the idea put forward by him, a person with the necessary knowledge and skills that allow him to operate in a particular field is called a person with competence.

Let's look at the views of other scientists that belong to the problem of competence. When Bolotov and Serikov are called competence in their work, "the way to be educated, educated, accustomed, is the totality of concepts that allow to manifest their personal identity" [27]. Competence, then, will depend on the personal quality of those who study, being part of the learning process. Tshukin believes that" competence is a personality trait that determines the ability to operate on the basis of formed competence " [141]. In his opinion, competence is characterized by the fact that a person acquires some kind of activity.

Thus, competence in this case is considered not only as a category of cognition, but also as a category of personality. Many researchers associate the concept of competence with understanding the purpose and means of carrying out activities. According to the foregoing, different points of view on the concept of competence prove that this concept should be interpreted as if it were a complex structure.

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