

COMPETENCE IS ONE OF THE MAIN CHARACTERISTICS OF A MODERN SPECIALIST

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Abstract: *This article talks about the development of competence qualities in future teachers and their formation as a person with the necessary competencies related to their field as the main factors of qualitatively raising education to a new level in modern society.*

Key words: *Bologna process, Bologna declaration, Competency approach, competence, competence, individual ability.*

Today, the achievements in the development of science and technology, the qualitative and quantitative increase in the scope of the social needs of the society, have changed the paradigm of education in the developed and developing countries of the world, and the extent of being able to effectively apply theoretical knowledge in education. demands the introduction of modernized form of skills into practice.

In our republic, one of the main guarantees of the result expected from the reforms to modernize education and bring it to a level that fully meets international standards is that great attention is paid to the practice of determining the competence approach in education.

Competency-based education forms in students a number of skills that modern education requires. These include: independence, active citizenship, initiative, ability to use media resources and information and communication technologies wisely in one's work, conscious choice of profession, healthy competition, and general cultural skills.

The Bologna process is a process of bringing together and harmonizing the higher education systems of European countries in order to create a single European higher education space. The deadline for the official start of this process is June 19, 1999. Consequently, on the same date, the Bologna Declaration was signed with the participation of representatives of 29 countries. At the same time, this system includes 47 participating countries out of 49 countries that have ratified the Convention on European Culture adopted by the Council of Europe in 1954 (confirmed by the highest state authority).

The main goal of the Bologna system

- Expanding access to higher education by social subjects,
- Prospective improvement of the quality and efficiency of European higher education,
- Development of mobility and activity of students and teachers,

□ It is also aimed at successfully providing employment to graduates of higher education institutions, directing them to the labor market of academic degrees and other professional qualifications.

The countries that have adopted this system have new opportunities for modernization of higher professional education, equal rights, participation in various projects funded by the European Commission of higher education institutions, and for mutual academic exchange of students and teachers.

The educational system of the countries that are members of the Bologna Process creates conditions for increasing the competitiveness of their personnel in the world market of educational services, sharing mutual experience and knowledge, and developing the national higher education system for the specified goals.

Also, the education system of the countries that are members of the Bologna process attaches great importance to the formation and development of the characteristics of the learner and the teacher. In particular, as one of the guarantees of the high quality of education, special attention is paid to the competencies specific to the person providing the education.

According to the Bologna process, the importance of the competency-based approach to education is determined as follows:

- Competencies are interpreted as a single (agreed) language for describing academic and professional profiles and higher education levels;
- Competency language is best suited to describe learning outcomes;
- Standards for educational outcomes, curriculum orientation make qualifications equal and transparent in the European area.

The idea of a competence-based approach in pedagogy appeared in the early 80s of the last century in "Perspectives. With the publication of V. Landscheer's article on the concept of "Minimum Competency" in the "Educational Issues" magazine, this topic became a topic of debate in the scientific community. [3] O.A. Igumnov stated that at that time competence in a broad sense was understood as "deep knowledge of the subject or mastered skill".[2]

The analysis of the literature shows that the formation of the views of scientists regarding the competence approach in the last century can be analyzed by dividing it into the following stages:

The first stage is characterized by the introduction of the term "competence" to the scientific community in 1960-1970 (N. Chomsky) and the creation of the first scientific definitions to distinguish between the concepts of "competence" and "competence".

The second stage 1970-1990 (J. Raven) is characterized by the application of the concept of competence not only in the theory and practice of language teaching, but also in the teaching of management, leadership, and interpersonal communication processes. According to Raven, competence is determined by a person's possession of the following basic qualities:

- ability to make decisions;
- personal responsibility;
- independence of thinking, originality;
- ability to listen and consider other people
- economic solutions;
- ability to resolve conflicts and mitigate disagreements;
- involvement of emotions in the activity process;
- desire and ability to learn independently, etc

The third stage was in the 90s of the 20th century in N.V. It is characterized by the appearance of Kuzmina's works. N.W. According to Kuzmina, the following are indicated as types of pedagogical competence:

- Methodological competence in the field of formation of knowledge skills of students,
- Social-psychological competence in the field of communication processes.
- Differential psychological competence in the field of motivations and abilities of students.
- Self-psychological competence in the field of individuality and shortcomings
- In this period, the world community of scientists considers educational issues and the development of education as one of the main problems and becomes the main scientific topic.

Competency-based approach in education paves the way for future teachers to develop the necessary general cultural and professional competencies, the ability to make independent decisions, socialization, development of individual abilities and self-expression.

This approach directs the development of the educational system in accordance with the requirements of modern society to ensure its quality, which corresponds not only to the individual's need to join social activities, but also to the society's effective use of the individual's potential.

In conclusion, we can say that a competent approach to education in all areas of education emphasizes the role of a person's experience, his active position, the level of preparation for activities, and the role of sociocultural society. A person who has competence in his field will have the appropriate knowledge and ability to think reasonably and prospectively about this field and to carry out effective activities in it.

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