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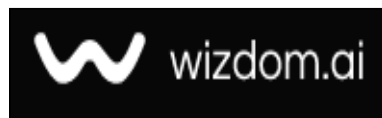
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## Competence and Competency-Based Approach in Education

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**Abstract.** This article analyzes the term and concept of competence, as well as the competence-based approach in education.

**Keywords** competence, HEU, education, competence-based approach.

### Introduction

The content of the reforms in the field of teacher education in our country is to strengthen the status of the teaching profession in society, attracting advanced foreign experience and innovation, ensuring the integration of education and science, modernizing basic and auxiliary education facilities, attracting the private sector and talented students to focus on such issues, how to improve the system of work with. At the same time, professional competence is important, reflecting the special qualities of the teaching profession, including their high didactic abilities and technical skills, awareness of pedagogical competencies, a creative approach to the process of education and upbringing as a person with a universal culture. . The acquisition of professional competencies, in other words, qualifying practice organized in schools, is essential in achieving professional competence.

### Main Part

A modern school needs its own professional competencies, in other words, a professionally competent specialist. We will discuss this in more detail below.

The researchers point out that competency-based education (CPE) was introduced in America in the 1970s. It is based on the concept of competence proposed by Chomsky in connection with the theory of language and transformational grammar. R. White's motivation revised: the concept of competence (1959) argues that the category of competence is a personal quality and is complemented by motivation.

Thus, if the competency-based approach was initially used in teaching foreign languages, then its gradual transformation into a priority in the teaching of all subjects requires a deeper study.

A person who is competent in a certain area will have knowledge and skills related to that area, which will allow that specialist to assess his area wisely, effectively and efficiently. Although this concept was not included in the Explanatory Dictionary of the Uzbek Language (2006), in the lexicography of other languages:

- "be able to judge something" [1];
- "awareness, knowledge, legitimacy, possession of legal rights" [2];
- "Dignity, prestige, full rights" [3].

Many dictionaries distinguish between the concepts of "competence" and "competence". Since there is no single definition of "competence", it is interpreted in different ways:

- "the scope of powers of a particular body or official is established by official documents;
- the authority or awareness of a person in any area, the level of knowledge in this area"

[4];

• "a set of powers, rights and obligations of a body or official established by law, the charter of the body or other laws" [5];

- "possession of knowledge allowing to judge something" [6];
- "a well-informed field of knowledge" [7];



- “Personal capabilities of a person with certain knowledge and skills, his qualifications (knowledge, experience) that allow him to participate in the development of a number of decisions or make his own decisions” [8].

To identify the main directions of research into the problem of preparing a competent teacher, it is advisable to analyze the psychological and pedagogical literature, which shows the solution of problems in this process [16]. Despite the variety of available data, all studies have in common that they emphasize that the level of professional competence depends on the level of formation of students' pedagogical skills [15]. An analysis of the scientific literature and research in this area shows that the teacher must acquire knowledge in this area (psychological, pedagogical, methodological, scientific and special sciences), connect, integrate scientific, pedagogical and methodological knowledge, direct them to achieve educational goals. . In turn, based on the real requirements of the educational process, the teacher almost constantly has to teach students a variety of skills and competencies in their field, which, of course, improves the process of professional training of students [14]. Therefore, the priority will be the task of choosing and developing the basic rules of pedagogical science and practice, which will form the basis for solving the problem of forming the professional competence of a specialist and determine the success of professional training. The main attention in this study is paid to the formation of the professional competence of the future teacher in the process of school qualifying practice. By analyzing the theory and practice of higher education, the goal is to study the important features and approaches that are the basis for identifying and determining important features of the professional competence of a future teacher, the conditions for preparing students for practical activities. As our country is now moving from "national revival to national progress", building a democratic society, the rule of law, the importance of education in this context will increase as the most important factor in bringing not only the economy, but society as a whole to a new stage of development. . The role of education is increasing day by day, the main task of educational policy is to achieve the quality of modern education, its compliance with the current and future needs of the individual, society and the state [13]. Therefore, much attention is paid to the training of teachers.

The task of fundamentally improving the system of higher education, improving the quality of training and professionalism of teachers, preparing and forming a pedagogical corps that meets the requirements of modern life is important for the future of the country. To solve this problem, it is important that teachers trained in modern pedagogical educational institutions do not fully meet the requirements of the modern school, and overcoming this becomes an important task. It is necessary to develop and experimentally test several models for a comprehensive reform of the teacher training system: its organization, structure, content, qualification practices and principles of interaction with innovative processes in education, increasing the number of teachers and improving their quality. [ten]. Our modern schools need completely different teaching staff [11]. A teacher who is accustomed to following the rule and waiting for instructions at every turn is not suitable for such schools. The modern school requires a lively attitude, an individual approach [12].

In a competency-based learning environment, the teacher performs a slightly different function and role in the learning process than in traditional learning.

- organization of independent active educational activity of students;
- competent consultant and assistant;
- be able to assess the behavior of students from a psychological and pedagogical point of view, be able to quickly help them in their effective actions and overcome difficulties in discussing and applying the acquired knowledge.

This role is more complex than traditional education and requires professional competence from the teacher.

## Conclusion

The educational process in any educational institution should be one step ahead of

today's requirements for preparing young people for life, work and personal development, which, in turn, can only be achieved if the professional training of teachers is "twice" higher than these requirements. Only such a situation guarantees the successful implementation of any positive changes in a promising, future-oriented system of education and pedagogy. According to the researchers, in addition to the requirement to be "twice" ahead in teacher training, in real life, if the teacher lags behind school life, and the education system lags behind school requirements, it "lags behind the requirements of society." "[9]. This feature of teacher education shows that education must be taken into account in the improvement of all spheres of life and, above all, in the process of reform.

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