Paper Authors

Kadirova Madinabonu Turgunovna, Mahammadkhojaev Bahromhuja

USE THIS BARCODE TO ACCESS YOUR ONLINE PAPER

To Secure Your Paper As Per UGC Guidelines We Are Providing A Electronic Bar Code

THE THEORY OF COMPETENCE AND ITS VIEWS ON PEDAGOGICAL CONTENT

Kadirova Madinabonu Turgunovna, Mahammadkhojaev Bahromhuja

teachers of the Arabic language and literature department of al-Azhar

INTERNATIONAL ISLAMIC ACADEMY OF UZBEKISTAN

Abstract: The paper describes the theory of competence approach in education and views on its content, history and stages of the emergence of competence.

Keywords: competence, component, motivational ability, cognitive ability, knowledge, ability, skills.

In the classification of pedagogical sciences of today, it is the question of professional competence that shows its relevance, great interest and importance and the need to organise the educational process and its effectiveness. It is necessary to form and ensure the competence of an active and dynamic teacher who has a clear understanding of his professional goals, innovative thinking and is ready to introduce innovations in education, promoting this issue as one of the most important elements of the educational process [Bobko L. A., 2011:31].

The social significance of this concept is very broad and it is applied in almost all areas of production. Competence is a set of modern requirements for the activities of specialists in various fields, the history of which is based on management theory, unconditional assurance of its effectiveness on the basis of correct and adequate management of the work process, management practice, work relations between senior and subordinate employees. purpose and effectiveness. Accordingly, the competence of a particular employee is synchronised with his or her ability to direct his or her activities and personal resources towards efficiency.

It is worth mentioning the name of David McClelland as the founder of the competency-based approach to personal management. The scientist has studied the psychological aspects of the specifics of the production process and has been recognised as the founder of the theory of the holistic integration of professional motivation in production with the production process and goals. In the scientist's opinion, rapid economic development and growth is the responsibility of human resources, and no economic idea can be effective in itself, but there must be people and their competences, only companies that can properly and purposefully form human competences [Kompetentnostno-orientirovannie zadaniya v sisteme visshego obrazovaniya, 2014:4].

This is why the requirements of innovative education, interdisciplinary education, business management education, etc., which are inextricably linked to the introduction of research results into practice, come to the fore. Historically, the introduction of the concept of competence into the education system and recognition of its importance has been divided into the following stages:

At the first stage (1960-1970), the concepts of "competence" and "competence" were introduced into scientific circles and circulation, the rules of their application and the specifics of their application were defined. The term "competence" was first introduced in 1965 by a Professor at the University of Massachusetts. The conceptual boundary of this word is very wide today, as the word means "agreement", "coherence", "conformity to something" and "compliance". Today, the word is more like "universal, that is, a set of common properties and requirements for all". These competences focus on the tasks to be performed in the various professions. Naum Khomsky, as a linguist and psychologist, interprets the term as an intuitive knowledge of language in his book Syntactic Structures. This intuition serves as the basis for a person's mastery of his or her native language and makes it possible to distinguish the right from the wrong sentences. Thus, in N. Khomsky's classification, "competence" is a set of properties attributed to the language, which means a set of individual qualities necessary for understanding the linguistic essence of the language [Zimnyaya I.A.].

In the second stage (1970-1990), the term "competence" increases sharply, the word becomes a special term and begins to describe a set of characteristics of a certain area and is used in language theory, management and communication. In 1984, J. Raven's book Competence in Modern Society: Its Identification, Development and Release was published. As a scientific task, J. Raven raises the question of what is the competence of specialisation from the point of view of modern society, and also identifies and demonstrates 37 components

of competence that ensure effectiveness and emphasises them as "motivational abilities" [Holiqova M.].

It is known that in 1988, during the celebration of the 900th anniversary of Bologna University, the rectors of 80 European universities signed the Magna Charter Universitarum. This event marked the beginning of the largest project in the history of the European education system - the Bologna Process. Subsequently, the Bologna Declaration was signed on 19 June 1999, which created unified and equal opportunities for all in Europe, and its aim was to create a single and integrated European space for higher education. In terms of competence, during the Bologna Process, the traditional paradigm of "knowledge" was supplemented by the paradigm of "activity" by employers on the European labour markets [Sergeev A.G., 2010:8].

During the third phase (1990-2001), the Bologna Declaration was adopted for the development of education and training worldwide, in CIS countries, especially Russia. During this period, a number of Russian scientists, in particular A. K. Markov, E. F. Zeyer, A. V. Khutorsky and others, developed the concept of professional competence from the scientific, theoretical and methodological points of view from the psychological and pedagogical points of view [Markova A.K., 1999:90].

Consequently, the fact that the word "competence" has entered the scientific community, starting with the definition of linguistic identity, has become an economic and managerial term and now one of the main objectives of all pedagogical

International Journal for Innovative Engineering and Management Research
A Peer Reviewed Open Access International Journal
www.ijiemr.org

processes, reflects its evolutionary development.

Whereas since the time of Comenius pedagogy the aim of education and training has been to develop knowledge, skills and abilities (KSA) in individuals, the essence of professionalism is now interpreted in relation to the concepts of competence. The KSA is the goal of education and cultural and social values, while competence and competence, on the contrary, are units of market economy and professional activity [Kompetentnostno-orientirovannie zadaniya v sisteme visshego obrazovaniya, 2014:8].

Aspects of professional competence training for specialists by scientists and teachers of Uzbekistan A. Abduazizov, L. T. Akhmedova, G. Bakieva, J. Jalolov, K. Korayeva, H. Mahkamova, K. Riskulova, F. Saidova, A. Sattorov, U. H. Hoshimov and D. Hoshimova have been studied [Muslimov N.A., 2013:112-118.].

According to K.J. Riskulova, "competence" means a set of professional laws, principles, requirements, rules, duties and responsibilities, as well as personal deontological norms necessary for a particular profession. Competence is the ability of a person to demonstrate the norms of competence in the practice of work based on creativity, based on the requirements of society related to practical activities. The main criterion of competence is determined by the effectiveness of activities and the training of competitive personnel [Risqulova K.J., 2017:14].

I.N. Ilkhamova believes that the sociocultural competence includes international linguistic, sociolinguistic and cultural competences.

Theoretically, competence is the sum of the various abilities and characteristics of a person that are necessary for effective work in a certain area and are interrelated. Competence is the manifestation of an algorithm that ensures efficiency at the expense of human capabilities. Competence is the purposeful action and activity of a person as a specialist that fully reflects his or her abilities. Systemisation of the results of a person's cognitive activity, as opposed to knowledge available in the form of concepts and concepts, competence is defined only in practice. In general, competence is the practical application of available knowledge, skills and abilities, the ability to provide missing knowledge, a product of necessary knowledge, skills and abilities, characterized by demonstration of one's abilities. Thus, unlike knowledge, competence corresponds to the ability to perform a practical task.

There are general cultural and professional competences. General cultural competences include instrumental, interpersonal and system competences. Instrumental competences include: a) cognitive abilities, i.e. the ability to understand and apply basic knowledge, ideas and considerations in various fields; b) methodological skills, i.e. the ability to understand and manage the environment, time management, promotion of learning strategies, problem solving, knowledge and application of basic scientific methods, organisation and planning, information management skills; c) technical abilities, i.e. computer and information management skills, related to the application of the following types of information [Kadirova M.T., 2020:343-345].

Interpersonal competence includes the ability to build relationships, to think

critically and self-critically, social skills related to social interaction and cooperation processes, to communicate with other professionals, to perform social and ethical duties, to accept diversity and intercultural differences, and the ability to work in an international environment [Kadyrova Madinabonu, 2020:120-122].

System competence is a set of ideas, views and knowledge that enable us to understand how the components of integrity are interconnected and the ability to plan changes to each component in the system to improve the system and create new systems. These include the ability to put knowledge into practice, research skills, the ability to adapt to new conditions, the ability to create new ideas (creativity), the ability to work independently, production and project management, and concern for quality.

Professional competence is a standard requirement for a person to do a specific job. The Competence approach aims at comprehensive mastery of knowledge and practical methods of work for successful work in important areas of life for the benefit of the state, society and the individual. The aim of the competency approach is to try to bridge the gap between the theoretical knowledge of the student and its practical application in terms of modern education.

Therefore, the modern educational process should not consist in passing on to students knowledge that is difficult to apply in practice, but in demonstrating this knowledge to solve current professional tasks and creating conditions for students to solve such tasks independently.

REFERENCES

1. Baxrom Maxamadxodjaev. (2020) PEDAGOGICAL PHILISOPHY AND EDUCATION IN THE MIDDLE EAST AND CENTRAL ASIA (IX-XII CENTURIES). The Light of Islam, 2020 (2), 159-166

2. Behrampura Asangalievich Mahmuthodjaev. (2019) Маҳмуд Замахшарийнинг дунё қўлёзма фондларида сақланаётган асарлари. Молодой ученый, 2019 (51), 511-513

3. Baxromxoʻja Xasanxodjaevich Maxamadxodjaev (2019) "Tazkiratu-l-avliyo" asarining turkiy tarjimasi va uning qoʻlyozma nusxalari. Molodoy ucheniy, 2019 (46), 409-413

4. Bobko L. A. Neobxodimost' i usloviya vnedreniya kompetentnostnogo podxoda v sovremennom obrazovanii. /Formirovanie kompetensiy v praktike prepodavaniya obshix i spesial'nix dissiplin v uchrejdeniyax srednego professional'nogo obrazovaniya. - Yekaterinburg-Berezovskiy, 2011. - S. 31

5. Kadyrova Madinabonu. (2020). SOME COMMENTS ON THE LEARNING OF ARABIC. Archive of Conferences, 9(1), 120-122.

6. Kadirova M.T. (2020) Kompetentlik yondashuvi va uning pedagogik mazmuniga doir qarashlar// Molodoy uchyoniy. – 2020. - № 43 (333) – S. 343-345. https:moluch.ru/archive/333/74450/

7. KAZAKBAYEV Akbar, (2019) Osobennosti prepodavaniya inostrannix yazikov: problemi i metodi. The Light of Islam: 2019 (4), 14.

8. Kazakbaev, Akbar. (2020) Seli obucheniya sinxronnomu perevodu / Issledovaniya molodix uchenix: materiali XIV mejdunar. nauch. konf. – Kazan': Molodoy ucheniy, 2020. – s. 62-64.

9. Khojiakbar Nuriddinov. (2020). NAMES IN ARABIC AND ENGLISH. *Archive of Conferences*, *9*(1), 7-11.

10. Kompetentnostno-orientirovannie zadaniya v sisteme visshego obrazovaniya / Uchebnoe posobie. - Sankt-Peterburg, 2014. - S. 4

11. Matibaeva, Raziya (2019) «SACRALIZATION AND TRADITIONALIZATION OF PERSONALITY ABU KHANIFA IN MAVARANNAHR», The Light of Islam: 2019 (4), 3.

12. MATIBAYEVA, Raziya (2019) «THE DEVELOPMENT OF KHANAPHISM IN MAVARANNAKHR», The Light of Islam: 2019 (3), 16.

13. Matibaeva, R. B. (2019) Redkaya rukopis' po xanafizmu «Manakib Abi Xanifa» / Molodoy ucheniy. — 2019. — № 36 (274). — S. 71-74.

14. Matibaeva, R. B. (2020) Nauchno-duxovnoe nasledie imama Abu Xanifi / Molodoy ucheniy. — 2020. — № 42 (332). — S. 282-284.

15. Matibaeva, R. B. (2020) Imam Abu Xanifa i teoriya poznaniya / Issledovaniya molodix uchenix: materiali XIV Mejdunar. nauch. konf. (g. Kazan', noyabr' 2020 g.) – Kazan': Molodoy ucheniy, 2020. – S. 70-71.

16. Matibaeva Razia Baltabaevna. (2020). USE OF SHORTS IN TRAINING EASTERN LANGUAGE. *Archive of Conferences*, *9* (1), 15-16.

17. Zimnyaya I.A.Kompetentnostniy podxod v obrazovanii //https://www.pirao.ru/community-projects/text/kompetentnostnyy-podkhod-v-obrazovanii/

18. Holiqova M. O'quvchi shaxsida tayanch kompetensiyalarni shakllantirish omillari// https://oilamarkazi.uz/scientific-articles/yangilik20191128-3;
Sergeev A.G. Kompetentnost' i kompetensiya v obrazovanii. Monografiya. - Vladimir, 2010. - S. 8

19. Markova A.K. Psixologiya truda uchitelya: Kniga dlya uchitelya. –M,1993. – S.6-11;

20. ZeerE.F. Klyuchevie kvalifikasii i kompetensii v lichnostno orientirovannom professional'nom obrazovanii // Obrazovanie i nauka. — 1999. — №3. — S. 90;