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COMPETENCE AND COMPETENT: DIFFERENT APPROACHES AND INTERPRETATIONS

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Abstract: the article deals with the concepts of competence and competentness. Different ways of assessing the level of formation of research competence are also presented.

Keywords: competence, research competence, competent, competence approach, level of formation of research competence.

Introduction

The state educational standard (hereinafter referred to as the Standard) of basic General education is a set of requirements that are mandatory for the implementation of the basic educational program of basic General education by educational institutions that have state accreditation

The standard of secondary (full) General education focuses on design and research activities, which it defines as the formation of the following design and research skills:

- study of simple real-world relationships and dependencies;
- determination of the essential characteristics of the object under study;
- independent selection of criteria for comparison, comparison, evaluation and classification of objects;
- making hypotheses and testing them;
- independent creation of algorithms of cognitive activities for solving problems of creative and exploratory nature;
- formulation of the conclusion about the results obtained.

Design and research skills are based on research competence. The works of V. M. Baydenko, A. S. Belkin, E. F. Zeer, I. A.

Zimnaya, A. K. Markova, A.V. Khutorsky, and V. D. Shadrikov are devoted to competence, competence and competence approach in General.

Main part

Let's focus on the stages of formation of the concepts of competence and competence. Thus, in 1960-1970, the concepts of competence and competent were introduced and prerequisites for their differentiation were created. In 1970-1990, these concepts are used in the theory and practice of teaching language, management, and communication. During the same period, competencies and competent for various types of activities are allocated.

1990-2001-the time when the concepts of competence and competent are actively used in education, the Council of Europe (1996, Bern) identifies five key competencies of modern graduates. Currently, these competencies are included in the Standard and are reflected in the "portrait of a primary school graduate".

The main provisions of the competence approach in Russian education were formulated in the "Concept of modernization of Russian education for the

period up to 2010" and "Strategy for modernization of General education". "The purpose of applying the competence approach is "Priority orientation on the goals – vectors of education: learnability, self-determination (self-determination), self-actualization, socialization and development of individuality".

The main criteria for evaluating the quality of learning outcomes are competence and competent. At the same time, the concept of competence is considered "broader than the concept of knowledge, skills and abilities and includes them. The concept of competence includes not only cognitive and operational – technological components, but also motivational, aesthetic, social and behavioral" [1].

In the scientific literature, the concept of competence is interpreted as the degree of formation of social and practical experience of the subject (Yu. N. Emelyanov); the adequacy of the implementation of job requirements (L. I. Antsyferova); the level of learning special and individual forms of activity (L. P. Urvantsev, N. V. Yakovlev).

Despite the difference in approaches, the basic content of competence is recognized as the level of formation of a single set of knowledge, skills and experience that ensures the performance of professional activities (N. F. Talyzina, A. I. Shcherbakov).

Currently, the concepts of competence and competent are considered both equal and subordinate. Most researchers (V. I. Baydenko, E. F. Zeer, I. A. Zimnaya, A. K. Markova, Yu.g. Tatur, A.V. Khutorskoy) share the concepts of competence and competent.

"When dividing these concepts, competence must mean some alienated, pre-set requirement for the student's educational

preparation, and competence – his personal quality (characteristic) that has already taken place" [2, p.58-64].

In the pan-European TUNING project, the concepts of competencies and skills include knowledge and understanding (theoretical knowledge of the academic field, the ability to know and understand), knowledge of how to act (practical and operational application of knowledge to specific situations), knowledge of how to be (values as an integral part of the way of perception and life in a social context). Competencies are a combination of characteristics (related to knowledge and its application) and positions, skills, and responsibilities) that describe the level or degree to which an individual is able to implement these competencies."

V. I. Baydenko considers competence as the ability to do something well, effectively, with a high degree of self-regulation, self-reflection, self-assessment, rapid, flexible and adaptive response to changes in circumstances and environment. At the same time, competence acts as a measure of an individual's educational success, which is manifested in their own actions in determining professionally and socially significant situations. He notes that "when it comes to competence as a consequence of mastering knowledge, skills, experience, the emphasis is on what this knowledge, skills, experience should be. When we consider competencies as personal new formations, the questions of their structure, components and connections between them come to the fore."

E. F. Zeer understands competence as "meaningful generalizations of theoretical and empirical knowledge presented in the form of concepts, principles, and semantic provisions" [3, p. 67]. And under

competencies – "generalized methods of actions that ensure the productive performance of professional activities. This is the ability of a person to implement their competence in practice" [3, p. 69].

I. A. Zimnaya considers "competence as some internal, potential, hidden psychological neoplasms (knowledge, ideas, programs (algorithms) of actions, systems of values and relationships), which are then revealed in the human competence as actual, active manifestations." By "competence" it means "actual, formed personal quality as a knowledge-based, intellectual and personal-conditioned socio-professional characteristic of a person" [4].

In turn, Yu.G.Tatur understands the competence of a specialist as a manifestation of "their desire and ability (readiness) to realize their potential (knowledge, skills, experience, personal qualities) for successful creative (productive) activity in the professional and social sphere, realizing its social significance and personal responsibility for the result of this activity, the need for its constant improvement" [5].

We will focus on the concept of competence and competent in relation to the educational activities of students. Following N. N. Tulkibayeva and Z. M. Bolshakova, we understand knowledge as competence, and activity and authority as competence [6]. In our experiment, we turn to the formation of research competence. Research competence is directly related to the ability to find the answer to a research problem.

From our point of view, a more complete definition of research competence would be the following. Research competence is a personal skill that is formed in the course of research activities, aimed at independent knowledge of the unknown, solving problems.

The national educational initiative "Our new school" States that "the main task of a modern school is to reveal the abilities of each student, to educate a decent and Patriotic person, a person ready to live in a high-tech, competitive world. School education should be built in such a way that graduates can independently set serious goals and achieve them, and skillfully respond to different life situations." This means that a school graduate should be able to solve problems and find various ways out of this situation. And this should help him research competence, formed during his studies at school.

There are a huge number of methods, techniques and forms of organization of educational and cognitive activities aimed at the formation of research competence. We believe that research competence can be formed during classroom sessions, trainings, monitoring, individual work: conducting research and making it into a study research work, public defense of the prepared report at conferences of various levels.

For achieving high indicators of the level of formation of research competence, it is necessary to introduce students to the forms and methods of scientific knowledge from primary school age, to implement the principle of pedagogy of cooperation and personality-oriented learning. Build a system of lessons in such a way that each of them is attended by collective and individual research, as well as develop a system of homework of a research and search nature. It should be noted that scientific cooperation with specialists and scientists also plays an important role in the formation of research competence.

Based on the system-activity approach that is the basis of the Standard, the traditional triad "Knowledge-Skills-

Skills" has expanded to a sextet: "Knowledge-Skills-Skills-practical experience-Reflection-Competence".

Speaking of research competence, which, in our opinion, can be called "the desire to discover the unknown", it is necessary to note its components. The components of research competence are: content-oriented, motivational, operational-activity, analytical-generalizing.

How can we evaluate each of these components and the overall level of research competence? With the competence approach, it is difficult to measure learning goals, so in our experiment we set the levels of achievement of learning goals, the deviation from which shows a deviation from the predicted optimal trajectory of the formation of research competence.

In pedagogy, there are different ways of evaluating. According to the methodology developed by G.P.Saveleva, it is possible to present the assessment in the form of test, situational, rating and monitoring models. We consider the test model to be the most acceptable in General education classes. The level of formation is calculated as a percentage, namely: as a result of training, the student must get a certain personal skill that is formed in the course of activity (training), which we take for 100%. Therefore, the level of mastery of each individual student's research competence is expressed as a percentage of the main personal skill that should be formed ideally. Each subject area has its own levels.

According to A.K.Gromkova, the effectiveness of research activities of students is determined by the level of formation of self-educational activities, so she identified the levels of formation of self-education skills.

The first level: There is a formation of cognitive interest, self-educational work is not purposeful, is random, is guided by insufficiently defined motives. Independent knowledge is difficult, the level of organizational skills is low.

Second level: independent activity becomes relatively independent, with goals, tasks, content and organization. Instead of passively completing the task, there is a need to "read thoughtfully", "note the main thing", "make a plan". There is a conscious need for rational organization of activities.

The third level: describes the clarity, effectiveness and reality of the goals of self-education. Having organizational skills that make it possible to build self-educational activities more efficiently" [7].

Conclusion

Thus, we presented our interpretation of the concepts of competence and competent, tried to show different ways of evaluating research competence, and focused on the example of the one we used in our experiment.

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