



DOI: **10.5958/2249-7137.2021.01612.8**

STUDENT COMPETENCIES IN THE EDUCATION SYSTEM FORMATION

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ABSTRACT

Let's look at the basics of selecting and constructing teaching methods in a competency-based approach. To do this, we define the concepts of competence and competence. We can determine its structure and function. Then we develop the technology for designing basic and subject competencies. From this arise the principles of selection of teaching methods.

KEYWORDS: *System Analysis, Competence, Basic Competences, General Cultural Competences, Civic Competence*

INTRODUCTION

In order to make an optimal decision in the educational process, it is necessary to use the method of systematic analysis of the existing types of analysis. Analysis is a high stage of intellectual activity, characterized by determining the level of relevance of the current situation, event, process, number and evidence, and determining the prospects of its cultural significance. Therefore, analysis has evolved as a form of activity, and today its sectoral types and models have been created. The basics of systematic analysis and decision-making are required to be applied by every professor not only in the management of the pedagogical process, but also in its planning, improvement. In his book "Liberalization of our society, deepening of reforms, raising our morale and raising the living standards of our people is the criterion and goal of all our work", the first President Islam Karimov said: studied and demonstrated that we choose the optimal methods.

In this way, using structural analysis as a tool to make optimal decisions at different levels becomes practical. raising and raising the living standards of our people is the criterion and goal of all our work. Education based on a competency-based approach requires students to acquire knowledge, skills and competencies in a complex way, rather than to form them separately.

Accordingly, teaching methods will also change. Let's look at the basics of selecting and constructing teaching methods in a competency-based approach. To do this, we define the concepts of competence and competency. We can determine its structure and function. Then we develop the technology for designing basic and subject competencies. From this arises the principles of selection of teaching methods. Competence is a social requirement that precedes the educational preparation of a student to work effectively in a particular field.

Competence is multifaceted and there are several interpretations of it.

Competence is the ability of the learner to have appropriate competencies.

Competence is the minimum amount of experience a student has in terms of personal qualities and activities in a given field.

Competences should be distinguished from educational competencies. Educational competence models a student's future full-blooded life activities. For example, a citizen may not exercise certain competencies until he or she reaches a certain age. However, this does not mean that they are not formed in the learner. In this case, we are talking about educational competence. For example, even if a student acquires civic competence in school, he or she will use it to the fullest after graduating from school. Accordingly, such competencies are manifested as educational competencies during the study period.

Basic competencies are specified each time for a specific stage of education and a defined subject. For example, if the competence related to learning is added to the development (reflection) as a person in the general subject competence, in the science of history, which is the subject competence, lies the ability to distinguish the struggle of interests of different parties in any historical event.

To define the content of each competency, a structure related to its overall function and role in education is needed.

To ensure that competencies are comparable to traditional learning parameters, we open the concept of "learning competencies" through a list of structural components of competence:

- Name of competence;
- Type of competence and its place in the general sequence (base, general subject, subject);
- The range of objects in which the competence is introduced, the actual activity;
- Socio-practical relevance and importance of competence (why is it necessary for society?);
- The importance of competence in relation to the individual (why should a student be competent?);

In order to incorporate the formation of competencies into the teaching process, they need to be given in the form of activities. Taking into account the above, the following drafts of basic competencies have been developed:

1. Communicative competence to master the native language and any foreign language and to use it effectively in communication in order to interact in society; to be able to express one's opinion clearly and concisely orally and in writing, to ask and answer questions logically based on the topic; social flexibility, adherence to a culture of interaction, ability to work in a team; to

be able to defend one's position in communication, respecting the opinion of the interlocutor, to convince him;

2. Access to information sources (Internet, television, radio (audio-video recording), telephone, computer, e-mail, etc.) that have the competence to work with information; adherence to media culture in the search, sorting, processing, transmission, storage, security and use of necessary information from the media; be able to create a database, select the main ones and analyze them;

3. Competence for self-development as a person Continuous self-development as a person, striving for physical, spiritual, mental and intellectual maturity; continuous increase of lifelong learning, knowledge, experience independently;

4. Socially active civic competence A sense of involvement and active participation in events, happenings and processes in society; be aware of their civic duties and rights, and comply with them (ie be able to act as a buyer, voter, customer, producer); to have a culture of treatment, economic and legal relations in labor and civil relations;

5. General cultural competencies Loyalty to the Motherland, kindness to people and belief in universal and national values; to be able to understand and be impressed by works of art and works of art; dress modestly, adhere to cultural norms and healthy lifestyles, know the values of universal significance (customs, rituals, national and cultural traditions, etc.), treat them with respect;

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