

## THE HISTORY OF THE CONCEPT OF "COMPETENCE"

Ruziev Khurshid\*

\*Researcher,

Samarkand State University Veterinary Medicine Of Livestock And Biotechnologies,  
UZBEKISTAN

Email id: ruziyev1986@icloud.com

**DOI: 10.5958/2249-7137.2022.00824.2**

---

### ABSTRACT

*Despite the fact that the concept of "competence" is becoming more and more popular, there is still no generally accepted definition of it. The term "competence", according to Webster's dictionary, appeared in 1596, but only in the last 15 years the influence of this concept on management and education began to increase.*

**KEYWORDS:** *Competence, Entrepreneurship, Metasubjectivity, Hierarchy, Core Competencies, General Competencies, Competencies Of Academic Disciplines, Racism, Xenophobia, Intolerance, Integrality, Multifunctionality.*

---

### INTRODUCTION

The dictionary of foreign words indicates "that "competence (Latin competere – strive, comply) is an area of issues about which a person is well aware" [157, p. (lat. competere - strive, conform) - knowledge and experience in any field" [156, 621-p.]. Competence is defined differently by different authors: as the ability to carry out practical (professional) activities (Council of Europe; N.G. Milovanova, S. Shishov); as readiness to use acquired knowledge (general educational standard, S. Shishov); as a set of personal qualities (I.A. Zimin, A.V. Khutorsky); as a range of issues that a person is well aware of (S.I. Ozhegov, A.M. Prokhorov); as a set of goals that the educator strives for (B.I. Hasan). A slightly different interpretation is offered by A.K. Makarov. He defines competence as the degree of compliance of an employee with professional and methodological requirements. We believe that this definition is more in line with the term "skill", since it is precisely this definition, as a comparative analysis of these two concepts shows, that refers to the degree of possession of any competence.

Summarizing the considered points, we can conclude that competence is a set of knowledge, skills and methods of activity, fixed by the requirements of society and educational institutions, which a person should possess as a person and as a specialist.

At the present stage, educational institutions are showing great interest in the concept of "competence". Currently, a number of attempts are being made to define the concept of "competence" from the point of view of education. According to A.V. Khutorsky, educational competence is a set of target orientations, knowledge, skills and the experience of activities necessary for the student to carry out personal and socially significant productive activities in relation to a certain range of existing objects of being [182, p. 62]. competence, informational competence, communicative competence, social and labor competence, competence of personal self-improvement [182, pp. 63-64.].

---

In accordance with the division of the content of education into general metalinguistic (for all academic disciplines), interdisciplinary (for the academic subject cycle or areas of study) and interdisciplinary (for each academic subject), A.V. Khutorsky builds a hierarchy of relevant competencies in the following order:

- 1) Core competencies - related to the general (metalinguistic) content of education;
- 2) General master competencies - related to the field of specific academic disciplines and areas of education;
- 3) Competencies in academic subjects are private compared to both previous types of competencies, which have a clear description and the ability to be formed within academic disciplines [182, p. 63]].

An analysis of the pedagogical literature shows that at present, education, in addition to the question of describing the content of the concept of core competencies, which are difficult and ambiguous to be solved by researchers, has also faced the problem of their differentiation, that is, listing the very foundations of classification.

The main researcher of the theory of competencies, Khalaj, focused the content of core competencies on the threats facing Europe (preservation of a democratic open society, multilingualism, multiculturalism, new labor market requirements, the development of complex organizations, economic changes, etc.) as an answer [205 , page 33.].

W. Hutmacher notes different approaches to the definition of core competencies. There may be two of them - the ability to write (scriptural thought (writing)) and the ability to think (rational thought), or there may be seven of them: reading (learning); explore (Search); think (thinking); communicate (communicating); unite, act together (co-operating); be able to do the job, be able to bring things to the end (getting things done); adapt to oneself, accept oneself (adopting oneself) [209, p. 11.].

Accepting the existing classifications of core competencies, W. Hutmacher agrees with the Council of Europe's definition of the five core competencies "with which young Europeans should be armed". In his opinion, these are:

- "... Political and social competencies, in particular the ability to take responsibility, participate in group decision-making, resolve conflicts without the use of force, participate in the maintenance and improvement of democratic institutions;
- Competencies related to life in a multicultural society. Education to control the manifestations of racism, xenophobia, intolerance (Recovery - resurgence) allows young people to accept differences, respect others and live with people of other cultures, languages and religions;
- Competencies related to the mastery of oral and written communication (mastery), which is especially important for work and social life, when those who do not risk being isolated in society. In this context of communication, knowing more than one language becomes even more important;
- Competencies related to strengthening the informatization of society. Mastering these technologies, understanding their applications, weaknesses and strengths, as well as ways of critical thinking in relation to information disseminated by the media;

- The ability to learn throughout life as the basis of lifelong learning in the context of personal, professional and social life” [209, p. eleven.].

According to L.O. Filatova, the main competencies have the following particular features:

- Integral;
- Multifunctionality;
- The ability to be above the academic discipline and be interdisciplinary;
- Reliance on a high level of mental development;
- Universality and uniqueness [173, p. 21.].

I. When highlighting the group of core competencies of A. Zimnyaya, the following points expressed in the psychology of our country act as a theoretical basis:

- a) A person-subject of communication, knowledge, labor (B.G. Ananiev);
- b) A person manifests himself in the system of relations to society, to other people, to himself, to work (B.N. Myasishchev);
- c) Human creativity has a vector (direction) of acmeological development (N.V. Kuzmina, A.A. Derkach);
- g) Professionalism implies creativity (A.K. Markov).

I.A. Zimnyaya identifies ten core competencies, combining them into several entrepreneurial groups:

1) Entrepreneurial, reflecting the attitude towards oneself as a person, as a subject of life and including:

- Competencies to preserve health;
- Competencies in value-target orientation in the world;
- Integration competencies;
- Civil competences;
- Skills of self-improvement, self-control, self-development, reflection of personality and science;

2) Factors that determine the interaction of a person with other people and include:

- Competences of social interaction;
- Competence in communication;

3) Creativity, manifested in all types and forms of human activity. These include:

- Competence of cognitive activity;
- Competence of activity;
- Competencies in the field of information technology [78, pp. 16-17.].

These competencies are manifested in behavior, human activities, and, as A. Zimnyaya notes, it is her qualities, character traits that determine her personality.

---

Thus, one of the main directions for updating the content of education at the present stage is the formation of a set of basic competencies (creative abilities) in a person. At the same time, the issue of delimiting the concepts of “competence” and “mastery”, as well as their primacy and classification, remains relevant and requires further discussion. An analysis of the work of researchers in the field of the master-oriented approach allows us to conclude that defining knowledge and skills is paramount, and “mastery” is the result (level) of possession of one or another type of competence.

## LITERATURE

1. Gamaeva, L.A. Angliyskie idiomy: problema obucheniya studentsov angliyskoi dialogovoy rechi / L.A. Gamaeva // Innovative processes in high school // Materials XIV All-Russian scientific and practical conference. - Krasnodar: Izd. GOU VPO KubGTU, 2008. - S. 127 - 128.
2. Gez, N.I. Sistema uprajneniy i posledovatelnost razvitiya rechevyx navykov i umeniy / N.I. Gez // IYaSh, 1969. No. 6. S. 29 - 40.
3. Gershunsky B.S. Computerization and sphere education. Problemy and perspective. M.: Pedagogy, 1987.
4. Glossary po information society. [Elec. resource]: Glossariy po informatsionnomu obshchestvu. URL: <http://www.iis.ru/glossary/ict.ru.html>
5. Glossary of terms in the market, razrabotki standards, educational programs and educational plans. European Foundation Education. - EFO, 1997.
6. Golubtsov, S.A. Rehevaya igra s chujim tekstom v praktike obucheniya inostrannymy zykam / S.A. Golubtsov // Innovative processes in high school // Materialy XIV All-Russian scientific and practical conference. - Krasnodar: Izd. GOU VPO KubGTU, 2008. - S. 123.