

Competency-Based Approach in Higher Education and Prospects for The Development of The Uzbek Language

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Abstract

This article analyzes theoretical and practical aspects of a competency-based approach in higher education. The essence of the concept of competence, its application in the educational process and its role in the formation of pedagogical skills are covered. Also, within the framework of the modernization of the higher education system, current issues of the development of professional qualifications and competencies, innovative approaches based on global and national experiences have been proposed. The prospects for the introduction of a competency model in the reforms of the educational system of Uzbekistan are considered.

Keywords: Competence, competence, higher education, continuing education, professional qualification, pedagogical skills, innovative education, modernization of the educational system, knowledge, qualifications and skills, educational system, competitive personnel, methodological methods, qualified specialist.

Introduction

In the world, much attention is paid to the quality and competitiveness of higher education today. Including the United Nations ' Sustainable Development Goals (SDGs) as well as the European Union's European Higher Education Space (EHEA. 2010) in the content of the concepts "introduction of competency-based education (competence-based learning) model in training and training of Personnel, improvement of mechanisms for the continuous development of professional skills on the basis of humanization of education" as one of the strategic directions of Higher Education. We can say that these world countries require the integration of advanced experiences of the formation and development of professional competencies in the space of higher education into the process of organization and management of Education.

In the system of continuing education in our country, in addition to the assimilation of theoretical and practical knowledge of future specialists in the field of sciences, there is also a need to arm them with competencies in accordance with world templates, improve the system of professional qualification, acquire the necessary knowledge. After All, The President Of The Republic Of Uzbekistan Sh.Mirziyoyev's appeal to Parliament on 24 January 2020 noted important aspects of

the reforms being implemented and planned in the educational system, as well as in all areas. In particular, the appeal expressed priority aspects aimed at achieving mutual continuity, connection between all stages of the educational system by effectively continuing the reforms initiated in the preschool education system, improving the quality of education and upbringing in secondary schools, strengthening the integration of higher education with academic science and production, as a result, bringing the entire continuous education system to a new level. On the basis of advanced foreign experience, research work is underway to modernize the modern educational content of the training of future young teachers for the continuing education system, to create an educational environment aimed at creating the necessary conditions that allow students to realize their internal capabilities. In the strategy of Action for the further development of the Republic of Uzbekistan, priority tasks were set, such as “further improvement of the system of continuing education, increasing the possibilities of quality education services, continuing the policy of training highly qualified personnel in accordance with the modern needs of the labor market.” As a logical continuation of it, the decree of the president of the Republic of Uzbekistan No. 60 of January 28, 2022 was approved. And this decree is “on the development strategy of New Uzbekistan for 2022-2026”. The decision of the president of the Republic of Uzbekistan on April 20, 2017 PQ-2909 “on measures for the further development of the higher education system” was adopted. The task of radically improving the higher education system, improving the quality of training specialists and professional skills of Teachers, Training and formation of a pedagogical corps that meets the requirements of modern life is important for the future of the country. To solve this problem, the fact that the teachers being prepared in today's pedagogical educational institutions cannot fully meet the requirements of the modern school, and baratarafing this is becoming an important task. It is necessary to develop and experimentally test several models for the comprehensive reform of the system of training of pedagogical personnel: its organization, structure, content, qualification practice and interaction with innovative processes in the educational process, increasing the composition and improving the quality of teachers. For our modern schools, completely different pedagogical personnel are needed. A teacher who is used to following the rule and waits for instructions at each step is not suitable for such schools. The modern school requires a lively attitude to itself, an individual approach. From this it is advisable to analyze the psychological and pedagogical literature, which shows the solution to the problems in this process, in order to reveal the main areas of study of the issue of competency teacher training. Despite the variety of available conclusions, what is common to all studies is that it is argued that the level of professional competence depends on the level of formation of pedagogical skills of students.

The concept of “competence” is the most important factor in the upbringing of the current educator. The term derives from the Latin “Competo” (I am achieving, I am worthy, I deserve), denoting knowledge in one area or another, experience. Competency is understood as other qualities and qualities such as erudition, suitability for the profession, competence, accessibility, communicativeness, inexperience, responsiveness. A competent approach is a new pedagogical reality from the point of view of the modernization of Higher Education. Within the framework of this approach, it is required to consider practical activity experience, competence and competence as didactic units, and to analyze the traditional three elements of Education (triad) - ‘knowledge - skills - competence – six units (sextet) - “knowledge - skills - competence -

experience of practical activity – competence-competence”. First of all, it is necessary to dwell on the essence of the concept of” competence”. Competence - (a Latin word meaning to achieve, to come true) is a subject's willingness to set a goal and to be able to effectively use their external and internal reserves to achieve it, in other words, it is the subject's personal ability to successfully solve problems associated with a particular object of activity. It should be noted that some of the definitions given to the concept of” competence ” are expressed in connection with professional education, professional activities.

Doctor of Pedagogical Sciences, professor X. Muhitdinova, who is conducting research on ways of teaching Uzbek in groups conducted in other languages of education in the educational system. Muhitdinova's work is also of great importance. It should be noted that this study mainly provides for the teaching of the Uzbek language in Russian groups. But it should also be taken into account that the bar of students studying in Russian groups is not Russian. Therefore, the scientist believes that in the education of the Uzbek language, grammatical knowledge, which expresses a certain content, is given in a meaningful continuity and gradual continuity, and speech topics are given accordingly, leading to the formation of Uzbek correct speech and the formation of automated speech skills and competencies in Russian-speaking students. To do this, it is desirable that the programs and textbooks of the Uzbek language provide colloquial topics and grammatical information in the following order:

1) Subject to the expression of a certain opinion; 2) grammatical subject; 3) speech topic; 4) material for literary reading. The experimental work noted that the organization of Uzbek language education in this way helps to expand the circle of thinking of students in Uzbek, to create an opportunity for them to independently express the Uzbek language. The purpose of our study is also the methodology for the development of communicative competence of students in the process of teaching the Uzbek language. Professor H. Adding to the thoughts of muhitdinova, we will add this again. Teaching Uzbek in foreign language groups is characterized by both simplicity and complexity at the same time. We prefer to use the following methods when teaching Uzbek to students of primary education:

1. Explaining the meanings of words
2. Being able to translate texts correctly
3. Being able to logically link sentences together
4. The fact that he can express his independent opinion on the given text. We believe that this approach is appropriate to be used at all stages of continuous education. We are working to prevent students from having speech problems in their future activities. This will prepare the ground for success in professional activities as well.

Ye.I. In his research, Passov said that” one of the most important and complex problems in second language education is the choice of language and speech materials and their correct distribution, in which, first of all, it is necessary to choose and distribute the grammatical minimum, taking into account the age of students, the direction of education, that is, to solve the problem.

L. S. Vigotsky had argued that the study of his native language would be carried out in a bottom-up direction, while foreign language acquisition would be carried out in a top-down direction. Uzbek language education is also provided in the specialty area. But unlike teaching, education in groups conducted in other languages, the main part of the training tasks is aimed at developing speech skills. Therefore, the exercises and assignments for this education will also be different.

Classes are organized in a practical form. Many scholars have given their views on the different organization of classes including, B. If Lapidus divided them into speech exercises and language exercises, eat.Passov believes that" the division of exercises into language and speech exercises affects the integrity of language and speech", and as such he has mentioned that exercises are divided into communicative and conditional communicative exercises.

It has been studied in a number of studies as a form of cooperation that is rationalized in order to maintain the level of manifestation of knowledge, abilities, skills and an atmosphere of mutual trust and agreement with them, allowing the individual to correctly assess the conditions and attitude of interaction with members of the other ethnic community. V.Goodikuns, D.Masumoto, G.Triandis, M.Bennett, D.Raven, U.Stephen and others studied ethnomadanic competence and its social significance. In intercultural relations, the ability of an individual to speak bilingualism, that is, his or her erudition, can be attributed to K.Baker, N.Khomsky, T.Adorno, D.AbRam, D.Berry, G.Teshfel, M.R.Hammer, M.Bayrom et al. The acquisition by a specialist of the knowledge, skills and qualifications necessary for the implementation of professional activities and training to be able to apply them at a high level in practice, today we can say the main task facing all higher educational institutions. The student must be able to harmoniously combine knowledge, teaching methodology and didactics, pedagogical communication skills and qualifications, as well as methods and tools for self-development, self-improvement, the practical application of the knowledge gained.

In conclusion, in order for students to have a methodology for learning the Uzbek language in the educational process, we recommend that they be able to correctly understand the words, use electronic dictionaries in classes and extracurricular times, use various interesting techniques in practical classes.

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