

**ASSESSMENT OF THE COMPETENCE-BASED APPROACH IN THE TRAINING OF A  
SPECIALIST**

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**Abstract:** The article reveals a number of problems related to the issues of understanding and implementing the competency-based model of professional education. The issues of similarity and differences, as well as the integration of two educational approaches: competency-based and knowledge-based are considered. Based on a comparison of semantic and structural-content parameters, contradictions in the interpretations of traditionally identified components of competence (to know, to be able to, to possess) are shown.

**Keywords:** competencies, competency-based education model, knowledge, skills, abilities, experience.

**INTRODUCTION**

For specialists dealing with the problems of higher education, it is increasingly obvious that one of the most urgent and difficult tasks today is the operationalization of the criteria for the success of training bachelors, masters, and specialists, their recording in real pedagogical practice. Criteria that are capable of revealing and somehow demonstrating the formation of what modern federal state educational standards define as "competencies", which are a product of the so-called competence-based approach.

**MATERIALS AND METHODS**

It is worth remembering that at one time the transition to a competence-based approach in education was considered as a "radical means of modernization" (B.D. Elkonin), allowing a young person to more effectively "engage in a certain activity" (A.M. Aronov), "effectively act outside the scope of educational subjects and educational situations" (V.A. Bolotov), "transfer abilities to conditions different from those in which competence initially arose" (V.V. Bashev), etc. Changes in the focus, goals, content and results of higher education were supposed to focus on the "free development of a person", on the prerogative of creative initiative and independence of students, on achieving transnational competitiveness and mobility of future specialists.

**RESULTS AND DISCUSSION**

The competencies raised on the banner of revolutionary modernization of professional education (reoriented the assessment of educational results from the concepts of "preparedness", "qualification", "literacy", "education", "culture", "upbringing", etc. to some impersonal concepts of "competence", "competence") were declared a panacea for almost all our educational ills. And what did we get? Thousands of articles and hundreds of dissertations were written, the subject of which was all sorts of competencies in the most diverse combinations. Several generations of state educational standards were published. But the realities of practice allow us to state that from the spoken words "...we are implementing a competency-based approach", from the frequency of use of the terms "competence" and "competence-based approach" in curricula, the situation in our education does not improve.

Thus, according to the founders of the approach, competence is something that exists in a pre-human, pre-activity state and quality, it is a thought expressed orally or recorded in writing, containing only an image, a description of what would be desirable or what should be ideally and fully represented in a person's knowledge, skills, personal qualities. This is the content of education, a list of requirements for a future specialist. But, as they say, there is sometimes a

"huge distance" between desire and reality. Only competencies learned (to one degree or another) in classes and practice (i.e. actualized, internalized), transformed into individual knowledge, skills, abilities, personal qualities, value orientations, motivational and value attitudes, etc. Professionally significant personal properties and characteristics that directly ensure the possibility of carrying out professional activities by a specific person can be called competencies. A problematic moment for thinking teachers is the attempt to divide competencies into the so-called competence triumvirate: know, be able, and master. How, for example, does "be able" differ from "master"? Thus, the Small Academic Dictionary defines the substantive and semantic basis of the concept "master" as follows: "...3. To be able to handle something, to skillfully operate something... In combination with certain nouns means: to know well, to be able to use, to be a master in some area (To master verse. To master rhyme. To master dialogue.)" [2]. In Efremova's Explanatory Dictionary, "master" in one of the meanings is also defined as "3) a) To skillfully handle something; b) To know well, to skillfully use something; ... 4) To have the ability, to be able to control the movements of the body or parts of the body..." [3]. Ozhegov's Explanatory Dictionary echoes this: "To own: ... 3. To be able to, to have the opportunity to use something, to act with the help of something." (emphasis added – S.B. and L.S.). All of the above allows us to assert that attempts to separate the ability to do something from the possession of this something are, in essence, nothing more than a waste of words. And here is how, in turn, the term "to be able to" is defined.

Let us also designate another parameter mentioned by adherents of the competence-based approach, which, from their point of view, fundamentally distinguishes competencies from knowledge, skills and abilities – their integrative nature. For example, as V.I. Baydenko, one of the developers of the competence-based basis for designing state educational standards for higher professional education, writes, the leading feature that distinguishes competence from traditional concepts – knowledge, skills, abilities, experience – is its integrative nature, practice-oriented focus, as well as correlation with the value-semantic characteristics of the individual [1]. But note that knowledge, skills and abilities do not exist in a person in a row. Any skill and ability are always based on both knowledge and abilities. And we could not talk about this, but in all educational standards, one way or another, the definition of each competence begins with the words "ability", "skill", "readiness", "knowledge". But why in one case is it ability, and in another - readiness, and in a third - skill? Any competent teacher or psychologist knows that readiness is based on abilities, skills, and knowledge.

## **CONCLUSION**

Summarizing the above, the following conclusions can be drawn:

- there is a mixture of two approaches in professional education – competency-based and knowledge-based, with the former given an inappropriately large and dominant importance;
- the focus on competencies in real educational practice is often formal in nature.

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