

The Formation Of The Concept Of “Competence” And Scientific Approaches

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Abstract: This article explores the origin, development, and classification of the concept of competence, which has become a central theme in modern education and professional training. The study provides an overview of how the term "competence" emerged, how it evolved over time, and how it is interpreted in different scientific and pedagogical contexts. Particular attention is paid to the contributions of various scholars who have shaped the theoretical understanding of competence, including its cognitive, affective, and behavioral components. The article also analyzes the types of competences relevant in contemporary education systems, highlighting their importance in learner-centered and competency-based approaches.

Keywords: Competence, competency development, key competencies, the types of competence, classification of the concept of competence, pedagogical approaches.

Introduction: Currently, the concept of competence occupies a central place in research on educational effectiveness and human resource development, in psychology, pedagogy and other fields. The term competence was first used in the theory of Noam Chomsky as “linguistic competence”, referring to a cognitive system based on creative linguistic abilities . It was further developed by J. Habermas based on the concept introduced by Chomsky and influenced the use of the term competence by social scientists until the 1990s.

In the 17th century, attention began to the actions when people can take in the face of difficulties in the field of psychology. In 1973, Ms. Cleland put forward the idea that it is necessary to test a person’s competence, rather than focusing on their intellectual abilities. In the following centuries, the term competence was defined by Bandura in relation to real life as “significant differences in the acquisition of knowledge and its successful application in stressful, difficult, and uncertain situations,” while scientists such as Connell, Sheridan, and Gardner defined competence as “implemented abilities” .

Looking at the research of Russian scientists, I. Zimnya also emphasizes that the term competence came

through the theory of N. Chomsky, dividing its development into 3 stages:

- Stage 1: the introduction of the term “competence” in educational processes from a scientific perspective, covering the 1960s-1970s; the observation of differences between the concepts of competence and competence, research on the definition of language-related competencies, and the introduction of the term “communicative competence”;
- Stage 2: from the 1970s to the 1990s, it was used in the theory and practice of foreign language teaching, in the assessment of professional management activities;
- Stage 3: from the 1990s, it began to be studied on a scientific basis, covering the 20th century, in connection with education .

V.V. Serikov emphasizes the formation of a competent approach, not as a Western trend or a new “fashion” of modern education, but as a systematic, qualitatively new stage of classification in comparison with national knowledge .

N. Muslimov et al. there are opinions that the competent approach to the education system began to take shape in foreign literature in the 60s of the last century, and that the competency approach, as a new pedagogical reality, requires the analysis of the

traditional three elements (triad) of education - "Knowledge - Skills - Competence" - six units (sixtet) - "Knowledge - Skills - Competence - Practical experience - Competency - Competence" .

Today, in psychological and pedagogical literature, in the scientific works of many scientists, the terms "competence" and "competency" are used as pedagogical terminology and the main object. If we look at the term competence, the term competence is derived from the Latin word "compete" and means "I am able, I am capable, I am highly skilled" .

The essence of the concept of competence includes the knowledge available for effective activity, a set of practical skills, mastery of algorithms for solving problems at different levels, a creative approach and the ability to engage in professional activity, and the presence of work experience .

According to Muslimov N., Koysinov O., "competence" is been introduced from English and means "ability", but the term serves to express the totality of knowledge, skills and abilities. In pedagogical literature, the term competence is included in the most basic category of science and is interpreted as the ability to apply acquired knowledge, skills and qualifications in everyday and professional activities .

Kunter and Klusman say that one of the important factors for a teacher's success is the acquisition of competence rather than knowledge: "Competence is defined as the skills, knowledge, behavior (attitudes) and motivational variables that serve as the basis for mastering certain situations. According to this approach, the above-mentioned characteristics are not innate, but they (skills, knowledge, attitudes, and motivational characteristics) can be learned and taught during work.

If we look at world education, there are also ambiguous features associated with the terms competence and competence. These expressions are sometimes expressed as the same concept, but these concepts are separated in English-speaking regions according to different characteristics. The term competence is interpreted by American scholars as a characteristic of professionals (a worker-orientation perspective) - a worker in the center, and competence is interpreted by English scholars (the work-orientation perspective as the output associated with appropriate standards of job performance) is interpreted as characteristics specific to the profession . The definition of competence given by the German scientist Weinert is widely used among Western scientists:

"Competencies are cognitive abilities and skills that a person has or can learn to solve certain problems, which are associated with motivational, volitional and

social readiness and abilities to positively, successfully solve problems in various situations" .

A.V. Khutorsky, Yu.N. Moskvichev, Yu.G. Tatur, express the opinion that it is necessary to distinguish the concepts of competence and competence, to determine their main moral characteristics.

A.V. Khutorskoy, who conducted scientific work on educational standards, interprets competence in his competency-based approach as a social requirement necessary for a student to perform qualitatively, successfully in a certain field . Competence in education according to the definition in the field, competence is interpreted as a predetermined criterion (norm) necessary for effective activity in a certain area, while "competence" is interpreted as a set of personal qualities (value-content, knowledge, skills) of a person associated with his experience of activity in a certain social or personal area .

Yu.N. Moskvichev defines "competence as the specific characteristics of the profession, a socially established model of activity (sample, standard), objective signs of professional activity in a certain area; "competence" is considered as skill, knowledge and creativity inherent in the subject, aimed at achieving maximum results .

Yu.G. Tatur gives a more creative definition, defining a competent specialist with higher education as someone who strives to demonstrate their capabilities (knowledge, qualifications, skills, personal qualities, etc.) in successful activities in professional and social spheres, is ready to demonstrate their abilities, and is aware of the social significance of this activity, is responsible for the results of their actions, and is aware of the need for constant development .

Uzbek researcher Tursunova U. believes that if competence is a sphere of awareness of knowledge and experience in a certain field, then competence is a personal characteristic that includes the intellectual and skill components of education, and its content consists of semantic, problematic, practical and communicative aspects .

In general, competence is what you can do, and competence is to what extent you can do it, and a specialist may have high competencies, but it is difficult to determine which of them is significant in the processes of activity.

Muslimov N., based on the analysis of the works of B.G. Ananyev, V.N. Myasishev, N.V. Kuzminina, A.K. Markova, identifies three main groups of competencies:

1. Competencies related to oneself, as a person, as a subject of life activity;
2. Competencies related to a person's interaction with

other people;

In educational research, the term “professional competence” is interpreted as a term related to professional activity and is defined as the ability to manage professional processes, which depend on the interaction of motivation, attitudes, skills, and knowledge, mainly in complex and demanding professions. While S. Qalandarova interprets the term professional competence as “professional knowledge and skills, professional psychological positions, attitudes; a system of personal characteristics necessary for the acquisition of professional knowledge and skills”, Y. Fakhridinov defines it as the acquisition of knowledge, qualifications and skills necessary for the implementation of professional activities by specialists and their ability to apply them in practice at a high level. Currently, the following are considered as the characteristics of professional competence of teachers:

- Excellent knowledge of their subject;
- Formed scientific thinking;
- Mastery of teaching methods;
- Knowledge of the psychological characteristics of students and their skillful use in their practical activities;
- High general culture, education, upbringing and intellectual development of the individual.

As criteria and indicators of professional and pedagogical competence, the following indicators are listed:

- motivational (formation of positive inclinations);
- cognitive (strengthening of theoretical knowledge);
- operational (skill in effective organization of educational work);
- reflexive (self-assessment based on self-analysis).

The term key competence is used in conjunction with the concept of competence, which is manifested in its multifunctionality, critical thinking, thinking skills in solving various issues and problems in professional and social activities, determining one's personal position, and awareness of innovations. Basic competencies, also called general (basic), universal competencies, are competencies that are determined on a special order, based on the interests of society, and help ensure effective human activity in all areas.

Basic competencies are studied by Daminov O. as a result of education that is common to all professional areas, expresses active methods of solving issues related to the skills of interaction of people with each other and information exchange, and is emphasized as showing what is necessary for each area of activity,

supporting a person's self-determination, social involvement, civic position and ability to compete at the professional level.

The analysis of scientific literature helps to clarify the essence of the concept of competence, to clarify the meanings of related terms, in particular, competence, basic competence, professional competence. It also provides practical assistance in its correct application in educational practice and in solving related issues.

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