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The concept of competence and competence in education

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ABSTRACT

The article discusses the scientific and theoretical foundations of the concepts of competence and competence in the process of literary education. The etymological, pedagogical and psychological analysis of the concepts of "competence" and "competence" in the system of literary education is highlighted.

Keywords:

literary education, basic competence, socio-cultural competence, personality, educational integration, Competence, intellectual ability, technology.

Based on the demands and needs of the global labor market, improving the content of the continuing education system, in particular, developing the socio-cultural competence of students based on creating an innovative learning environment in the process of literary education, improving the theoretical and practical, methodological foundations in this area, conducting scientific and research work on the digitalization of the educational process and the development of virtual electronic products and their systematic application, plays an important role in the social development strategy.

Direct study of the educational content implemented in Spain, Belgium, France, Finland, Germany and other countries shows that in Western countries the main place is occupied by the level of competence of a specialist. According to the essence of the national education system of our republic, the minimum requirements for the educational content are based on the knowledge, skills and qualifications that students are expected to

possess. If we look at the etymological, pedagogical and psychological analysis of the concepts of "competence" and "competence" in the literary education system, we can understand that they did not arise by chance. "Competence," says the Russian scientist I.A. Zimnyaya, "is a set of procedural and valuable content knowledge in a certain discipline. Competence, in contrast to it, is the application of knowledge, that is, the implementation of competence in practice. This category characterizes the activity of an individual in a certain situation."

From the point of view of the requirements for the level of professional preparation of graduates, competence means the ability of students to purposefully apply a set of knowledge, skills, and methods of activity in specific subjects in specific situations. According to methodologist S. Kambarova, competence is "a subject that is perfectly mastered by a person and serves as a criterion for preparing for activity in a chosen field, while competence is a directed classification of

a person in a different way, a skill that is formed for a graduate to engage in activity in a certain field.”

Competence does not imply the acquisition of individual knowledge and skills by students, but rather the assimilation of integrative knowledge, creative approaches, and actions in an independent direction within each subject.

According to Professor G. Asilova, competence can be interpreted as "a way out of the problematic situation that has arisen due to the contradiction between ensuring the quality of education and the inability to solve this issue in the traditional way, that is, by increasing the amount of information that needs to be mastered."

Methodist scholar K. Husanboyeva defines this concept as follows: "Personal competence consists of certain components, depending on the state of possession of knowledge, skills, and experience that are useful for solving life problems related to daily living, professional activity, or taking one's place in social life. This understanding includes such areas as a person's competence in independent cognitive activity, in the socio-civil sphere, in the social labor sphere, in everyday life, and in the cultural and recreational sphere.

It is characteristic that the concept of "culture" is defined by M. Boltayeva, E. Menlimuradova, D. Israilova, Z. Shirnazarova, Q. Mahmudov and others from the point of view of linguistics of English and German.

According to researcher M. Boltayeva, "General cultural competence is a competence that includes loyalty to the homeland, kindness to people, and belief in universal and national values, possessing cultural skills recognized by humanity, knowing values of universal importance, treating them with respect, and carefully preserving the historical, spiritual, and cultural heritage of one's people."

E. Menlimuradova writes, "Today, culture is increasingly understood as a system of lifestyle and behavior, norms, or values of any social group (for example, urban culture, generational culture, organizational culture)." The same thoughts also apply to the topic of this dissertation, which is notable for its focus on the formation of students' socio-cultural

competence based on the analysis of the ideological and artistic essence of works of art. The following thoughts of Z. Shirnazarova, one of the above-mentioned researchers, are also directly relevant to literary education in the era of globalization: "The fact that human society is built on the basis of diverse relations between representatives of different cultures creates the synthesis and integration of nations. Historical sources show that the development of human society has gradually developed global cooperative relations. We can observe this in the development of relations in social, economic, cultural and other spheres, from the exchange of goods in tribal culture to today's relations in international stock exchanges, observed in the world spider web."

According to our observations, competence is an indicator of increasing the skills and improving the work performance of a particular person. According to the traditional definitions of scientists, competence is a set of standards that clearly and clearly understand what an employee needs to do his job well, and includes skills, knowledge, and a number of understandings.

Since the educational content is grouped into subject blocks in the curriculum, interdisciplinary and subject-specific (for a specific subject), it is possible to recognize competences that demonstrate the following three levels:

- basic competence;
- interdisciplinary competence;
- competence in one subject (discipline).

Thus, the basic competence is determined at the level of educational blocks and academic subjects for each stage of pedagogical education. In determining the order of basic competence, the essence of social and personal experience, the acquisition of life skills in the process of organizing professional activity in society, in accordance with the main goals of pedagogical education, is of great importance.

In our opinion, competence is expressed in the fact that students have the knowledge, skills and abilities necessary to carry out professional activities of personal and social significance, and are able to use them in professional activities. It is here that the

essence of the concept of "competence" is fully revealed. It is manifested in two forms: as a set of personal qualities of students and as the basic requirements of a particular professional field.

Therefore, it is worth saying that "competence" is considered to be a person's constantly growing personal needs and socio-spiritual qualities related to the future, as well as the ability to solve problems that arise in real life situations, the ability to mobilize their knowledge, educational and life experience, values, and interests.

The term "competence" entered the field of education as a result of scientific research by psychologists. This understanding indicates the need for theoretical knowledge on how to behave in unconventional or unexpected situations, enter into dialogue, take a new approach in relationships with partners, perform ambiguous tasks, use contradictory information, and act in ever-evolving and complex processes.

Although the dictionary meaning of the English word "competence" is "ability", in the field of pedagogical disciplines the term "competence" serves to express knowledge, skills, abilities and abilities. It is not for nothing that in the social development of our country, great attention is paid to the process of literary education in the socio-cultural development of the younger generation. The fact that the literature curriculum of the "National Curriculum" created for general secondary education devotes a very large place to the development of students' socio-cultural competence is one of the good deeds done for the spiritual and moral education of the younger generation. The national curriculum notes the general competencies that are developed in school graduates in philological disciplines, and also takes into account the need to form basic competencies in students along with subject-specific competencies.

In the changing educational system of Uzbekistan, the development of literary education related to the formation of socio-cultural and civic competences in students who are exposed to humanities, civic duty, socio-political, literary literacy, understanding of

identity in the acquisition of knowledge about current world emergencies, and environmental problems requires the organization of each lesson on a specific topic based on new pedagogical technologies and an integrative approach.

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