

**PROBLEMS AND SOLUTIONS IN ORGANIZING A COMPETENCY-BASED
APPROACH IN EDUCATION**

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ABSTRACT: This article discusses the impact of the competency-based approach in improving the educational process, enhancing the level of skills and competencies, and its influence on the development of independent thinking, problem-solving, and teamwork abilities. This paper explores the key issues faced during the organization of competency-based education and proposes practical solutions. It highlights the need for teacher training programs, development of flexible and integrated curricula, effective use of technology, and robust evaluation mechanisms. By addressing these challenges, educational institutions can ensure the successful implementation of a competency-based approach, fostering student growth and employability. It also highlights the work of scholars on competency-based approaches, the challenges faced in organizing these approaches, and potential solutions to those problems.

Keywords: Competency-Based Education, integrated learning, competency-based approach, education system, educational process, knowledge, skills, competencies, independent thinking.

INTRODUCTION

In the 21st century, globalization, technological progress, and the constant evolution of society have placed new demands on the education system. The modern education system aims to develop an individual's knowledge, skills, and abilities while preparing them for success in various fields of life. The competency-based approach plays a crucial role in achieving this goal. Education, as a process, has a millennia-old foundation, continually adapting to the demands of the time, advancing in line with scientific and technological progress.

For example, at the end of the 20th century and the beginning of the 21st century, the competency-based approach emerged in world science and practice. This was due to dynamic changes in the labor market, where there was an increasing demand not only for knowledge and skills but also for personal qualities. In the last decade, the analysis of efforts to improve educational effectiveness shows that most work is related to the concepts of competence and competency. These concepts entered general use in the 1970s. In the United States, the word "competency" was used in business relations, contrasting it with professional knowledge and skills, viewing it as the "independent universal organizer of any professional activity." Thus, the issue of competency entered the education field and gradually took a leading role.

LITERATURE REVIEW AND METHODOLOGY

The history, key principles, and practical application of the competency-based approach have been analyzed through the work of foreign and local scholars, articles, books, and research studies. The concepts of competence and competency are often used interchangeably, but they differ. "Competency" refers to the ability of an individual to combine knowledge, skills, abilities, and values in a specific field and act successfully in practical situations. "Competence," on the other hand, refers to the level at which an individual has mastered and applies these competencies. Many scholars and experts have provided their opinions on the concepts of competence and competency. For instance, in his 1984 work "Competence in Modern Society," J. Raven argued that it consists of many components, most of which are independent of each other. Some components relate to the cognitive field, while others pertain to emotional aspects. These components can complement each other in self-management. In the 21st century, the international educational community, represented by Jacques Delors in his report "Education: The Hidden

Treasure," defined "four pillars of education": learning to know, learning to do, learning to live together, and learning to be. Delors emphasized that learning to do is not only about acquiring professional skills but also being broadly competent—i.e., being able to work in teams and handle the complex situations that arise in the workplace. It is also worth noting that the term "competency" is often synonymous with "competence base." According to B. Oskarson, these competencies expand beyond specialized professional traits to include general competencies such as teamwork, planning, problem-solving, creativity, leadership, entrepreneurship, organization, and communication skills.

APPLICATION OF COMPETENCY-BASED APPROACH IN THE EDUCATION SYSTEM

Since 2000, the competency-based approach has been incorporated into the content of vocational and general education standards. Currently, the European Council symposium, titled "Key Competencies for Europe," defines the core competencies to be emphasized in educational frameworks. These competencies include: learning to extract useful knowledge from experience, organizing interconnections between knowledge, and solving problems.

KEY COMPETENCIES AND STANDARDS

The European Parliament and the Council of Europe, on December 18, 2006, recommended the following key competencies for lifelong learning:

1. The ability to communicate in one's native language.
2. The ability to communicate in a foreign language.
3. Mathematical competence and basic competence in science and technology.
4. Digital competence.
5. Learning to learn.
6. Social and civic competence.
7. Sense of entrepreneurship and initiative.
8. Cultural awareness and expression.

CHALLENGES AND SOLUTIONS

Despite understanding the competency-based approach, challenges arise in its implementation. Some of these challenges are as follows:

- **Teacher preparedness:** It is crucial to train teachers based on the competency-based approach, teach them new pedagogical technologies, and motivate them to apply these methods.
- **Curriculum and materials:** Educational programs and materials must be revised to align with the requirements of the competency-based approach.
- **Assessment system:** New methods must be implemented to assess the level of students' mastery of competencies.
- **Material and technical resources:** It is essential to create the necessary infrastructure to develop students' practical skills.
- **Student motivation:** Students must be encouraged to apply their acquired knowledge in practical situations, solve problems, and be creative.

The above challenges certainly hinder the process of effectively organizing and enhancing the education system based on the competency-based approach. To resolve these issues, we propose the following solutions:

- **Teacher retraining:** Develop and implement specialized programs to train teachers in competency-based approaches and introduce them to new pedagogical technologies.
- **Curriculum revision:** Educational programs should be revised to meet the requirements of the competency-based approach, selecting materials and methods that focus on developing students' competencies.
- **Improvement of the assessment system:** New methods must be introduced to assess the level of students' mastery of competencies and enhance the assessment system.
- **Strengthening material and technical resources:** Establish and strengthen the necessary infrastructure to develop students' practical skills.
- **Enhancing student motivation:** Apply various methods to encourage students to use their knowledge in real-life situations, solve problems, and be creative.

CONCLUSION

The competency-based approach plays a significant role in the education system. To successfully implement it, it is necessary to address challenges such as teacher preparation, curriculum design, assessment systems, material and technical resources, and student motivation. The research of local and international scholars, along with governmental support, will help further improve the quality and effectiveness of the education system.

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