



STRATEGIES FOR FORMING A COMPETENT APPROACH TO PEDAGOGICAL ACTIVITY BASED ON HISTORICAL AND PEDAGOGICAL SOURCES

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ABSTRACT

This article analyzes the theoretical foundations of a competency approach, its historical roots and significance in the modern educational system. At the same time, strategies for the formation and implementation of this approach in pedagogical activity are developed, based on historical and pedagogical sources. The stages of development of the competency approach, its integration into the national education system and its connection with modern pedagogy are analyzed in depth.

KEYWORDS

Competence approach, pedagogical activity, historical and pedagogical heritage, strategy, competence, innovative education

INTRODUCTION

As modern society changes rapidly, the demands on the education system are also becoming more and more complex. Today, not only a knowledge-based approach, but a competency approach aimed at the comprehensive development of the student's personality is gaining relevance. In this approach, the knowledge, skills, qualifications and social activities of the student are formed in one whole system. The formation of a competent approach is inextricably linked directly with the processes of historical and pedagogical development. The ideas put forward in history by great thinkers and educators have become the foundation of the modern concept of Education. Therefore, for the full-fledged formation of a competent approach, it is important to conduct an in-depth analysis of historical and pedagogical resources.

Literature Analysis

Jean-Jacques Rousseau-promoted the need to raise a child in a" nature-friendly "manner through his work" on Emile or upbringing". He is an advocate for education to be free, practical and viable, and views knowledge as vital, seeing the child as an active subject - as one of his main ideas. literature analysis. Jean-Jacques Rousseau-promoted the need to raise a child in a" nature-friendly "manner through his work" on Emile or upbringing". He is an advocate for education to be free, practical and viable, and views knowledge as vital, seeing the child as an active subject - as one of his main ideas. Johann Heinrich Pestalozzi, on the other hand, puts forward the idea that "the heart, the mind and the hand must be brought up in unity". Pestalozzi supports the idea of directing education towards

emotional, intellectual and physical development. His educational methods are based on practice, affection and personal approach.

Research Methodology

Competence is the ability of a person to function effectively throughout his career, harmonizing knowledge, skills, qualifications and personal qualities. This approach requires the student to have skills such as independent thinking, problem solving, teamwork, and information handling.

A competent approach, on the other hand, is based on the principles of directing the educational process to the individual, associating theoretical knowledge with practical activities, developing independence and critical thinking. This methodological approach has also been recommended by international organizations such as UNESCO, OECD.

- there are also specific principles on competency approaches in eastern pedagogy, namely, - Abu Nasr Farabi paid special attention to harmonizing the mental and moral aspects of Education. Until then, knowledge should not only be mastered, but also brought to life.

- - Ibn Sina emphasized the importance of a personal approach, age-appropriate methodology, and practical training.

- - Alisher Navoi appreciated moral education, vocational training and creative approach. In addition, along with Eastern pedagogy, there are also specific views in western pedagogy.

- Jean-Jacques Rousseau advocated a personal approach and believed in allowing the child to develop naturally.

- - Johann Heinrich Pestalozzi developed a teaching methodology based on the principle of "heart, mind and hand".

- John Dewey, on the other hand, created an activity-oriented education system based on learning through experience.

These approaches formed the foundations of modern competence: independent thinking, orientation to practice, attention to personality.

a) integrated approach.

Harmonizes different disciplines, creating a complex and multifaceted system of knowledge. For example, the development of engineering thinking through the integration of mathematics and technology.

b) active training methods

With the help of Case study, Problem-Based Training (PBL), role-playing games and project work, active participation of the student is ensured.

c) reflection and metacognitive approach

Students self-evaluate, identify errors, and learn by analyzing their own opinion.

d) implementation of digital technologies

Independent learning skills are formed through distance education, virtual laboratories, online platforms.

e) differential and individual approach

An educational strategy is developed to suit each student's interests, abilities, and level of mastery.

The educational law of the Republic of Uzbekistan, national curricula and educational strategy until 2030, defines a competent approach as one of the main directions. Currently:

- the main and in-depth study areas of science are separated in the educational programs; - the criteria for evaluating students are based on a competency approach; - teacher retraining courses are being adapted to modern methodologies.

However, there are also problems in this process that have not yet found a solution: the unwillingness of teachers to develop competencies, a shortage of methodological materials, restrictions on the use of a differential approach in the classroom, etc.

Effective strategies for practicing a competent approach include:

- development of systematic thinking through interdisciplinary integration;
- support critical and creative thinking using active learning techniques;
- to guide students to self-development by implementing digital technologies;
- to apply a methodology corresponding to the individual needs of each student with a differential approach.

These strategies not only increase the level of knowledge of the student, but also serve to form him as an active, socially responsible, critical thinking person.

Result and Analysis

The analysis of historical and pedagogical sources shows that a competency approach is not a novelty inherent in modern education, but a system with deep historical roots, formed during the evolution of pedagogical thinking. The ideas advanced by the eastern and Western pedagogical schools are today reinterpreted as components of the competency education model.

The analysis shows that thinkers such as Farabi, Ibn Sina, Alisher Navoi were in favor of the harmonious development of knowledge and morality, theory and practice. These approaches are in modern education:

- personality-oriented training;
- active student position;
- development of moral and civil competencies;
- independent decision making;
- shows the historical foundations of such principles.

Based on the analysis, the following conclusions can be drawn: 1. The knowledge contained in the historical-pedagogical heritage strengthens the theoretical foundations of today's competency approach; 2. A competent approach has an important place in the modernization of the pedagogical process, the development of personality-oriented methods and the formation of life skills in students; 3. This approach is effectively implemented by increasing the professional competencies of Modern teachers.

Conclusion

A competent approach is a concept that changes not only the method, but the entire philosophy of Education. Through the study of historical and pedagogical sources, the scientific and methodological foundations of this approach are more deeply understood. Advanced experiences in eastern and Western pedagogy should be harmoniously applied to today's education. In order to form competencies in pedagogical activity, it is necessary to develop strategies that harmonize modern technologies, active methods, individual approach and methodological approaches.

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