

**Of national and general cultural competencies in students based on a
competent approach importance**

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Abstract : *In the article competence , competence concept and theory and practice with mutually dependent , competent approach based on in students national and universal competencies development importance about word goes _*

Key words : *competence , competent approach , national and universal competence , universal , universal , spiritual and moral .*

In New Uzbekistan, special attention is paid to creating conditions for early identification of students' creative thinking abilities and talents. Because this cannot be achieved without awakening the conscious need and inner interest of each child to develop social skills. The general secondary education system of continuous education of the Republic of Uzbekistan "...regular education of students on the basics of subjects fulfills their need to acquire knowledge, basic educational-scientific and general cultural knowledge, national and serves to develop spiritual and moral qualities, work skills, creative thinking, conscious attitude to the environment and career choice based on universal values.

Today, the reforms carried out in all spheres of our society have an impact on the continuing education system. New goals and tasks are being set for general education schools. At the center of the goal and essence of all changes are the developing personality of the student - his goal and self-awareness, as well as self-exploration, personal growth, and creative expression.

A competent approach to education envisages teaching students to effectively use the competences formed in various situations in personal, professional and social life. Special attention is paid to the ability to use relevant knowledge, skills, and abilities when facing unexpected, uncertain, new,

problematic situations . Therefore, in the process of teaching each subject, based on its content and characteristics, competencies related to it are formed.

Professor A. Abdukadirov emphasizes the problem of formation and development of the competence approach in students, that the development of competence is a process that does not stop throughout a person's life. In fact, the competency-based approach to the education system is not entirely new. Elements of this approach have always been in the content of educational quality management and training of personnel in education.

The interrelationship between theory and practice is one of the most urgent problems, which helps to develop competence, implement work activities and comprehensively master the necessary competencies related to the specific direction of the integrated competence-based approach. . Competence approach strengthens practical orientation of education, its pragmatic, practical-professional aspects. In a pragmatic (practical) sense, it cannot be contrasted with knowledge, skills and competences. But this is not the same as the "KLM" (knowledge-skills-competence) approach, because it establishes the dependence of knowledge on skills and focuses on the practical side of the issue. This means that the description of learning outcomes should be at the level of competencies.

Despite the growing popularity of the concept of competence, there is still no generally accepted definition of it, and a starting point for evaluating different approaches to the definition and use of this term has not yet been found.

The Latin term "compete" means "to know", "to be able", "to achieve", "to match".

The terms "competency" and "competence" were originally used as categories related to the field of law. According to this point of view, competence means powers, duties and rights granted to a state body or an official by law or other normative document; Competence means compliance with the abilities and skills of the subject to realize his/her competence. Competence is a form of management authorized by law. Competence is a quality that belongs to a subject.

The competency approach serves as a basis for:

- designing new educational content and searching for new educational technologies;
- providing continuous education, training throughout life by forming competence;
- education of social competence - life skills, ability to study and work in a group, team, development of cooperation ability, ability to prevent conflicts, etc.;
- the initiation of self-activation and self-management of learners in the educational process, the scenario of preparing them for independent life and activity (free choice).

Also, the requirements for the level of training and the content of necessary knowledge of the graduates of the continuous compulsory education system developed as a project in 2015 by the Ministry of Public Education of the Republic of Uzbekistan and the Republican Education Center were developed, in which the following students are determined to have universal competencies. In it, general cultural competence is rated as follows:

Multicultural competence - respect for universal and national values; to understand and be affected by works of art and art; acquiring cultural skills recognized by humanity (medical culture, ecological culture, legal culture, speech culture, behavior culture, music culture, dress culture, economic culture, media culture, etc.); to know values of universal importance (customs, rituals, national-cultural traditions, etc.), to treat them with respect; it was considered to carefully preserve the historical, spiritual and cultural heritage of the people, to observe the rules of etiquette established in the society. Therefore, the development of competence in students, first of all, provides an opportunity to turn knowledge, skills, and practical methods of activity into personal experience, secondly, it serves to ensure their integration, and thirdly, the student's self-development, independence, creativity guarantees that it will increase its activity, and fourthly, in

turn, the development of intercultural communication requires the acquisition of integrated collective competencies.

National competence is the manifestation of national identity, values, customs, traditions, in general, national character as knowledge and skills in the system of national and universal relations, in practice the criteria and boundaries of national and universal relations are defined. is used in relation to the development of the qualities of being able to evaluate it.

In our opinion, national and cross-cultural competence is a very necessary skill for future teachers and important for their professional activities. Because one of the priority goals of higher pedagogical education is to prepare personnel who are loyal and selfless to the motherland, who respect universal human values, who value and preserve the historical and cultural heritage of peoples.

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