

THE EMERGENCE OF THE TERM COMPETENCE

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Annotation: The article interprets the opinions of scientists who first thought about the concept of competence and its creation, as well as the opinions of scientists from the CIS countries and Europe.

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Despite the fact that the concept of "competence" is becoming more and more popular, there is still no generally accepted definition of it. The term "competence" was coined in 1596 according to Webster's Dictionary, but it has only been in the last 15 years that the concept has gained ground in management and education.

The dictionary of foreign words shows that "competence (Latin *competere* - to strive, to be compatible, to comply) is a range of issues that are well known to a person." There is a definition in the encyclopedic dictionary, according to which, "Competence (Latin *competere* - strive, compatible, compatible) - knowledge and experience in a certain area."

Competence is defined by different authors in different ways: as the ability to carry out practical (professional) activities, as a willingness to use the acquired knowledge, as a set of personal qualities, as a range of questions well known to a person, goals that a student strives for as a package. A somewhat different interpretation was given by A.K. Makarov suggests. He defines competence as the level of employee compliance with professional and methodological requirements. In our opinion, this definition is more consistent with the term "agency", since it is

agency, as a comparative analysis of these two concepts shows, that means the level of mastery of a certain competence.

Summarizing the considered points, we can conclude that competence is a set of knowledge, skills and methods of activity that must be mastered by a person as a person and a specialist, imposed by the requirements of society and educational institutions.

At the present stage, educational institutions show great interest in the concept of "competence". Currently, a number of attempts are being made to define the concept of "competence" in terms of education. AVERAGE. According to Khutorsky, educational competence is a set of target settings, knowledge, skills and experience necessary for the student to carry out productive activities of personal and social significance in relation to a certain range of existing objects of existence. He names the following competences related to education: value-target competencies; general cultural competence; reading competence; information competence; communicative competence; social and labor competence; competence of personal self-improvement.

In accordance with the division of the content of education into general scientific (in all academic subjects), interdisciplinary (in the cycle of academic subjects or areas of education) and subject-special (in each academic subject) A.V. Khutorsky creates a hierarchy of relevant competencies:

- 1) basic competencies - related to the general (metaphysical) content of education;
- 2) general competencies - related to the volume of specific subjects and areas of education;
- 3) competencies of academic subjects - in comparison with the previous two types of competencies, they have a specific, precise description and the possibility of formation within the framework of academic subjects.

An analysis of the pedagogical literature shows that education in the modern period, in addition to the problem of defining the content of the concept of basic competencies, which is difficult and unsolvable by researchers, also faced the

problem of their differentiation, i.e., the problem of listing the very bases of classification.

W. Hutmacher notes different approaches to the definition of key competencies. There may be two of them in total - biblical thinking (writing) and the ability to think (rational thinking), or maybe seven: reading (study); search (search); thinking (thinking) communication; cooperation; receiving things. made; self acceptance.

While accepting the existing classifications of core competencies, it aligns with the Council of Europe's definition of five core competencies "with which young Europeans should be armed":

- "... political and social competencies, in particular, the ability to take responsibility, participate in group decision-making, resolve conflicts without the use of force, participate in the maintenance and improvement of democratic institutions;
- competencies related to life in a multicultural society. In order to curb the manifestation (revival) of racism, xenophobia and intolerance, education teaches young people to accept differences, respect others, live with people of other cultures, languages and religions;
- competencies related to the acquisition of oral and written speech, which are especially important for work and social life, and those who do not possess them risk being isolated in society. In this context of communication, knowing more than one language becomes even more important;
- competencies related to increasing public awareness. Possession of these technologies, understanding of their use, weaknesses and strengths, methods of critical reflection on information disseminated by the media;
- the ability to learn throughout life as the basis for lifelong learning in the context of personal, professional and social life.

L.O. According to Filatova, core competencies have the following specific characteristics:

- honesty;
- multifunctionality;
- be a supra-curricular subject and be interdisciplinary;
- reliance on a high level of mental development;
- versatility and versatility

I. The theoretical basis for the division of the winter group of basic competencies is the following points expressed in the psychology of our country:

- a) a person is a subject of communication, knowledge, labor (B.G. Ananiev);
- b) a person manifests himself in the system of relations to society, to other people, to himself, to work (V. N. Myasishchev);
- c) human activity has a vector (direction) of acmeological development (N.V. Kuzmina, A.A. Derkach);
- g) professionalism includes factors (A.K. Markov).

Ya. Zimnyaya identifies ten core competencies and combines them into several groups of factors:

- 1) factors that reflect the attitude towards oneself as a person, as a subject of life and include:
 - medical competencies;
 - competencies in the direction of values and goals in the world;
 - integration competencies;
 - civil competences;
 - competencies of self-improvement, self-management, self-development, personal and scientific reflection;
- 2) factors that determine the interaction of a person with other people, which include:

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- competence of social interaction;
- competence in communication;

3) factors that manifest themselves in all types and forms of human activity. These include:

- competence of educational activity;
- activity competence;
- competencies in the field of information technology.

These competencies are manifested in human behavior and activities, and I.A. Zimnyaya notes, these are the qualities and features of his personality.

Thus, one of the main directions for updating the content of education at the present stage is the formation of a complex of basic competencies (factors) in a person. At the same time, the issue of distinguishing between the concepts of "competence" and "efficiency", as well as their first degree and classification, remains relevant and requires further discussion. An analysis of the work of researchers in the field of factor-based approach allows us to conclude that "competence" is the first level as a certain set of knowledge and skills, and "factor" is the result (level) of possessing one of them. or another type of competence.

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