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COMPETENCE-BASED EDUCATION ANALYSIS

Ушбу мақолада компетентли ёндашув ва унинг афзал жihatларига илмий тавсиф берилган. Муаллиф асосий эътиборни ушбу ёндашувнинг талабаларга таъсирини шрганишга қаратади, анъанавий таълим ва компетентли ёндашувга асосланган таълимни таққослайди. Мазкур ёндашувдан замонавий таълим тизимида фойдаланиш заруриятини кўрсатади.

В статье описывается компетентностный подход в обучении иностранному языку и его преимущества. Целью статьи является анализ влияния данного подхода на студентов, а также сравнение традиционного образования и образования, основанного на компетентностном подходе. Статья определяет необходимость использования данного подхода в современной системе образования и преподавания.

This article describes the competence-based education and its advantages. The objective of this article is to analyze the influence of this approach on the students and to compare the traditional education with the competence-based one. The article defines the necessity of using such approach in modern education.

Калит сўзлар: компетентли ёндашув, компетенция, билим ва иқтидор; анъанавий таълим, битирувчи, баҳолаш, тажриба, касбий маҳорат, таққословчи характеристика.

Ключевые слова: компетентностный подход, компетенция, знания и навыки, традиционное образование, выпускник, оценивание, опыт, профессиональная подготовка, сравнительная характеристика.

Key words: competence-based learning, competence, knowledge and skills, traditional education, graduate, grading, experience, professional training, comparative characteristics.

In the 21st century the significant transformation of the education (its focuses, aims and objectives) orients it towards the personal development, independence, creativity and mobility of the future professional. In this regard, we may conclude that the traditional education in the form of knowledge and skills has almost exhausted itself. This paradigm of education should be reviewed from the standpoint of the competence-based learning which reflects the necessity of the society to train the people who not only know but also can apply their knowledge.

The principal idea of the competence-based learning lies in the fact that the ability and readiness of a person to work effectively and productively in various socially important situations are required, rather than individual knowledge and skills. This approach implies the regular knowledge renovation and skills improvement which must become competencies in the process of working. These competences are necessary for the future professional activity(5, 14).

In the framework of the scientific debate they discuss the problems of identification of different versions of competencies (personal characteristics or background, the features of the profession); description of the competencies via process and result; description of the general behavioural competencies, their elements and the relation between them (such as operation, qualification, potential and giftedness, skills); seeking a solution – is the notion static or dynamic(1, 4).

First of all, competence-based learning implies the providing of the qualitative training of the future specialists which meets the needs of the present-day global job market. At the same time, it must be noted that competence-based learning is contrasted with the traditional knowledge-based approach in studying within the transmission of the ready-made knowledge to the learners in the form of information, facts etc. Using the knowledge-based approach the teacher formulates the general rules, principles, algorithms identified by the external environment. The training procedures contribute to the credible memorizing of the material, and the training activities are organized in such a way that the students have the opportunity to reproduce and use the studied material independently in the various generic and similar inside-subject situations which do not demand new information or skills. As a result the students possess the high-level range of theoretical knowledge, but they experience some difficulties while practice which requires the applying of this knowledge for solving of real professional tasks.

In the specific literature the competence-based approach is defined as the combination of the general principles of the aims of education implementation, selection of the content, organization of the learning process and the evaluation of its results. Basically this theory may be included to the main areas which determine the idea and the content of the education:

- promoting learners' ability to solve the problems in the different spheres of life and profession independently based on using the social experience, meeting the cognitive, life, moral and other challenges
- developing of the conditions necessary for creating the mentioned experience
- defining of the levels of education, which the learners managed to reach, in order to assess the results of education gradually.

The algorithm of the construction of the training session in the system of the competence-based education may include several phases(11, 15).

Stage 1 – setting of goals. Choosing the location of the training session, setting of goals and main tasks.

Stage 2 – designing and its competence-based interpretation. During it:

1. training session is distributed into following competencies:
 - theory – terms, processes, formulas, persons, facts etc.
 - practice – skills which are worked out while studying the given topic, practical and operational use of knowledge in particular situation;
 - ethical education – moral values, categories, views, which may be formed on the basis of the given topic.
2. Establishing the relations inside the content (defining of the new content of the education logics);
3. Prediction of the presentation of the stages forms during which the competencies are formed.

Stage 3 – selecting of the training-educational activity form. competence-based approach is oriented on the organization of the training-educational activity by means of modeling various situations in the different spheres of person's life. While implementing this approach the preference is given to the creative lesson. In contrast to the traditional lesson, the main task of the creative lesson is to create the productive activity. The major characteristics of the creative lesson are:

- Research-based method and type of activity;
- No strict plan; creating the real situation during the lesson;
- Diversity of approaches and points of view;
- Self-presenting and presenting of the creative product without external control;
- Giving opportunity to choose the way and trajectory of the new knowledge attaining.

Stage 4– sourcing the methods and forms of training (which training-practical actions help to convert knowledge into activity)

Stage 5, the final stage, teacher creates the diagnostic toolkit for checking the grades of a competition development(7, 10).

Discussion of the issues of the competence-based education is related to the changes in society which have led to searching of the new approach. Also, the reason of that the traditional approach in education doesn't make it possible to implement modernization.

In traditional teaching the personal achievements are considered to depend on acquired knowledge. In competence-based approach they are connected with possession of the experience of independent problem solving.

The following table contents the *comparative characteristic* of the traditional and competence-based education (5, 20):

Aspect	Traditional education	Competence-based education
Aims	Knowledge and skills reflected in the state educational standard. The subject is an end in itself, the student is just an instrument.	The target of the education is the competence-based prototype of the graduate. According to the competence-based teaching the teacher must create a favourable environment for development of the personality and competencies. The main aim of the competence-based education is the development of personality and detection of the professional makings.
Content	Reliance on fundamental character of the education content without taking into account the necessity and importance of this content in real life.	The subject knowledge as a way of acting. Student knows not only “what”, but also “how”. The content of a subject is defined by the logic of learning activity “what helps me to teach”.
Methods	Knowledge broadcasting Teaching and learning of necessary knowledge and skills. Teacher’s monologue.	The development of new types of activity which are necessary in different life situations (mainstreaming of knowledge in proper situation). The use of adequate education technologies, variety of methods and forms of organizational activities , expanding the role of students’ self work.
Grading	Grading of the acquired knowledge and skills Teacher grades the learning process by comparing a student with some kind of standard. The grade depends on the number of mistakes.	The measurement unit of the student’s potential is not only the sum of knowledge and skills, but also the range of tasks which students can solve, the ability to acquire knowledge on their own. The grading of the academic achievements is carried out with the help of different tools of teacher’s monitoring (portfolio, self-work map, combined tests etc.). The main goal of grading is the development of learning activity and motivation to studying of the subject.

Teacher's role	Broadcaster of the “true” knowledge Teacher is an initiative and responsible person, someone who has the whole knowledge and broadcasts only the fragment of this knowledge.	The organizer of the independent intensive learning activity of the students. Teacher and student are involved in the dialogue. Teacher is not intended to be the owner of the knowledge. Teacher takes the position of the organizer, adviser, interpreter of the knowledge.
The result of education	Subject knowledge and skills serve as the result of education. The knowledge and skills emerge only during tests and exams.	The ability to solve different problems on the basis of the existing knowledge. Competence-based learning does not decline the knowledge but it focuses on the readiness to use the acquired knowledge and the ability to solve any kind of problems.
Formula	Knowledge + comprehension + memorizing	Knowledge + experience in practical application + working
Definition of the lesson	is a period of time in which a person is taught about a subject or how to do something	is not just a period of time, but a logically completed period of learning process during which a student absorbs the knowledge and skills by means of proactivity. Self-development and self-realization of the students.

In conclusion, the basic principles of the competence-based education are:

- a – the objective of the education does not imply the studying of a particular profession, but studying of the key, essential, specific competencies;
- b – life-long continuity of the professional education;
- c – transition to competence-based module learning which provides the flexibility of education

Thus the competence-based learning implies the system transformation of the professional training which is oriented on the unity of the objective, content and technology of education, i.e. on the development of future specialist's professional competency.

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