

## Basic Competencies Formed in Pupils and Methods of Their Selection

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### ABSTRACT

*This article discusses the basic competencies that are formed in students.*

**KEYWORDS:** *basic competence, communicative, information work, self-development as a person, socially active citizenship, general culture, mathematical literacy, awareness and use of science and technology news.*

Education based on a competency-based approach requires students to acquire knowledge, skills and competencies in a complex way, rather than to form them separately. To do this, it is necessary to define the concepts of competence and competence [2] and to define its structure and function. Then, by developing the technology for designing basic and subject competencies, the principles of selection of teaching methods arise from it.

The formation and development of students differs from each other in terms of the task and essence of the intended competencies. For example, educational competencies should be distinguished from general competencies. Educational competence models a student's future life activities [7]. For example, a citizen may not exercise certain competencies until he or she reaches a certain age. However, this does not mean that they are not formed in the reader. In this case, we are talking about educational competence. Although a student acquires civic competence in school, he or she will only use it fully after graduation. Accordingly, such competencies are manifested as educational competencies during the study period [6].

Nowadays, a competency-based approach assumes that within the framework of school education, students acquire the knowledge, skills and competencies (BQM) necessary for their effective use in their personal, social and professional lives. We can also agree with the views of the authors IS Sergeev and VP Blinov [5] on the possibilities of a competent approach:

- preparing students to study responsibly and consciously in the educational institution;
- increase students' level of responsibility and independence in the learning process. As a result, facilitate teacher work;
- align students' goals with the main learning objectives set by teachers;
- to prepare students for unpredictable, non-standard situations in life;
- ensuring the unity of the educational and learning process in practice, showing that the same issues are addressed in different ways during and outside the classroom, and informing students that education has benefits for daily life.

The above principles are an integral part of the organization of the educational process and help the teacher and the student.

The competency approach should focus primarily on the outcome of school education. The focus is

not on the amount mastered by the student, but on the ability to apply this information in different situations. Our position is also confirmed by the research of DA Ivanov, KG Mitrofanov and OV Sokolova [3]. They highlight four aspects of implementing a competency-based approach:

1. basic competencies (basic competencies of a higher nature than the subject, in particular, pedagogical technology and techniques of comprehension, obtaining and analyzing information in various forms);
2. generalization of science skills (formation of generalized science skills);
3. skills of applied science (orientation of the received knowledge to practical application);
4. life skills (different spectrum of simple skills used in everyday life).

Thus, a competency-based approach is an important component of school education. In particular, it is the basis for the formation of scientific competencies in students. A competency-based approach in school education requires, first of all, the creation of conditions that allow the formation of a person who accumulates knowledge using modern and alternative forms of teaching and can use them in later life.

VV Kraevsky and AV Khutorskoy argue that educational competence involves not only the accumulation of unrelated knowledge and skills by students, but also their comprehensive acquisition [4].

Hence, educational competence is a set of knowledge, skills, competencies, work experience, motivation, logical thinking, interests, and content-oriented that are necessary for a student to function effectively in an objective being, both personally and socially.

It is necessary to define the concept of educational competence and to clarify its content in this study. In this regard, according to AV Khutorskoy, the hierarchy of competencies can be divided into three levels based on the division of educational content into parts: metasubject (specific to all subjects), interdisciplinary (subjects of a certain cycle or interrelated areas of study) and subject, related (subject-specific) competencies.

In such categorization, educational competence is determined based on the main purpose of general education. The application of the concept of educational competence to the practical and normative components of education provides an opportunity to solve a problem that is relevant for many secondary schools. The problem is that students may acquire sufficient theoretical knowledge, but find it difficult to apply them to specific problems or in problematic situations.

There is no single list of core competencies around the world. Because each country or region has its own traditions, mentality and unique requirements. Competence is a social order that society places on its citizens, the list of which is determined by the social environment in a particular country or region. Such an agreement cannot always be reached. For example, in the Swiss and United States Organization for Economic Co-operation and Development and the National Institute of Educational Statistics, the project "Selection and Identification of Basic Competences" did not have the opportunity to rigorously define core competencies.

An analysis of the various competencies related to student competence shows that they have a creative (creative) orientation. Creative competencies include "extracting useful information from experience", "solving a problem", "discovering the relationship between past and present events", "finding new solutions". Competence - requires a minimum of experience to be able to apply competencies. This should be borne in mind when formulating the requirements for student readiness, as well as in the design of the learning process and textbooks.

Based on the analysis of their role and place in teaching, we list the main functions of the identified competencies:

- a reflection of the social needs of young citizens who are ready to live in everyday life;
- Demonstrate real objects from the environment for the purposeful application of knowledge, skills and abilities and methods of activity in a comprehensive manner;
- be an integral part of the content of various subjects and areas of education;
- to connect theoretical knowledge with practical application in solving specific problems.

In what sequence should the competencies be?

It is well known that some competencies are general or more important than others. Accordingly, they can be divided into three levels:

- 1) basic competencies - related to the general (meta-subject) part of the content of education;
- 2) competencies of general subjects - belonging to the disciplines and areas of education within a certain range;
- 3) competencies related to the subject - are considered specific to the previous two and are formed within the subject.

Basic competencies are specified each time for a specific stage of education and a defined subject. To define the content of each competency, a structure related to its overall function and role in education will be needed. To ensure that competencies are comparable to traditional learning parameters, we open the concept of “learning competencies” through a list of structural components of competence:

- name of competence;
- type of competence and its place in the general sequence (basic, general sciences, scientific);
- the range of objects in which the competence is introduced, the actual activity;
- Socio-practical relevance and importance of competence (why is it necessary for society?);
- The importance of competence in relation to the individual (why should a student be competent?);
- knowledge of the scope of real objects;
- skills and competencies related to the scope of the given real objects;
- the minimum experience required for the student to work within this competence (by stages of training);
- indicators - samples of educational and control-assessment tasks to determine the level of student competence (by stages of training).

The given set defines a characteristic set for the design and publication of normative documents, educational and methodical literature, as well as documents that measure the general readiness of students, as well as assess their level of creative readiness.

In order to incorporate the formation of competencies into the teaching process, it is necessary to give them in the form of activities. Taking into account the above, the following drafts of basic competencies were proposed:

1. communicative competence;

2. competence in working with information;
3. competence for self-development as an individual;
4. socially active civic competence;
5. general cultural competencies;
6. competence in knowledge and use of mathematical literacy, scientific and technical innovations.

Study of general education subjects in the system of general secondary and secondary special, vocational education in Annex 1 to the standard approved by the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 No 187 "On approval of state educational standards of general secondary and secondary special, vocational education" stages, basic and general competencies in science[1].

Based on the priority of continuity, membership, personality and interests of students in the Republic of Uzbekistan, the following basic competencies are formed in accordance with their age characteristics.

Communicative competence - the ability to communicate in social situations in the native language and in any foreign language, to adhere to the culture of communication, to develop social flexibility, the ability to work effectively in a team.

Competence in working with information means the ability to search for, sort, process, store the necessary information from media sources, to use them effectively, to ensure their security, to develop the ability to have a media culture.

Self-development competence is the constant development of self-physical, spiritual, mental, intellectual and creative, striving for maturity, independent learning throughout life, continuous improvement of cognitive skills and life experience, alternative assessment of one's own behavior and independent involves the acquisition of decision-making skills.

Socially active civic competence means the ability to feel and actively participate in events, happenings and processes in society, to know and fulfill their civic duties and rights, to develop the ability to behave and have a legal culture in labor and civil relations.

National and intercultural competence implies the formation of the ability to be loyal to the motherland, to be kind to people and to believe in universal and national values, to understand works of art and art, to dress modestly, to follow cultural rules and a healthy lifestyle.

Mathematical literacy, knowledge and competence in the use of scientific and technical innovations - the ability to make personal, family, professional and economic plans based on accurate calculations, read various diagrams, drawings and models in everyday life, facilitate human labor, increase productivity, convenience the formation of the ability to use scientific and technical innovations that lead to the conditions. These competencies are formed on the basis of general scientific competencies of students, based on the content of each subject.

These basic competencies are given in general and require details on the stages of teaching, academic subjects and areas of education, taking into account the age characteristics of students. Certain elements of these selected core competencies are formed in the process of teaching each general and advanced subjects included in the curriculum of secondary schools and institutions of secondary special, vocational education.

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