



## MAIN ASPECTS OF COMPETENCY-BASED EDUCATION

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Article history:	Abstract:
<b>Received:</b> 26 <sup>th</sup> February 2026 <b>Accepted:</b> 24 <sup>th</sup> March 2026	This article provides a comprehensive analysis of the theoretical and practical aspects of education organized on the basis of a competency-based approach. In particular, it examines the types of professional and practical competencies, as well as the mechanisms of their formation and stage-by-stage development on a scientific and methodological basis.
<b>Keywords:</b> competence, assessment, information, teacher, students, attitude, personal, practical, social, initiative	

### INTRODUCTION

Worldwide, the development of students' core and subject-specific competencies, the improvement of methodologies for aligning educational content with advancements in respective disciplines, as well as the assessment of students' knowledge and skills through international programs (PISA, TIMSS) and research on the level of competency formation, hold particular significance in contemporary pedagogical and scientific studies. This process contributes to enhancing the quality of global education systems, fostering students' critical thinking, independent problem-solving, and practical skills. Moreover, competency-based approaches enable the updating of curricula and the refinement of methodological processes, providing opportunities to integrate scientific approaches into pedagogical practice effectively.

### LITERATURE ANALYSIS AND METHODOLOGY

One of the priority tasks outlined in the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030 includes comprehensive measures aimed at supporting the education and upbringing of young people, which are being implemented through five strategic initiatives. In particular, state educational standards for general secondary education based on a competency-based approach have been developed, and subject curricula have been updated in accordance with modern scientific and pedagogical approaches. The regulatory and legal framework for assessing education quality and participating in international rankings has been strengthened, ensuring effective involvement in international programs such as PISA and TIMSS. Furthermore, digital technologies, interactive methodologies, and innovative educational projects are being integrated into the educational process. This

enhances students' critical thinking, independent research, practical skills, and achievement of competency-based outcomes. The implementation of a competency-based approach also provides opportunities to improve teachers' qualifications, update classroom practices on a scientific and methodological basis, and continuously refine curricula<sup>1</sup>.

During 2022–2026, within the framework of the Action Strategy for the Five Priority Areas of Development of the Republic of Uzbekistan, the priority direction of social sector development includes fundamentally improving the quality of general secondary education, as well as deepening the study of high-demand subjects. Furthermore, the educational process is being enriched with digital resources, interactive platforms, and innovative educational projects, expanding opportunities for strengthening students' knowledge and skills. This facilitates the adaptation of the learning process to individual student needs, promotes the development of critical thinking and problem-solving skills, and ensures the achievement of competency-based learning outcomes<sup>2</sup>.

Competency-based education is characterized by preparing students to apply the acquired information in standard and non-standard situations of educational and life activities [1].

Adapting school education to the requirements of modern development involves improving electronic educational resources in subjects, ensuring active interaction of students with electronic resources, implementing independent learning and self-assessment, forming competencies to promptly search for necessary information and use it to solve emerging problems.

In this context, one of the indicators of the quality of education is competence. It is characterized not only by

<sup>1</sup> OECD. (2022). *PISA 2022 Results: What Students Know and Can Do*. Paris: OECD Publishing. <https://www.oecd.org/pisa/>

<sup>2</sup> President of the Republic of Uzbekistan. (2022). *Action Strategy for the Five Priority Areas of Development of the Republic of Uzbekistan for 2022–2026*. Tashkent: Official Publication.



the accumulation of knowledge and skills, but also by the ability of students to mobilize and apply the acquired knowledge in practice in specific situations. The main essence of competency-based education is to focus on the formation of competencies that students can apply in their personal lives, as well as in their future professional and social activities, the knowledge, skills, and competencies acquired by them in the educational process, organized in vocational subjects. Students must have the necessary basic competencies to engage in personal, social, economic, and professional relationships throughout their lives, to take their place in society, to solve problems they encounter in this process, and most importantly, to be competitive in their field and profession [2].

The competencies that students develop are divided into three levels:

Basic competencies, general (subject-specific) competencies, and specific competencies.

Competencies that pave the way for the overall development of a student's personality are called basic competencies, while competencies that are formed only through academic subjects are called specific competencies.

As is known, general secondary schools are tasked with the task of forming basic competencies in students through the educational process, including communicative, information-handling, personal self-development, socially active citizenship, general cultural, mathematical literacy, awareness of scientific and technological innovations, and the ability to use them [5].

Modern approaches involve the formation of basic and subject-specific competencies in students through the integration of pedagogical and information technologies in the teaching process.

Leading scientific centers and higher education institutions around the world are conducting scientific

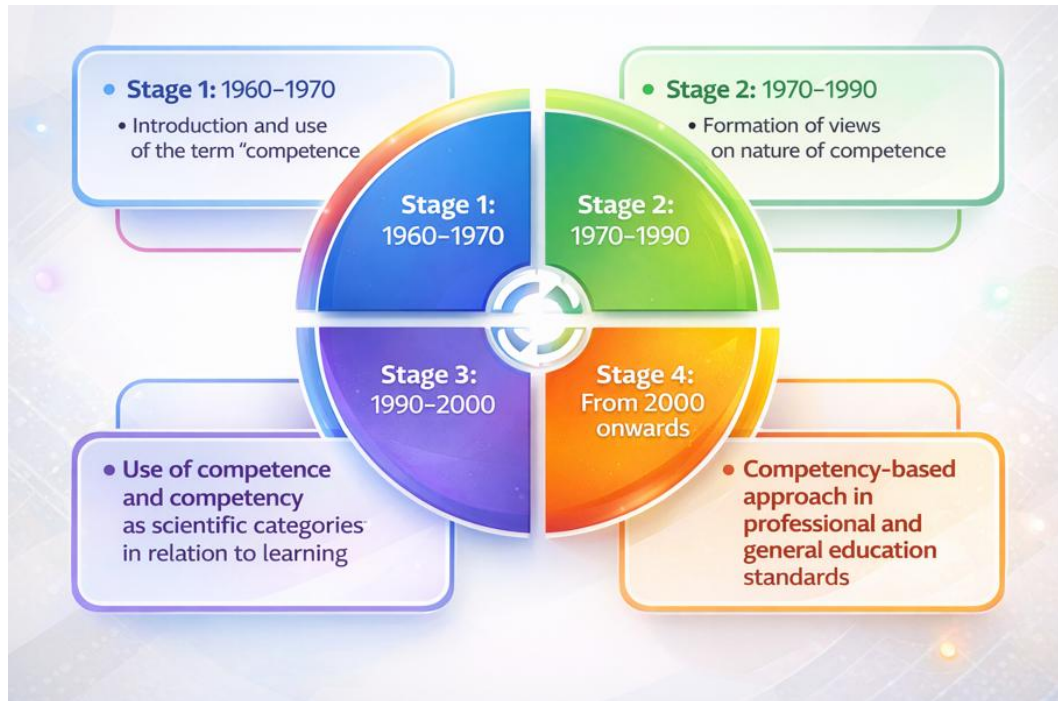
research on the principles of including a competency-based approach in the content of vocational education and general education standards, their impact on changes in the pedagogical system, psychological and methodological foundations and features, the concept of independent achievement of educational outcomes, the interpretation of a competency-based approach, and competencies aimed at personal development, social, and activities in a specific field.

Scientific approaches aimed at improving the quality of educational and methodological support for improving the competence of teachers, the introduction of virtual forms of practical training, competency-based approaches to teaching professionally oriented subjects, and teaching based on practical training that reflects interdisciplinary connections serve to improve the quality and effectiveness of education [6].

The Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030 sets out tasks such as qualitatively updating the content of the continuing education system, improving teaching methods, focusing on in-depth study of basic subjects, and developing criteria for evaluating pedagogical activity based on the competencies provided for in state educational standards [2].

This justifies the need to clarify the content of education and the composition of necessary base and science-related competencies in the development of student competence, aimed at improving teaching methodologies in these subjects, and to improve models and methods for developing student competence based on general competency approaches to base and physical sciences. The history of the introduction of the competency problem into the field of education and its development can be conditionally divided into four stages (Figure 1).

**Figure 1. Stages of competence development**



In 2006, the European Parliament and the Council recommended 8 key competences for lifelong learning: communication in one's mother tongue; communication in a foreign language; mathematical competence and basic competences in science and technology; digital competence; learning to read; social and civic competence; entrepreneurship and sense of initiative; cultural awareness and expression.

Based on European experience, the effectiveness of the education system in our republic can be increased by introducing a competency-based approach into the education system of Uzbekistan, selecting educational competencies to be formed, and integrating them into the education system.

When it comes to competence, the "level of knowledge" is understood as the activity aimed at mastering the theoretical aspects of the issue of "being able to contemplate the essential reality of a particular object."

## RESULTS AND DISCUSSION

How is a person's competence defined? In the works of A.V. Khutorsky, the definitions of competence and competence coincide, in particular, the idea that "...a person who has the necessary knowledge and skills that allow him to work in a certain field is a competent person" [3]. In the works of V.V. Serikov, competence is explained as "a set of concepts that allow one to express one's personal identity, a way of being educated, knowledgeable, and skilled" [4].

There are various definitions and approaches to the word competence. In particular, in the "National Encyclopedia of Uzbekistan" the word competence is explained as follows: competence (lat. *competo* - I achieve, I am worthy, I am worthy) - the scope of powers, rights and duties of a certain state body (local self-government body) or official determined by law, charter or other document; or knowledge, experience in this area.

The term "competence" in a broad sense refers to the ability to apply knowledge and skills based on practical experience to solve common problems and to act successfully. It comes from the Latin word "*campetere*" - to be suitable.

Competency "Initiative". Definition: the ability to initiate action and effectively influence events with personal positive aspects. Constantly searching, taking on new tasks, additional work. Usually, 5-10 basic professional competencies are determined for each position. They are described. In this case, the goal is appropriate if the teacher formulates test questions. Each of the test questions given is adapted to a specific competency. The test shows the extent to which the student has mastered these competencies. According to its results, the student's level of mastery of the competency is determined.

In a broad sense, competence is the ability to apply knowledge and skills based on practical experience to successfully solve a problem, as well as the essence of a particular field of knowledge. A competency-based approach to education guides



students to acquire various skills and act effectively in their future social, professional and personal lives.

Competence is a sign of activity that leads to the expected result. It is a product of knowledge, the ability of a specialist to apply it in practice. The difference between competence and knowledge is that it cannot be identified or assessed without practical performance of the task. Skill is an important criterion of competence, which is manifested as a result of repeated application in various situations, including in problematic situations.

Practical competence is the ability to apply knowledge in practice. Also, competence, unlike knowledge, cannot be demonstrated and cannot be assessed without practical activity.

Professional competence is the ability to effectively apply knowledge and skills in practical experience to solve problems related to professional activities.

## CONCLUSION

The criteria for the professional knowledge and abilities of a modern school teacher include: social, methodological, and specialized knowledge, as well as the abilities to know, explain, observe, speak, organize, build authority, communicate correctly, see the future, and divide attention.

A teacher can successfully organize the pedagogical process only when he feels that he has professional competence at the level of his position. He is elevated by such qualities as professional knowledge, honesty, truthfulness, inquisitiveness, tireless productive work, creativity and originality. His knowledge, activity, hard work, humility, spirituality and culture, enlightenment earn him the respect of his students and future professionals.

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