HUMANİTAR VƏ İCTİMAİ ELMLƏR
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Competency-Based Approach to Education and its Impact on Quality

Abstract

The article distinguishes educational competencies from among the competencies, emphasizes the importance of forming competencies that will be needed for subsequent periods of time during the education period. The competent approach in education evaluates as a means of improving the quality of the educational process and one of the main strategic directions of modernization of the education system in the world education system. It is noted that taking into account the characteristic featu res of the interaction between various components of the competent approach model (logical, functional, semantic (meaning), technological) determines its effectiveness. Literacy to understand complex written texts, numerical literacy to work with numbers and measured quantities, count them and perform various operations on them, acquiring appropriate knowledge, skills and habits to choose the right life position in different conditions and form a lifestyle, mastering the system of academic knowledge are considered competencies that play a special role in human activity. Reproducibility of complexity, ingenuity, intelligence, openness, normality, honesty, cooperation (a form of labor activity based on the cooperation and joint work of many people), historicity are distinguished as a group of competencies that play a key role in the field of activity. Key competencies should be specified taking into account the age and characteristics of the subject of the learners, and these should be taken into account when developing educational programs, textbooks, and teaching aids.

Keywords: anthropotechnology, competence, competent approach model, component of competence, personality self-realization skills

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Təhsilə səriştə əsaslı yanaşma və onun keyfiyyətə təsiri

Xülasə

Məqalədə kompetensiyalar sırasından təhsil kompetensiyaları fərqləndirilir, bunların təhsilalma dövründə sonrakı zaman kəsikləri üçün gərək olacaq kompetensiyaların formalaşdırılmasının vacibliyi vurğulanır. Təhsildə səriştəli yanaşma, təlim-tərbiyə prosesinin keyfiyyətinin yüksəldilməsi

vasitəsi və dünya təhsil sferasında təhsil sisteminin modernləşdirilməsinin əsas strateji istiqamətlərindən biri kimi qiymətləndirilir. Bildirilir ki, səriştəli yanaşma modelinin müxtəlif komponentləri (məntiqi, funksional, semantik (məna), texnoloji) arasındakı qarşılıqlı əlaqələrin xarakterik xüsusiyyətlərinin nəzərə alınması onun səmərəliliyini müəyyən edir. Mürəkkəb yazılı mətnləri başa düşmək üçün savadlılıq, ədədlər və ölçülən kəmiyyətlərlə işləmək, onları saymaq və onlar üzərində müxtəlif əməliyyatları yerinə yetirmək üçün ədədi savadlılıq, müxtəlif şəraitdə düzgün həyat mövqeyinin seçilməsi və yaşayış tərzinin formalaşdırılması üçün müvafiq bilik, bacarıq və vərdişlərin qazanılması, akademik biliklər sisteminə yiyələnmək insanın fəaliyyətində xüsusi rol oynayan kompetensiyalar sayılır. Mürəkkəbliyin reproduksiyalılığı (yenidən hasil edilməsi), fərasətlilik, ağıllılıq, gözüaçıqlıq, normallıq, dürüstlük, kooperasiyalılıq (bir çox insanın əməkdaşlığı, birgə işləməsi əsasında qurulmuş əmək fəaliyyəti forması), tarixlilik fəaliyyət sahəsində əsas açar rolunu oynayan kompetensiyalar qrupu kimi fərqləndirilir. Əsas kompetensiyalar öyrənənlərin yaş və fənninin xüsusiyyətləri nəzərə alınmaqla konkretləşdirilməli, təhsil proqramları, dərsliklər, dərs vəsaitləri hazırlanarkən bunlar nəzərə alınmalıdır.

Açar sözlər: *antropotexnologiya, səriştəlilik, səriştəli yanaşma modeli, səriştəliliyin komponenti, şəxsiyyətin özünüreallaşdırma bacarıqları*

Introduction

Relevance of the topic. Renewal of the structure of the education system and moder nization of its content also depend on the level of understanding of its ultimate goal. From this point of view, a competent approach to education is a necessity, and its im pact on the quality of education has not been sufficiently studied and its options have not been developed. Therefore, a competent approach to education and its impact on quality are urgent pedagogical problems.

Commentary on the research topic. The modernization of the content of educati on is associated with its humanization on an anthropological basis and the perception of man as a whole being. Man can be perceived as a unique cosmic being, a fundamen tal and important element of the universe, a living being, a unique, powerful cognitive being with great opportunities for understanding the world, a personality with numero us abilities related to energetic substances, and a rich inner nature. The main goal of the education system is aimed at the formation of such a being - a perfect man (Mammadli, 2022).

Research

In modern literature, technologies related to human development are called anthropo technology. In this sense, any pedagogical system can also be viewed as anthropotech nology, technology related to various professional fields, or technologized art. Among the approaches that have great scientific and practical importance in modernizing the structure and content of the education system, the competency approach occupies a special place (Ibrahimov, 2018).

The competency approach helps to solve problems related to the needs of the develop ment of the production sphere, creates positive conditions for updating the content of education in connection with changes in socio-economic realities, as a source of gene ral development of human abilities and skills, allows for effective action in updating the content of education, competency acts as a radical means of modeling, is characteri zed by the ability to adapt skills and abilities formed in certain conditions to new condi tions, is defined as an attribute of "the readiness of a specialist to adapt to the field of activity" or preparation for future new professional activity. The competency approach can also be viewed as a set of cultural, scientific-educational, didactic-centrist, functi onal-communicative, etc. Approaches (Zimnyaya, 2004).

Competences at a high level are considered the main factor of personal, institutional and social development in the formation of a broad system of knowledge, skills and ha bits, as the main indicator that allows increasing the efficiency of the educational pro cess. In scientific sources, competencies are interpreted as the sum of knowledge, skills, habits and life experience necessary for the purpose of carrying out socio-perso nal productive activities in relation to objects of real existence (Feyziyev, Ibrahimov, Bediyev, 2011, pp. 254-256). Among the competencies, it is necessary to distinguish educational competencies. Competencies that will be needed for subsequent periods of time are formed during the educational period. Currently, a competent approach in education is a means of improving the qua lity of the educational process and is assessed as one of the main strategic

directions of modernization of the education system in the world education system. A competent approach allows for a systematic solution of issues related to the design of the content of education and the transition to a system of quality control in accordance with the general concept of educational standards.

Taking into account the characteristic features of the interactions between the various components of the competency approach model (logical, functional, semantic (mea ning), technological) determines its effectiveness. This model has the ability to act as a self-organizing system, being open to external and internal innovations, by describing the results based on the integrative knowledge of each participant in the process (Abbasov, Mammadzade, Mammadli, 2021).

The general education system, which is undergoing an active phase of reform in Azerbaijan, as well as all educational structures, cannot be left out of the competency approach. Therefore, conducting a pedagogical-psychological analysis of the compe tency approach and preparing its content should be considered the most urgent problem of general education schools, and taking into account the importance of developing the scientific foundations of competency to solve the problem, the following issues should be ensured: studying the pedagogical and psychological aspects of personality develop ment aimed at socialization in adulthood; establishing a pre-planned, development-crea ting teaching and learning process in accordance with modern requirements; suppor ting work carried out to change and update the content of training in secondary general education schools; expanding the scope of activities of the school psychologist in order to ensure the measurement of the level of competency formed in learners; increasing the efficiency of using the results of quality indicators in the national education system (Feyziyev, Ibrahimov, Bediyev, 2011). In pedagogical literature (Ibrahimov, 2018, pp. 111-113), competencies are reflected in the form of a three-stage series for each subject: related to the general content of education (leading); related to individual areas of education (related to a group of subjects); related to a specific subject.

The main competencies of education explain the main goals of general secondary edu cation. The following are included in the mentioned competencies: content-value com petencies; general cultural competencies; teaching-understanding competencies; infor mation competencies; labor-social competencies; personal-improvement competen cies. In order to achieve quality in education and to form citizens of our country who have acquired high knowledge, skills, and habits, it is the main task of the school and school management to instill these listed competencies in the growing generation. The main competencies should be specified taking into account the age and subject characte ristics of the learners, and they should be taken into account when preparing educa tional programs, textbooks, and teaching aids. Content-value competencies provide a mechanism for the student to determine his/her own activities in educational and other situations. They are the student's overall individual educational direction and life activity program. General cultural competence is the ability of a student to use his free time properly in the field of cultural leisure. Teaching-understanding competence inclu des analysis, goal setting, self-assessment and planning in teaching-assimilation activi ties. The student acquires scientific and practical skills of productive activity, acquires knowledge directly from real life, masters methods of action in non-standard condi tions (Mammadzadeh, 2010). Uses heuristic methods in solving problems. Within the framework of this compe tence, the level of functional literacy is determined. Information competence pro vides the skills of independent search, analysis, and collection, storage and use of necessary information with the help of technical means and information technologies.

Communi cation competence includes knowledge of the necessary languages, mastering the skills of communicating with people of different social roles, self-presentation, appeal, and discussion skills. Labor-social competence includes the ability to under stand one's duties in the labor-social sphere, family relations, and professional self-determination in legal and economic issues in order to carry out public citizenship acti vities. Personal-improvement competence is aimed at mastering the methods of spiri tual, intellectual self-development, emotional self-regulation, and physical develop ment. In this case, the student himself is a real object. He must master the methods of activity within his interests and capabilities. This competence includes personal hygiene rules, care for his own health, sexual communication culture, and internal ecological culture (Feyziyev, Ibrahimov, Bediyev, 2011, pp. 254-261).

Using a competent approach, it is considered important to acquire the following competencies that play a special role in human activity: literacy to understand complex written texts; numerical literacy to work with numbers and measurable quantities, count them, and perform various operations on them; acquiring appropriate knowledge, skills, and habits to choose the right life position and form a lifestyle in different circumstances, and mastering a system of academic knowledge (Mehrabov, 2010).

Competencies that play a key role in the field of activity can be grouped as follows: reproducibility of complexity; shrewdness, intelligence, openness; normality, honesty; cooperativeness (a form of labor activity based on the cooperation and joint work of many people); historicity (Methodology and pedagogy (Manual based on the updated framework document), MIG/Certification, 2024).

The productivity of students' intellectual activity, the application of acquired knowledge, skills, and habits in new conditions, the identification of cause-and-effect relationships, the integration and synthesis of information, the search for information in alternative ways, the evaluation of both the process and its results, the formulation of hypotheses, the application of ideas to practice, and the level of development of other similar activities are directly related to the operational structure of thinking (Makhmutov, 1972, p. 174).

Different types of competence can be grouped as follows: skills related to different tendencies and clear goals for a clearer understanding of values; abilities and tendencies to keep one's own activities in mind; ability to involve emotions in the process of activity; skills related to readiness for independent learning; skills related to seeking and using feedback; skills related to self-confidence, self-confidence; self-control skills; skills and habits related to thinking about the future, adaptation and abstraction; attentive attitude to problems related to achieving the set goal; freedom, originality of thinking; development of critical (theoretical) thinking; ability to be ready to solve complex problems; readiness to solve any controversial and disturbing issues; ability to conduct research to identify the capabilities and resources of the surrounding world (both material and human resources); absence of fatalism (belief in fate, destiny, fate); ability to use new ideas and innovations to achieve goals; confidence (belief) in the favorable attitude of society to innovations; stubbornness, the ability to keep one's word; ability to use resources; qualities related to trust, confidence, and trust; ability to express an attitude towards desirable and desired moral rules; personal responsibility; ability to participate in joint work to achieve goals; ability to arouse the desire to work together in other people to achieve the set goal; ability to listen to other people and treat their opinions with respect; ability to strive for subjective assessment of the personal potential of employees; skills related to resolving conflicts and mitigating disagreements and conflicts; skills related to understanding pluralistic politics; skills related to preparing to engage in organizational and social planning, etc. (Feyziyev, Ibrahimov, Bediyev, 2011, pp. 254-259).

According to D.C. Raven's model, different types of competence can act as components of a certain competence and vice versa in different situations. These components of competence are divided into cognitive, affective, and volitional parts (Mammadli, 2022).

Polish scientists have come to the conclusion that the development of competence in people functioning at different levels should be associated with age. Optimal development of the personality throughout life, its active renewal and acquisition of various life skills are based on the formation of different types of competence in them depending on time (Ibrahimov, 2018).

The main goal of the education system in different countries is aimed at developing various competencies in learners. Such competencies include: related to the development of strategic-future-oriented skills; related to the specificity of knowledge and skills in individual subjects studied; related to the content of methodological-management skills; related to the acceptance of social-communicative-collaborative skills, criticism and feedback; related to the motivation of normative-cultural-professional relations and readiness to achieve results; related to the skills of self-realization of the personality; related to socially oriented skills; competencies related to a certain sphere of activity (Feyziyev, Ibrahimov, Bediyev, 2011).

Orientation to the learners' interests in understanding, perception, free choice and responsibility for personal learning, assimilation of knowledge together with the methods of its transmission, free search for information constitute the basis for the formation of general skills (Zimnyaya, 2004). In order to develop the creative abilities of learners in a competent approach, they must acquire specific

knowledge, skills and habits related to the process being studied. These can be grouped as follows: understanding the prob lem; the ability to ask questions; skills related to putting forward hypotheses; giving scientific definitions to concepts; classification; conducting experiments; the ability to draw conclusions and sum up; skills related to structuring the studied material; the ability to explain, prove and defend one's own opinion, idea (Sadigov, 2009). The competent app roach, in its comprehensive meaning and values, reflects the deep theoretical and peda gogical aspects of the main points of the modernization process in education.

In modern times, empirical and theoretical thinking types are widely used in the formation of skills as a result of mastering the main content of training. Theoretical thinking is sharply different from empirical thinking, since it reflects the essence. Modern school should form mainly theoretical thinking, "rational-dialectical thinking" in students (Zimnyaya, 2005). At school, it is necessary to master the ways of accumulating this knowledge, rather than giving students knowledge in certain subjects. In this case, the teaching process does not only instill knowledge in students, but first of all, theoretical thinking or critical thinking, which are valuable qualities of the human mind, is formed in them (Ibrahimov, Huseynzade, 2013, pp. 63-79). Critical thinking is an integrative virtue of the mind, the school of the 21st century should begin the problem of educating thinking with the formation of critical (creative) thinking in students (Feyziyev, Ibrahimov, Bediyev, 2011, pp. 58-70).

Conclusion

By expanding the application of the competency-based approach model in education, gradually abandoning the calls for in-depth teaching of individual subjects in general education schools, the main goal of the educational process is to form life skills, develop a highly intelligent, sound-minded, logical-thinking, and comp lete human personality who has mastered the integrated knowledge system, which is the main principle of the learner-oriented, result-oriented teaching-learning process.

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