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Competency-Based Approach In Lifelong Learning: As A Factor In Preparing Students For Life

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Abstract. The importance of ensuring continuity in education is determined by the content of education, based on a competency-based approach in preparing logically, creatively thinking, socially active graduates for life. The article discusses the formation of subject competencies in the process of teaching physics in general education institutions and its importance in lifelong education.

Keywords. Continuing education, educational cluster, educational subjects, competence, competency, physical concepts

Based on the experience of the world community in the stages of development, a strategy of actions regarding the future of its youth was determined in our country. Special attention was paid to education as one of its priority issues, that is, the state educational standards of continuous education in our Republic are one of the main principles of the state policy in the field of education, and continuous education is one of the main components of the national model. The importance of ensuring continuity in education is determined by the need to form a creative, socially active, spiritually rich person and train highly qualified competitive personnel. Continuous education system is defined as a process of education and upbringing, which is connected based on mutual logical consistency and develops from simple to complex and complements each other.

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In this case, the activity and implementation content of the educational system is based on the current state educational standards(1), the consistency of various educational programs at different levels and preschool education, general secondary education, secondary special education, vocational education, higher education, post-higher education, personnel qualification improvement and their retraining includes extracurricular education. At the same time, it is necessary to create conditions for the principles of activity such as the priority of education (the influence of development, knowledge, education and high intelligence), humanization of education (priority of needs, values) and socialization (aesthetic outlook, culture and creative thinking). In this regard, Article 50 of the new version of the Constitution defines the procedure for supporting the continuous education system, its various types and forms, that is, the development of state and non-state educational organizations at the state level(2).

The problem is the lack of mutual consistency and beneficial cooperation at all stages of education, as well as the independent activity of these stages under the jurisdiction of separate ministries. As a solution to these problems, implementation of the order of innovative cluster of pedagogical education at Chirchik State Pedagogical University (CSPU) has been identified as a priority topic of scientific research. As we mentioned above, the education given to students, the knowledge acquired by students, their application in school education, and the qualification requirements of workers cannot be separated from the state policy. Because the country's level of development, economic status and social condition of the people determine the need, demand and supply for education. From this point of view, it is important to be able to correctly evaluate the fundamental and innovative foundations of teaching each subject, the vital importance of the knowledge given in general education schools, its relevance in everyday life, and the right choice of the priority direction of the educational trajectory. This priority also determines the content of education. The degree to which educational content is delivered to students

and absorbed into their minds, that is, increasing the effectiveness of education, is an aspect related to educational technologies.

Based on today's requirements, the basic curriculum defined in the current State Education Standard and the requirements for the knowledge, skills, qualifications and competencies that students must acquire are distinguished by the fact that they are of a practical nature. It is shown in every aspect of life that it is necessary, but not sufficient, for the students to acquire knowledge only about the educational subjects. Including: the fact that many students who have successfully graduated from an educational institution have difficulty making the right decision in non-standard situations; It is necessary to take into account that although a young professional who graduated from a higher education institution has acquired sufficient knowledge and skills related to his profession, it takes a long time to get used to the workplace or that some of the information provided in the content of education is very little used in life, and these factors directly affect the quality of education.

Accordingly, there was a need to create educational content based on a competency-based approach and apply it to the educational process, which teaches students to apply the knowledge they have acquired directly in their daily lives. This need is reflected in the mutual cooperation of educational subjects at the educational stages in order to ensure the integrity and continuity of education. According to him, education based on the competence approach does not require students to develop knowledge, skills and abilities separately, but to acquire them comprehensively.

Here, we will comment on the concepts of competence and competence, and briefly touch on its structure and function.

Competence is a pre-set social requirement for educational preparation for the student to work effectively in a certain field. This requirement includes the human mind, heart and soul. Competence is multifaceted and has several interpretations. It is interpreted as the acquisition of appropriate competencies by the student, the personal qualities contained in them, and the minimum experience accumulated by the activity in the given field or the set of personal

qualities of the student (knowledge, skills, competences, abilities). , that is, it is determined by the experience gained by the learner in the specified social and personal sphere. So, if competence is the requirements of perfection imposed on a person, competence determines the real activity opportunities acquired as a result of the ability of each person to express himself, the individual abilities and interests that determine the high-level qualities of a person.

It is fundamentally wrong to think that students' competencies are formed only in educational institutions. Because students' thinking, outlook and attitude to the environment directly depends on many aspects that come into contact with them in their daily life. Today, in the process of providing the environment of the innovative cluster of pedagogical education, family +school +neighborhood +parents +child +relevant higher organizations are taken as its subjects. This means that they are responsible and interested in the continuity and effectiveness of education. So, whether it is the environment in the family, whether it is the neighborhood, whether it is the circle of friends who live close and communicate with each other every day, whether it is different restaurants or shops, even the natural conditions in which he lives have positive and negative effects on the formation and improvement of the general and private competencies that are formed in them. General competencies formed in students are different from educational competencies. Educational competence models students' future fulfilling life activities, not today's activities. For example, a citizen cannot practice certain competencies until he reaches a certain age. But this does not mean that there is no need to form them in the student. These are the conditions corresponding to educational competence. For example, when a student acquires civic competence at school, he uses it fully after finishing school (in elections, various events, work activities, etc.). Accordingly, such competencies are manifested as educational competencies during the study period.

Thus, it is necessary to evaluate educational competence as a set of knowledge, skills, qualifications, work experience, motivation, interests, and content orientation necessary for the student's personal and socially significant

effective activity in the objective existence. This complex is characterized by the design and implementation of normative documents, educational and methodical literature, as well as documents that evaluate the general readiness of students, the level of their creative readiness.

At the first stage of design, a list of educational competencies related to the selected educational subject (physics, mathematics, informatics, etc.) is compiled. For this, basic competencies (communicative, working with information, etc.) are sought in the subject. The contribution of the educational subject to the formation of basic competencies is determined.

Then, a minimum list of the systematized component of the educational subject is drawn up in order to compile the competences related to the subject:

1) Objects of objective existence (natural, technical devices, source-works, etc.). Real objects and phenomena are distinguished for the educational subject from the fields of science or activity. For example, in physics - basic physical phenomena, different states of matter, fundamental fields and interactions, elementary particles; in chemistry - matter and their cycle, etc.

2) General knowledge of the studied entity: rules, laws, theories, concepts, contradictions, ideas, hypotheses, problems, technologies, alternative approaches and other knowledge developed by mankind in relation to the relevant object.

3) General and general educational skills, qualifications, types of activities. A systematized list of specific skills, qualifications, types of activities related to the educational subject and of general subject importance is provided by groups.

The creation of the above-mentioned conditions from the initial stages of education, the goals of pedagogues, the realization of the demands placed on them is considered an important factor. It is defined in the state educational standard of general secondary education: basic curriculum of general secondary education; curriculum; qualification requirements; consists of such components as the evaluation system, and depends on the consideration of the requirements for the mandatory minimum and final goals of the content of education in

general education subjects, the volume of training loads, and the requirements for the quality of education in the qualification requirements of general secondary education. It is known that knowledge is evaluated according to the level of recalling and re-explanation of learned information, the ability to apply learned knowledge in familiar situations, the ability of students to apply learned knowledge and skills in unfamiliar situations, and to create new knowledge. Competence is the ability to apply existing knowledge, skills and abilities in daily activities.

In the organization of the educational process, based on the continuity and coherence of education, the priority of the student's personality and interests, the following basic and subject competencies are formed in accordance with their age characteristics. For example, the ability to meet the requirements of the A1, A2 and A2+ standard levels of the state education standard of general secondary and secondary special vocational education in physics, the elementary and intermediate level of a student of physics and the level of B1 for a graduate of an educational institution. In the formation of "observation, understanding and explanation of physical processes and phenomena (B1) competence" in the observation of physical processes and phenomena, understanding of the International System of Units (SI), mathematical expressions of physical quantities in a logical connection, extended basic concepts, terms, physical quantities and it is assumed that they know the units, regularities, connection formulas and can apply them in practice according to educational directions (classification).

We will cite the following example as an example of the formation of this competence. In the autumn of 1992, a huge steamer "Olympic" and a much smaller ship "Gauk" were moving parallel to it at high speed in the sea hundreds of meters away. Suddenly, under the influence of an unknown force, the ship "Gauk" turned with its nose towards the large ship, completely lost control and hit the side of the "Olympic" with a strong blow. The captain of the "Olympic" liner was found guilty for this. Who is to blame in this situation? What was the actual situation? Why did the little ship fail to obey the rudder?

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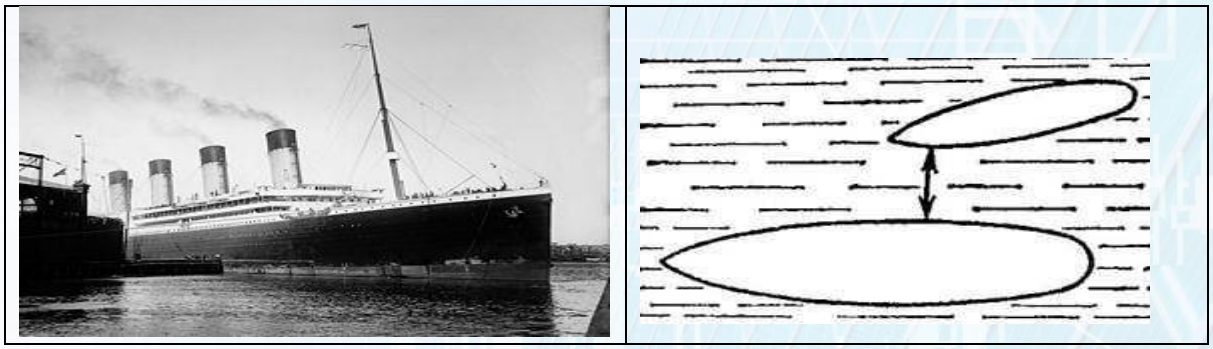
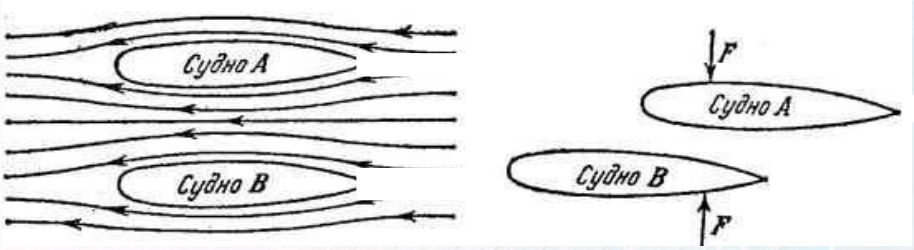
This problem was proved in 1726 by Daniil Bernoulli, a St. Petersburg academician, and is explained on the basis of the processes occurring at the boundaries of a moving liquid (gas) flow. These drags in the current can sometimes pose a danger. For example, high-speed trains (speeds above 200 km/h) increase the risk of people standing on the platform falling under the train. Such "gravitational force" can have a negative effect on parallel moving ships. In particular, the explanation of such unpleasantness, which was observed with the liner "Olympic" in 1912, can be done by modeling with the help of two flat pieces of paper.



Exercise 1. If we blow into the middle of two parallel sheets of paper, we can see that they are close to each other. This means that the pressure between the sheets of paper is lower than outside. According to Bernoulli's principle, the reason for the collision of ships can be explained by this. The air pressure on the left and right sides of the pieces of paper is equal to atmospheric pressure. As a result of blowing into the paper gap, the air velocity increases and the pressure in the middle decreases. This creates a pressure difference between the inside and outside of the pieces of paper. This change in pressure causes the papers to "stick" together.



As can be seen in the diagram, the collision of ships at sea, due to their loss of control, was not caused by the inexperience of the captain, but by the increase in water speed between the ships and the decrease in the pressure between them, and the increase in the pressure on the outer (opposite) sides of the ships.

In conclusion, it can be noted that Bernoulli's equation explains many phenomena that occur in liquids and gases, the lifting force of a wing, a sprayer (pulverizer), a carburetor, the principle of operation of a gas burner, and so on. Daniel Bernoulli's life's work is just like his famous equation. These laws, which were created during the movement in many countries and cities, interaction with many scientists, constantly expanding and narrowing of scientific interests, are considered scientific works that are widely used by mankind to this day and new opportunities for their application are opening up.

The level of demand for physics today: the development of technology, the role of the science in the field of production and everyday life, the formation and growth of students' scientific outlook, ability to think logically, mental development, self-awareness, the necessary during their education and professional activity the formation of competences is determined by the ability to apply the knowledge acquired today tomorrow. Teaching students on the basis of a competence approach is important for the ability to think logically about the role of physics in the development of science and technology, production areas and life, mental development, self-awareness potential, and teaching them to use them in their daily lives.

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