

**THE CONCEPT OF COMPETENCE AND COMPETENCY. THE ROLE OF
UNIVERSAL CULTURAL COMPETENCE IN OUR NATIONAL EDUCATION**

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Annotation: This article provides information and viewpoints on what competence and competency mean, types of competencies, and the competency-based approach. It also discusses universal cultural competence and its connection with universal human values.

Keywords: competence, competency-based approach, universal cultural competence, primary education.

In the new education system of New Uzbekistan, all reforms are aimed at improving the quality of education and ensuring that every individual receives effective learning. One of the main objectives is to develop young people's ability to think independently and solve real-life problematic situations. Competency-based education plays a special role in fulfilling these tasks. Modern education emphasizes not only providing knowledge, but also teaching students how to apply this knowledge in real-life contexts — this is the essence of competency.

In the 1983 Russian-Uzbek dictionary of the Academy of Sciences of Uzbekistan, the word “**competentnost**” is interpreted as “having deep knowledge”, “being based on profound knowledge”, “awareness”, and “efficiency”. The word “**kompetentniy**” is translated as “a person who has sufficient and necessary information, well-informed, knowledgeable, competent, authorized, and entitled to make decisions”. The term “**kompetensiya**” is defined as “a field or issue a person is aware of”, “authority”, or “right”.¹

Generally speaking, the word **competence** comes from the Latin “competenia”, which in explanatory dictionaries means “entitled” or “authorized”, but in common usage refers to “ability”, “skill”, and “talent”.²

A competency-based approach is a pedagogical concept aimed at orienting education toward practical outcomes and preparing an individual to deal with life situations. Unlike the traditional “knowledge-giving” model, it emphasizes the learner’s ability to think independently and apply their skills in real contexts.

To implement competency-based education, the following principles are applied:

¹ Azimova, N.E. et al. *Youth as a Driving Force of Civil Society*. Eastern European Scientific Journal, 2019.

² Rajapova, K.M. *Improving the Effectiveness of Uzbek Language Lessons through the Development of Basic Competencies*. Proceedings of International Scientific Conference on Multidisciplinary Studies, Moscow, 2022.

- ✓ Practice orientation: enabling students to apply theoretical knowledge in real-life situations.
- ✓ Learner-centeredness: viewing the learner as the core of the teaching process.
- ✓ Integration: ensuring the interconnectedness of knowledge, skills, and abilities.

Uzbekistan has its own national education system, and each type of competence is effectively utilized in its implementation. A competency-based approach enriches the content of education, modernizes the teaching process, and ensures the effective application of contemporary pedagogical methods.³

According to M. Ikromova in her article “The Essence of the Concept of Competence in Primary Classes”⁴, in order to ensure continuity and the upbringing of a well-rounded individual, the basic competences and subject-specific competencies were identified based on the structure of general secondary, secondary specialized, and vocational education.

Basic Competencies:

1. Communicative competence
2. Information-processing competence
3. Self-development competence
4. Socially active citizenship competence
5. Universal cultural competence
6. Mathematical literacy, awareness and usage of science and technology competence

Competence does not merely mean acquiring knowledge and skills; rather, it refers to a person's ability to apply that knowledge purposefully in life.

In primary education, the aim is to ensure literacy, develop coherent speaking and writing skills, and observe norms of literary language.

Speech Competence (listening comprehension, speaking, reading, writing):

- understanding the teacher's speech, simple audio or multimedia texts, and instructions;
- participating in conversations using pictures or dictated texts, using newly learned vocabulary in oral speech.

Linguistic Competence:

- correct pronunciation of sounds;
- dividing words into syllables according to pronunciation rules.

Morphological Competence refers to the ability to apply knowledge and skills related to morphology — a part of grammar and a component of the language system. It includes

³ Rajapova, K.M. *Improving the Effectiveness of Uzbek Language Lessons through the Development of Basic Competencies*. Proceedings of International Scientific Conference on Multidisciplinary Studies, Moscow, 2022.

⁴ Ikromova, M.V. *The Essence of the Concept of Competence in Primary Classes*. *Ekonomika i Sotsium*, No. 4(107)-1, 2023.

understanding word classes, their meanings, spelling, and syntactic functions. Morphological competence in primary education is developed through targeted morphological exercises such as:

- morphological analysis,
- writing words in given forms,
- identifying word classes in speech,
- forming word combinations,
- distinguishing homonyms,
- grouping words according to given tables, and others.⁵

Universal and national cultural competence holds significant value in strengthening students' cultural awareness and forming universal human values. Cultural traditions and values are deeply connected to human emotions. When this competence is formed first, acquiring other competencies becomes easier, as students develop interaction skills that help them overcome unfamiliar and constantly changing challenges during communication with people from diverse cultures.⁶

The competency-based approach helps elevate our national education system to a new and advanced level. It develops not only theoretical knowledge, but also practical thinking, culture based on national and universal values, and social responsibility. Therefore, every teacher — especially language and literature teachers — should develop methodological systems that incorporate competency-based principles and prepare students for real-life activities.

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⁵ Ikromova, M.V. *The Essence of the Concept of Competence in Primary Classes*. Ekonomika i Sotsium, No. 4(107)-1, 2023.

⁶ Qurbonova, F. *Universal Cultural Competence as an Integral Component of Education*. Education, Science, and Innovation, 2023.