

**INNOVATIVE FEATURES OF THE COMPETENCY-BASED EDUCATION
PARADIGM**

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Abstract. This scientific article comprehensively analyzes the main innovative features of the competency-based educational paradigm. The article examines the theoretical foundations of the concept of competence, the differences between the competency-based approach and the traditional knowledge-centered paradigm, as well as the innovative aspects of the implementation of this paradigm in educational practice. Particular attention is paid to the taxonomy of competencies, integrated assessment systems, metacognitive skills, and the development of life competencies. In the concluding part of the article, practical recommendations are provided for the full implementation of the competency-based paradigm in the education system of Uzbekistan.

Keywords: competence, competency-based paradigm, innovative education, life skills, metacognition, authentic assessment, transferable skills, integrated curriculum, learning outcomes, 21st century skills.

Introduction. Modern society is characterized by rapid changes in science, technology and the economy. In such conditions, the main task of the education system is not only to impart knowledge, but also to prepare students for successful activity in various spheres of life. This very need has created the basis for the emergence and development of the competency-based education paradigm. The competency-based education paradigm (KTP) redefines the goals of education: instead of the traditional "acquiring knowledge", "the ability to apply knowledge and solve problems" becomes the central goal of education. Although this change may seem superficial, in fact it requires a fundamental revision of the entire philosophy, methodology and practice of education.

The competency-based approach is becoming increasingly widespread in world education systems. The European Union's "Key Competences for Lifelong Learning" concept, the OECD's "Education 2030" project, and the P21 organization's "21st Century Skills Framework" document indicate the global recognition of the competency-based paradigm. In Uzbekistan, the process of transition to this paradigm is also being activated within the framework of educational reforms. The purpose of this article is to systematically analyze the innovative features of the competency-based education paradigm and show the possibilities of its implementation in the educational practice of Uzbekistan.

In the process of modernization of the education system in the Republic of Uzbekistan, great attention is paid to the issue of introducing a competency-based approach. The Law "On Education", state educational standards and the "Digital Uzbekistan - 2030" strategy set the development of the quality of education based on international standards, the formation of independent and creative thinking of students, and the development of modern competencies as a priority task. This makes the scientific and theoretical study of the innovative features of the competency-based education paradigm and its effective implementation in practice an urgent scientific and pedagogical problem.

Relevance of the topic. In the 21st century, the acceleration of social development, digital transformation, the development of artificial intelligence technologies, and the changing needs of the global labor market pose completely new challenges to the education system. Modern education is now aimed not only at transferring theoretical knowledge, but also at developing life competencies in students, independent decision-making in problem situations, creative and critical thinking, communication and flexibility skills. Therefore, the transition from the traditional knowledge-centered education paradigm to the competency-based education paradigm is becoming a priority direction of today's educational reforms.

The essence of the competency-based approach is that in it the result of education is determined not only by the student's acquisition of a certain amount of knowledge, but also by the level of ability to apply this knowledge in practice, effectively use it in social and professional activities. This paradigm interprets the student not as a passive learner, but as an active subject. As a result, special attention is paid to the development of an integrative approach, reflective activity, authentic assessment, metacognitive skills, and life competencies in the educational process.

In world pedagogical science, the competency paradigm has been widely studied as a methodological basis for innovative education. In particular, in the conceptual documents of UNESCO, OECD and the European Union on education, the development of 21st century skills, lifelong learning, functional literacy and transferable competencies is interpreted as the main criterion for the quality of education. The special emphasis on the competence of students to apply knowledge in real-life situations in the PISA international assessment programs also indicates the growing need for a competency paradigm.

Topic content. The term "competence" comes from the Latin word "competentia" and means "competence", "authority", "worthiness". In the context of pedagogical sciences, various definitions have been given to the concept of competency. However, most researchers define competency as an integrated system of knowledge, skills, qualifications and relationships.

French scientist Philippe Perreno defines competence as "the ability to mobilize resources and successfully apply them in complex situations." German researcher Weinert sees competence not as knowledge itself, but as the ability to implement knowledge. This difference is important: in the competency paradigm, the result is not knowledge, but ability. Modern research distinguishes three main components of competence: cognitive content (knowledge and concepts), functional content (skills and competencies), and socio-affective content (attitudes, values, motivation). The close relationship between these three components is one of the main distinctive features of the competency paradigm.

1-Table.

Comparison of traditional and competency paradigms

Criterion	Traditional paradigm	Competency paradigm
Educational Objective	Knowledge Acquisition	Competency building
Student Role	Passive Receiver	Active knowledge builder
Teacher Role	Transmitter	Facilitator, mentor
Assessment	Testing	Authentic, practical assessment
Learning Content	Subject-centered, isolated	Integrated, contextual
Success Criteria	Memorization and repetition	Practical application and solution
Learning Time	Appointed time	According to the pace of mastery

The first and most important innovative feature of the competency paradigm is its focus on results. While in traditional education the process (lessons, topics) is the priority, in the competency approach the result (what can the student do?) is the priority. This change changes the entire logic of educational design.

The OBE (Outcome-Based Education) model developed by Vicki Spady is based on three main principles: clearly defined learning outcomes, creating sufficient opportunities and time for all students to achieve these outcomes, and high expectations. These principles reveal the innovative nature of the competency paradigm.

The second innovative feature of the competency paradigm is the formation of transferable skills. By transferable skills, we mean skills that are learned in one situation and can be applied without problems in another context. For example, skills such as critical thinking, problem solving, teamwork, and communication are universally applicable in different areas.

In the traditional education system, knowledge learned is often "inert knowledge": knowledge that is used in tests and exams, but is rarely used in real-life situations. The competency paradigm emphasizes the constant application of knowledge in real contexts and problem situations, which ensures transfer.

The third important innovative feature is the development of metacognitive learning. Metacognition is the ability to "monitor and manage one's own thinking process." In the competency paradigm, the student must learn not only subject knowledge, but also how to learn.

Research shows that students with developed metacognitive skills learn new knowledge more quickly and effectively. They are able to plan, monitor and evaluate their own learning process. This feature shapes the student as a "lifelong learner".

The fourth innovative feature is the use of an authentic assessment system. By authentic assessment, we mean giving students complex tasks that resemble real-life situations and observing the manifestation of competencies in them.

Methods such as portfolio assessment, project defense, case-study analysis, imitation exercises, peer assessment and self-assessment are the main tools of authentic assessment. These methods more accurately measure the true level of competencies compared to traditional tests. For example, communication competence is correctly assessed not only through testing, but also through observation of real communication situations.

The fifth innovative feature is a curriculum based on interdisciplinary integration. In traditional education, subjects are taught in isolation: in mathematics lessons, only mathematics is studied, and in native language lessons, only language. The competency paradigm requires an integrated approach, taking into account the fact that life situations cover many subjects.

Innovative features of the competency-based education paradigm

Comparison criteria	Traditional knowledge-centered paradigm	Innovative features of the competency-based education paradigm
Main purpose of education	Acquisition of knowledge, skills and competencies	Formation of life competencies and preparation for practical activities
Role of the student	Passive listener and performer	Active subject, independent researcher and problem solver
Role of the teacher	Main source of knowledge	Facilitator, mentor and guide
Content of education	Science-centered, theoretical knowledge-oriented	Integrative, practical and competency-oriented
Teaching methods	Lecture, explanation,	Interactive methods, project, case

	reproductive methods	study, problem-based learning
Assessment system	Based on final control and tests	Authentic assessment, portfolio, formative and reflective assessment
Application of knowledge	Remains at the theoretical level	Applied in real-life situations
Type of thinking	Focused on memorization and repetition	Develops critical, creative and analytical thinking
Formation of competencies	Limited, within the subject	Transferable and multidisciplinary competencies are formed
Motivation mechanism	Based on assessment and control	Based on internal motivation and personal development
Educational environment	Traditional classroom environment	Digital, interactive and flexible environment
Digital technologies	Secondary tool	An important integrative part of the educational process
Communicative activity	One-way communication	Based on cooperation and teamwork
Metacognitive skills	Not sufficiently developed	Reflection, self-assessment and self-management are developed
21st century skills	Not enough attention	4K competencies (critical thinking, creativity, communication, collaboration) are a priority
Educational outcome	Determined by the volume of knowledge	Determined by competencies and practical effectiveness
Innovative aspect	A stable and standardized model	A flexible, individual and innovative development model

STEM (Science, Technology, Engineering, Mathematics) and STEAM (+Arts) approaches are practical examples of integrated curricula. Project-based learning (PBL), which combines knowledge from different disciplines and focuses on solving real-world problems, is a natural expression of the competency paradigm.

The goal of the competency paradigm is to form a system of competencies that meet the requirements of the 21st century. The system developed by the Partnership for 21st Century Learning (P21) is one of the most widely used frameworks in this field.

2-Table.

System of 21st century competencies

Group	Competencies
Learning Competencies (4C)	Critical Thinking, Creativity, Collaboration, Communication
Types of Literacy	Information Literacy, Media Literacy, Digital (ICT) Literacy
Life Skills	Adaptability, Initiative, Social Skills, Productivity, Leadership, Responsibility
Basic Science	Language and Communication, Mathematics, Natural Sciences, Economic and Civic Literacy, Health and Physical Education

The European Union's LifeComp framework classifies competencies into three blocks: a personal block (self-management, flexibility, well-being), a social block (collaboration, communication, conflict resolution) and a learning block (self-regulation, continuous learning

and critical thinking). This system shows that the competency paradigm is closely linked to life skills.

The competency-based education paradigm is inextricably linked to innovative pedagogical technologies. The use of these technologies allows for more effective formation of competencies.

Problem-based learning is an approach that was introduced in the 1960s at the McMaster University School of Medicine in Canada and later spread throughout the world. In PBL, the learning process begins with the presentation of a real and complex problem. Students analyze the problem in groups, identify knowledge gaps and learning needs, independently search for knowledge and finally develop a solution. This process allows for the active construction of competencies instead of passive acquisition of knowledge.

In the flipped classroom model, the traditional learning process is “turned upside down”: theoretical information is learned as homework (via video, podcast, text), and practical exercises, discussions, and projects are completed in class. This model is consistent with the competency paradigm, as more time is allocated in the classroom for applying knowledge and developing competencies.

The design thinking methodology includes the stages of empathy, problem identification, idea generation, prototyping, and testing. This approach allows for the simultaneous development of creativity, critical thinking, and collaboration competencies. Widely promoted by IDEO and Stanford d.school, this methodology is increasingly used in modern educational practice.

Game-Based Learning and gamification are effective tools for increasing motivation and building competencies. Elements of competition, rewards, advancement, and collaboration encourage students to be active. Platforms such as Minecraft Education Edition, Kahoot, Classcraft are practical examples of educational gamification.

The process of transition to competency-based education in Uzbekistan began in the 2010s. The language of competencies began to be used in state educational standards. However, a number of limitations remain in practice.

On the positive side, work is underway to transition to the Bologna system in higher education, introduce competency frameworks, and restructure school programs based on competencies. Presidential schools, specialized schools, and innovative education centers are gaining considerable experience in applying the competency-based approach.

Among the existing problems, the following should be noted:

A large part of teachers are not sufficiently familiar with the theoretical foundations and practical methods of the competency-based paradigm; and advanced training courses are still conducted in the traditional transmissive format.

The National Testing Center examination system mainly measures reproductive knowledge. This situation leads to teachers and students preparing for tests, while competencies are relegated to second place.

Curriculums are still focused on the volume of information, and the shortage of classroom hours and excessive content do not leave enough time for the formation of competencies.

Regional differences are sharp: there is a significant difference in the technical support of schools in the capital and cities and in rural schools, as well as in the qualifications and capabilities of teachers.

The following strategic measures are recommended to solve these problems:

1. Redesign teacher retraining programs based on the competency-based pedagogical model and focus on practical aspects.

2. Enrich the national assessment system with competency-based tests (performance tasks) and officially recognize portfolio assessment.

3. Revise curricula on the principle of "less is more" and make room for integrated projects and interdisciplinary activities.

4. Create networks of pilot schools for competency-based education, develop mechanisms for studying and disseminating best practices.

Organize campaigns to inform parents and the general public about the nature and importance of competency-based education.



Conclusion. The competency-based education paradigm is not only a methodological innovation, but also a redefinition of the entire philosophy and goals of education. Its main innovative features are result orientation, the formation of transferable skills, metacognitive learning, authentic assessment and an integrated curriculum - they fully meet the requirements of modern society. 21st century competencies (critical thinking, creativity, collaboration, communication) are a necessary equipment for every citizen. A complete transition to a competency-based paradigm has become a historical necessity for the education system to form these competencies in a targeted and systematic manner. The education system of Uzbekistan is taking important steps on this path. However, for a complete transformation, teacher training, reform of the assessment system and restructuring of curricula based on competencies must be implemented in a comprehensive and consistent manner. When these reforms are effectively implemented, the competency-based education paradigm will make a worthy contribution to the competitiveness of Uzbekistan's youth and the socio-economic development of the country.

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