

**COMPETENCY-BASED APPROACH IN PRIMARY EDUCATION****Ergasheva Husniya**

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**Abstract:** This article examines the essence, objectives, and practical significance of the competency-based approach in primary education. It analyzes ways of developing key competencies in students, including independent thinking, problem-solving skills, communication abilities, and information literacy. The paper also highlights effective methods for applying a competency-based approach in lessons, relevant pedagogical technologies, strategies for instructional planning, and assessment criteria.

**Keywords:** competency, primary education, methodological approach

Today, organizing the educational process in accordance with modern requirements, forming practical skills in students and preparing them for life are one of the priority areas of educational policy. In particular, the primary education stage plays a decisive role in the student's personal development, in developing his basic competencies such as thinking, communication, working with information, and problem solving. Therefore, the introduction of a competency-based approach in updating the content of primary education is of urgent importance.

The competency-based approach aims not only to impart knowledge in the teaching process, but also to ensure that the student can apply the knowledge gained in real-life situations. Through this approach, general competencies such as independent thinking, critical analysis, creative approach, teamwork, communication, and a sense of responsibility are formed in students. At the same time, this process requires the teacher to effectively plan the lesson, use interactive methods, innovative pedagogical technologies, and digital tools rationally.

The correct implementation of the competency-based approach in primary education increases students' motivation to learn, further enriches the content of lessons, and ensures the effectiveness of educational activities. Therefore, an in-depth study of this topic, identification of mechanisms for its practical implementation, and analysis of existing experiences are among the most important tasks of the current pedagogical process. Analysis of the scientific literature on the competency-based approach in primary education shows that in recent years this direction has been occupying an important place not only in local, but also in the center of international pedagogical research. The theoretical foundations of the competency-based approach are closely connected with the experience of primary education in the European education system, Singapore, Finland, Korea and the USA, and scientific sources emphasize that this approach is aimed at the comprehensive development of the student's personality. The works of local scientists - A. Abdukodirov, J. Yuldoshev, Sh. Sharipov, U. Tolipov - cover the didactic principles of the competency-based approach, the modernization of educational content and the gradual formation of basic competencies in students. In their research, the activation of students in primary education, the use of interactive methods, and the establishment of person-centered education are indicated as the main factors in the formation of competencies. In international sources, the content, indicators, and assessment criteria of the competency-based

approach are widely covered by J. Raven, B. Bloom, P. Beneš, and OECD (PISA) experts. They note that competency is not only knowledge, but also the ability to apply knowledge in practical activities, flexibility, creativity, and problem-solving skills in real situations. In particular, the PISA program recommends giving great importance to the formation of functional literacy, critical thinking, and information literacy competencies in students starting from primary education.

The competency-based approach is also noted as one of the main requirements in the educational reforms initiated in the Republic of Uzbekistan, and the State Educational Standard (SES) and updated curricula define basic competencies for primary grades such as communicative, information literacy, socio-civic, mathematical, and self-development. This sets the task for the teacher to apply new methodological approaches and organize lessons based on active educational technologies. The analysis shows that although the theoretical foundations of the competency-based approach are sufficiently covered in the existing scientific literature, consistent research on the integration of primary school practice, age characteristics of students, and tasks based on competencies into the lesson process is still ongoing. Therefore, scientific research on the in-depth study and practical application of this topic remains relevant. The methodological basis of this study is the conceptual approaches of modern pedagogical science, the theory of competency-based education, the principles of person-centered education, and scientific views on the methodology of primary education. The following scientific and methodological approaches, principles, and methods were used in the research process:

#### Empirical methods

- observation of teacher activities;
- analysis of the lesson process (video analysis, monitoring);
- diagnostics of students' knowledge, skills, and competencies;
- conducting interviews and conversations;
- study of teachers' practical experience through a questionnaire.

#### Experimental methods

- development of lesson plans based on a competency-based approach;
- conducting practical test lessons;
- testing tasks that serve to form competencies;
- comparing the indicators of the experimental and control groups.

#### Statistical methods

- processing the results of the experiment;
- calculating the percentage, average, and dynamics of students' results;
- assessing the levels of competence formation using a rating method.

The results of the study showed that the correct introduction of a competency-based approach in primary education has a significant impact on the educational activity, level of independent thinking, and development of social skills of students. Based on the observations, experimental lessons, and analysis of student results, the following conclusions were drawn:

Lessons based on a competency-based approach significantly increase student activity. When assignments, dialogue, teamwork, and practical situations are integrated into the lesson process, students actively participate in the lesson.

Students learn to apply knowledge in practice.

Problems, assignments related to real-life situations, and projects develop their functional literacy.

Communicative skills (expressing opinions, arguing, and listening) are formed.

Through group work and role-playing games, students strengthen their communication skills.

It is necessary to systematically integrate competency-based assignments into primary school lessons. It is advisable to include practical exercises based on real-life situations in each topic. It is also necessary to increase the number of methodological manuals and trainings on the competency-based approach for teachers. This will help them conduct lessons in accordance with modern requirements. Information technologies should be more involved in the educational process.

Interactive platforms, electronic textbooks, and visual materials help in the formation of competencies. It is necessary to develop differentiated tasks taking into account the individual characteristics of students. It is necessary to popularize methods that have yielded effective results in the process of experimentation.

The main goal of introducing a competency-based approach in primary education is not to acquire knowledge, but to prepare students for life. Through this approach, students acquire the necessary competencies such as independent thinking, problem solving, working with information, communication, and collaboration. The reforms implemented in the education system of Uzbekistan in recent years have identified the competency-based approach as the main direction, serving to update the content of primary education and increase its effectiveness. An analysis of the literature shows that the concept of competency is focused not only on the theoretical basis, but also on practical results, ensuring the active participation, creativity, and independence of students in the lessons. Methodological foundations allow for the effective implementation of this approach through interactive methods, problem-based tasks, an integrative approach, and the use of digital tools. The results of the study confirm that the correct organization of the competency-based approach forms stable knowledge, skills and competencies in students, thoroughly preparing them for the next stage of education. The proposed recommendations are aimed at improving this process, enriching methodological manuals and educational materials, and improving the skills of teachers. In general, the competency-based approach is one of the main requirements of modern education, and its effective application in primary education is an important factor in the formation of a high-level, creative, independent-thinking, active and competitive personality.

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