

USE OF COMPETENCES AND THEIR FORMATION IN THE PROCESS OF EDUCATION AND EDUCATION

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Abstract. *The article focuses on the features of practical application of the State educational standards implemented in the educational process of the Republic of Uzbekistan in the training of the subject of technology education. In particular, the foundations of the implementation of the competence approach to the teaching of the subject of technology were considered. In the course of the training, the possibilities of forming the educational competencies of the students were investigated based on the implementation of inter-subject communication between the subject of Technology and other subjects.*

Keywords: *competence, state education standard, interdisciplinary connections, subjects of science, law, rule, events, practical application.*

Introduction. After the independence of the Republic of Uzbekistan, reforms were implemented in the field of education as well as in all areas. The necessity of carrying out reforms is that in order for our independent republic to find its place in the world community, it is important to train potential personnel that meet world standards so that it does not lag behind scientific and technical development. Accordingly, the Law "On Education" and the "National Program of Personnel Training" were developed. General secondary education, secondary special education, vocational education and higher education In order to ensure unity and continuity among the subjects studied in the university, DTS was developed for all subjects, textbooks created on the basis of educational programs were tested and put into practice. Of course, the experiences of advanced countries in the field of education with this system were also studied. At the same time, it was found that there are cases where the efficiency is not high in some directions. In particular, the teaching of foreign languages is traditionally taught without the use of advanced information, communication and media technologies, which does not meet the requirements of the time. on further improvement of the system" was reflected in the PP-1875 decision. Accordingly, based on this decision, a schedule of activities was developed, in which it was determined that the existing curriculum and programs will be reworked in accordance with the "European Competence for Foreign Language Acquisition". What is the competence approach?

Methods The word "Competence" comes from the word "to compete" and means "to compete", "to compete", "to compete". Literally translated, it means ability to compete.

At the international congress on education held at the end of the last century, the pedagogue-scientist Jacques Delorf described the four pillars on which education is based: - it is learning to know, learning to do, learning to live together "learning". At the symposium held in Bern on March 27-30, 1996 under the program of the Council of Europe, it was said that the most important thing for reforming education is to define the basic competencies, which in turn will ensure the successful completion of education by learners. the question is raised about the need for them to be able to work and then get higher education. V. Hutkhamer, one of the main

specialists in the development of competences, defines the five basic competences "European youth should have". These competencies include:

- social and political competences: participation in team decision-making and feeling responsible for it;
- competences related to the information of the society: to have a critical attitude towards the information distributed through mass media, to know information technologies in order to be able to distinguish its strong and weak sides;
- study and study continuously during the whole life according to the requirements of professional and social life.

On December 18, 2006, the European Parliament and the Council recommended the following core competencies for continuing education:

1. Ability to communicate in one's native language;
2. Ability to communicate in a foreign language;
3. Mathematical competence and basic competences in the field of science and technology;
4. Digital competence;
5. Learning to read;
6. Social and civic competence;
7. A sense of entrepreneurship and initiative;
8. Being aware of culture and expressing it.

Currently, many European countries have created an education system based on these competencies. In Britain, six core competencies are taken as a basis.

Outcome: Core Competencies:

- start a conversation;
- accounting - keeping books;
- information literacy.

Educational standards began to be used in the USA in the 1980s. It is known that the educational system in the USA is not centralized. Accordingly, many issues related to education are decided by each state. In Germany, educational standards and programs began to be developed in the 1970s after the countrywide survey showed low results. According to the German standards, the main focus of the educational system is on the formation of basic skills and competencies for students, and the curriculum is not filled with excessive knowledge. Since 2004, school education standards are mandatory in Germany. Russian educational standards were developed in 1992, and temporary educational standards began to be developed in 1993. Since 2000, the first generation of state education standards (for general education) and the second generation (for higher education) have been developed.

Discussion .Based on the experience of foreign countries, decision No. 187 of the Cabinet of Ministers of Uzbekistan was adopted in 2017. According to the decision, the new state education standards will be implemented step by step from 2017. In this document, the word competence is defined as follows. "Competence is the ability to use existing knowledge, skills and abilities in everyday activities." Based on this definition. Today, the practical orientation of the subjects taught in general secondary education schools and the need to strengthen the formation of the skills and competencies of students to be able to apply them in practice. In our opinion, it is necessary to improve the effectiveness of the use of interdisciplinary connections in fulfilling the requirements of competencies related to this subject. The use of technology in connection with the subject of

science in teaching the application of the laws and phenomena learned from natural and concrete sciences in general secondary schools and their practical use in life increases the competence of students. For example, it gives a good result when the phenomenon of friction studied in the subject of Physics is explained to the materials studied in the subject of Technology. It is known that cutting materials results in heating of the cutting edge and the material being cut, mainly due to the phenomenon of friction. This has a negative impact on the quality of processing. In order to prevent this, students' preliminary understanding of the need to follow the rules of correct cutting and the use of lubrication and cooling fluids on machine tools has a positive effect on the acquisition of knowledge. Practical exercises are of great importance in performing any labor operation and forming necessary labor skills and qualifications in students. The movements of any student and the operation of the devices and machines he uses are based on the laws and phenomena studied in the topics of the mechanics department of physics. The topics of the physics subject "Aggregate states of matter" and "Molecular-kinetic theory" are connected with the technology subject "The structure and importance of refrigerators and freezers, thermoses, microwave ovens used in cooking, technology of use" Conducting the learning process makes sure that every law and phenomenon studied in the students is practically applied in life and technical objects. This means that each subject will help them in their future domestic and professional activities. The use of the knowledge of calculation acquired in the subject of mathematics in the teaching of labor education topics also brings good results. The use of the knowledge, skills, and abilities gained from chemistry in the study of the composition, structure, and properties of wood, metals, and polymer materials in the technological training sessions will contribute to the development of students' understanding of science in the development of comprehensive all-round knowledge. leads to having Now, as for the development of basic competences, it is necessary for the teacher to have deep practical knowledge of pedagogical psychology and information technologies when working with students. In the competence of mathematical literacy, being aware of science and technology innovations and using them, "knowing the time to come to school"... "being able to make daily plans"... "understanding the meaning of waste and saving" in students planning, designing and requires understanding and knowledge of economics. Based on a new alternative, the stage of reducing the scope of the innovation through replacement.

One of the important aspects of the innovative pedagogical process in the specialist training system is the ability of a person to self-manage and mobilize himself in the field of activity, as well as the aspects of developing students' independent cognitive activities. This once again confirms the need to develop and put into practice a system of effective forms, methods and tools for organizing and implementing the educational process, which serves to determine the professional flexibility of future teachers.

In conclusion, modern pedagogical and psychological researches show that the acceleration of the level of professional adaptation of future pedagogues is determined not only by acquired professional knowledge, but also by factors such as existing experience and awareness of the field of activity. This determines the need to include innovative ideas that serve the active and effective assimilation of professional knowledge and field-oriented work experience in the educational process of the higher education institution.

That is why the teacher of the technology subject should draw up a plan of intersubject communication in agreement with other natural and concrete science teachers and find its content. In the formation of such competencies, educating students who meet the standard requirements, in

turn, requires the use of new approaches in the training of future science teachers and teachers of technology education. In our opinion, as we said above, emphasis should be placed on the effective use of interdisciplinary connections, on the practical direction of the subjects being taught to students, and on arming them with materials related to the application and practical use of knowledge. we think that

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