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The Significance of the Competence of the Subjects of the Educational Process in the Quality of Education

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Abstract. In this article, the concept of competence and its philosophical-pedagogical analysis, the opinions of scientists on this concept are presented, the basic competencies are analyzed, the importance of the competence of subjects (teachers and students) in improving the quality of education is highlighted, and the main factors in the educational system based on the competency approach are mentioned.

Keywords: competence, competence, professional qualification, basic competences, social and political competences, informing society, cognitive and creative activity, formation of competences.

Introduction
As a result of the dynamic changes in the labor market at the end of the 20th century and the beginning of the 21st century, as a result of the increased demand for not only knowledge and skills, but also for personal qualities, the concept of competence and competence came into being. The analysis of the work carried out to increase the effectiveness of education in the last decade shows that the effectiveness of the work is directly related to the concepts of competence and competence, which came into circulation in the 70s of the 20th century [1]. The meaning of the word competence used in the USA is contrasted with professional knowledge and skills, and it is considered as "an independent universal carrier of any professional activity". The words "competence" and "competence" were first used in scientific literature in the 60s and 70s of the 20th century.

Literature Review
In J. Raven's 1984 book "Competence in Modern Society", he says: "It consists of a large number of components, many of which are independent of each other... some competencies belong more to the cognitive sphere, others to the emotional sphere. It suggests that these competencies can complement each other in effective self-management [2]. According to Jacques Delor, learning to perform means not only having professional skills, but also being competent in a broad sense, that is, being able to work in groups and successfully get out of difficult situations that arise during work. It should be noted that together with the concept of "competence", there are cases where the term "skill base" is used as its synonym. According to B. Oskarson, they develop in addition to their extensive, special professional qualities [3]. These core competencies include: effective teamwork, planning, problem solving, creativity, leadership, entrepreneurship, organization, and communication skills.

Discussion And Results
In the 90s of the 20th century, the concept of competence began to be distinguished in UNESCO documents as an expected result of education. In particular, at the symposium held in March 1996 in Bern under the program of the Council of Europe, the issue of opening a broad path to successful education by defining basic competencies in education reform was raised. It is emphasized that the content of the concept of competence has not yet been fully disclosed.

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By applying his theoretical knowledge in practical processes, the learner believes that "man-technology", "man-society", "science-nature" relations are a comprehensive process, and important competencies between his inner world and society are formed. As a result of the integration between the types of education, the competences acquired by the learner help him to overcome the problems he may face in his post-education activities, to be ready for various fields of the profession [4].

Speaker B. Hutmacher emphasizes that the concept of "competence" is closer to the concept of "I know how..." than "I know what..." [2]. He cites the definitions of the five basic competences "European youth should have" adopted by the European Council. These are:

✓ social and political competencies. Participating in team decision-making and feeling responsible for it. Non-violent conflict resolution; improving and supporting the work of democratic institutions;

✓ competences related to the life of a multicultural society. In order to control manifestations of racism and xenophobia, to prevent the development of an atmosphere of intolerance, instill in young people the necessary qualities of intercultural competence, that is, respect for others, being ready to work together with people of a different culture, language and religion;

✓ Competencies related to oral and written communication. People who do not have these competencies are at risk of being socially isolated. In this context, it is important to know a language other than the mother tongue in order to communicate;

✓ Competencies related to public information. Knowledge of such technologies in order to be able to distinguish their strengths and weaknesses in order to have a critical attitude towards the information spread through mass media and advertisements;

✓ refers to continuous learning throughout one's life according to the context of professional and social life.

In order for the lesson to be successful, the teacher should involve the students in the creative process, reveal the essence of moral values and awaken feelings of attitude towards them. The position of cognitive and creative activity in education stimulates other manifestations of the student's "I", including self-organization, self-management, self-respect, and the desire for self-improvement. All components of the content of education are interrelated, because the experience of a person, its main components are always united. Cognitive qualities cannot be manifested without practical skills, and creative experience cannot be developed without adequate knowledge of knowledge, skills and abilities known to everyone. Russian pedagogues V. A. Bolotov, O. E. Lebedev, A. A. Pinsky, V. V. Serikov, I. D. Frumin, D. B. Elkonin carried out effective research work on the competency-based theory of educational content. The modern information society needs people, i.e. pedagogues, who are able to work in the radically changing social and information space, who can make decisions independently, who are able to cooperate, who are distinguished by their activity and initiative, who are ready for intercultural relations, who have the ability to self-manage, and who have a sense of responsibility for the fate of the country. According to pedagogues, "competencies" are the essence and basis of educational content. If we explain the concept of competence at this point, competence is a person's overall experience in solving life problems, mastering the methods of performing basic tasks related to many social spheres and social roles.

Competence is the ability to use acquired knowledge, skills and abilities in everyday and professional activities.

As we know, in the organization of the educational process, there is a relationship between a teacher and a student. The concepts of competence and competence are interpreted differently due to the lack of a single definition. For example, B. A. Vedensky gives the following definition in the "Encyclopedic Dictionary": "Competence is the range of competences, the range of questions acquired through personal knowledge and experience", that is, the knowledge that a person can discuss and has in this or that field of activity. In the "Explanatory Dictionary of Foreign Words" the definition of competence is given as follows: "Competence is awareness within the framework of some questions, in some field of knowledge."

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To be competent is to know, to be informed, i.e. to have competence in some authoritative field.

In the national encyclopedia of Uzbekistan, this word is defined as follows: Competence means the Latin word "competo" - I am achieving, I am worthy, I am worthy.

1) scope of powers, rights and duties of a specific state body (local self-government body) or an official defined by law, charter or other document;

2) knowledge, experience in this or that field. In the "Soviet Encyclopedic Dictionary" a simple but understandable definition is given, in which competence is considered as a set of experience and knowledge in a certain field. The emergence of this concept in the educational system has led to a number of changes in the types of activities that students of general education schools are required to acquire upon graduation. In this case, competence and activity are closely related to each other [5]. Analyzing the definition of these terms, A.V. Khutorsky's definition can reveal the definition of concepts. He draws attention to the Latin roots of this concept: the translation of the Latin word "sompetentia", which is the range of issues that a person is well aware of, knows and has certain experience [6]. Analyzing its definition, a person has the necessary knowledge and skills that allow him to work in a certain field. That is, it was considered as the knowledge and skills required to become a mature representative of that field. In this regard, Russian pedagogues V.V. Serikov, V.A. Bolotov defined it as "a way of being knowledgeable, educated, skilled, a collection of concepts that allows one to express one's identity" [7]. In our opinion, competence is a part of the teaching process and depends on the personal qualities of the learners. Therefore, the concept of competence is considered by most pedagogues as a scientific concept, including the knowledge, skills and abilities that a student (teacher, student) should acquire, not only as a category of knowledge, but also as a category of personality and as a goal and means of carrying out a certain activity. The concept of competence is interpreted as a complex structure, which includes elements such as the acquisition of necessary knowledge, skills and abilities, personal characteristics that determine the ability to perform a certain activity, a set of professional characteristics, and the acquisition of relevant competencies by a person. The relevant competencies are explained by the fact that the student will absorb religious and secular concepts and follow them when they are formed in the mind and consciousness. Competencies come in different forms and contents. Currently, the educational system based on the competence approach is entering the educational system of the countries of the world, including European countries. Among them, Russian pedagogues from the CIS countries have substantiated in many scientific and research works that the implementation of the competency-based approach in the system of general education schools is highly effective, and they divide the formation of schoolchildren's competencies into three types:

1. Basic competencies (metasubject competencies);
2. Interdisciplinary competencies;
3. Competencies related to science.

It is known that in order for a person to live successfully in society, he must have certain abilities, skills, and qualifications. In human life, it is required to have basic competencies in this matter. In particular, it is required to be able to express one's opinion freely, fluently and intelligibly verbally or in writing, to be able to search for and use the necessary information, to be active in society in all aspects, to develop oneself and to have other characteristics.

The most optimal version of basic competencies in the world was developed by A.V. Khutorsky and consists of:

➢ dignity, belief competence;
➢ general cultural competences;
➢ teaching-learning competence;
➢ information competence;
➢ communicative competence;
➢ social-labor competence;
➢ competence of personal improvement.

In the European secondary education system, the competence of students is evaluated in three areas according to the achieved results:

1. Personal results.

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2. Results according to systematic activity.
3. Results of study subjects.
Such an evaluation system requires the educational system to be conducted on the basis of a competency-based approach.

Conclusions

Currently, many countries of the world associate the concepts of "competency" and "competence" as the main factor in improving the quality of education. In this process, principles such as increasing students' motivation for education and carrying out the educational and educational process in harmony are considered as priority principles [8]. The formation of the ability of every student to use the knowledge acquired at school in his personal life plays an extremely important role in his formation and socialization as a person. In addition, it is manifested as a set of functional and professional characteristics of a person, as well as the ability to apply the knowledge gained as a result of mastering the competencies related to science. If a student acquires knowledge and does not have the skills and ability to apply it in practice, such a person will not benefit society. Therefore, the competency-based approach to education is emerging as a leading issue. In the 21st century, the problem of competence entered the field of education and over time took the leading place.

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