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## INTERPRETATION AND INTERDEPENDENCE OF THE CONCEPTS OF «COMPETENT» AND «COMPETENCE»

**Abstract:** With respect to competence, competence is understood to be the successful use of professional knowledge and skills in a variety of conditions from the ability to apply them in life situations.

Consequently, competence and competence mean the organization of a person's reserve, the use of it in his professional activity, in social spheres.

In connection with the plethora and complexity of social experience, the emergence of new forms of data retrieval and processing, the competence of a specialist becomes increasingly important. Serious changes in the social direction of modern society, attention to the personality of each person as the main social value, implies such a structure of training of personnel in the field of education that it is necessary to provide an individual route for the passage by each person of all stages of continuous pedagogical education.

**Key words:** Competent, competence, modernization, modern education, personal development, professional education, professional formation, general pedagogical views, collaborative training, teacher's competence, professional communication, ability, knowledge, skills, qualification.

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### Introduction

Education modernization government policy stable task of sifanid constant development of the state Sh. M. Mirziyoyev and the country is a leading, always accredited tourist. Viloyat-khan (viloyat-khan-viloyat) - khan (Vira-virar-khan) viloyat-khan (Virar-virars-virarkhoz-viloyat) - khan (virar-virars-viloyat) - khan (virars-virars-viloyat) - khan (viloyat-khan-virars-khan); Uzbekistan Republic of Uzbekistan Presidenting 2018 yil 14 Augustine PIRUSTI PK-3907-son "Yalarni moraviy, ethics and zhismonan mature etib arbiyalash, ularni shritishan and tarbiy tuzimini qualities yihatidan Yan boskichgarish choryash-merakhlari burgrisida" gi solution; Uzbekistan Republican "Uzbekistan Republic of Oliy training tricini 2030 yilgacha bulgan rotated the development of conceptionsini, approved by the duration of" gi decree; Republic of Uzbekistan Presidentinning 2019 yil 11 July district-5763-son "Oliy and ura-specialized education" boskarwn Fix

karishish chora-choryarukh turagrisidi "giychir" Republic of Uzbekistan President of the Republic 2018 yil 19 February-5349-son "news technologist and communication yanfield-Juri President of Russia 2019 yil 11 July-pr-4391-son" Oliy and ura-training of tuzimiki boskarwung Yangi tamoyillarich-choryaragand " resolution [1,2,3,4,5,6,7,8].

The idea of unity of historical and cultural factors is expressed in the decree of the president of the Republic of Uzbekistan № PF-6000 "on measures to further increase the role and essence of Culture and art in the life of society" on May 26, 2020, and the idea of restoration of monuments of culture and art, creation of the National School [9].

Modern education should not only give the graduate a large amount of knowledge, or a set of competences, but also teach to be prepared to work in a rapidly changing economic environment, to have a meaningful perception and critical evaluation of socio-economic processes, to predict their

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development, to influence the processes that give them the ability to adapt.

An important role in the training of a specialist is played by his personal development and professional culture, as it helps to significantly facilitate the processes of adaptation to the professional environment.

This requires serious changes in the quality of training of specialists. Today, high-quality vocational education is a means of social protection, a guarantee of stability of self-awareness of the individual at different stages of life.

Competency-oriented vocational education is not a pursuit of fashion, but an object of Education, which arose on the basis of socio-economic, political, educational and pedagogical conditions.

First of all, this is the attitude, reaction of vocational education to the rapidly changing socio-economic conditions, the processes that arise along with the market economy.

Market relations impose a number of requirements on a modern specialist, which are not sufficiently taken into account or paid attention in the training programs of specialists.

These new requirements, as it turned out, are not strictly related to this or that science, they have a subspecies and are distinguished by their suitability. Their formation does not require new content, but requires the use of other pedagogical technologies.

High knowledge and erudition, professional formation, finding their place in life have interested scientists and thinkers of the East since ancient times.

At the beginning of the treasure trove of knowledge stood great ancestors, whose names were known to the whole world.

These are thinkers-mathematicians and astronomers Al-Khorezmi, Al-Fergani, Javkhari, Marvoziy, Mirzo Ulugbek; philosophers and jurists Abu Nasr Forabi, al-Bukhari, at-Termiziy, Margilani, Nasafi; encyclopedists-scientists Abu Basil Beruni, Ibn Sina; linguists Mahmud Kashgari, Yusuf Khoshib, AZ-Zamakhshari, Mir Alisher Navoi; historians Zahiriddin Muhammad Babur, Abulgozi Bakhodirxon, Kharabi and others.

General pedagogical views. Medieval Eastern thinkers devoted their works to the development of a program of harmonious development of the personality. They themselves are the criteria of such harmony, denouncing ignorance and immorality.

The philosopher-encyclopedist Al-Forobi (870-950) enjoys great respect in the world of knowledge. Al-Forabi is a thinker who knows the important pedagogical problems in advance. Contrary to the ideas of clericalism (the flow of religion's influence in the political and cultural life of the country), only those who are crazy can believe that goodness (baht) is out of the existing world. The purpose of upbringing, in the opinion of Forobi, is to bring a person to this good by stimulating his desire to do good. Only

knowledge helps to understand what is good, what is bad. Forobi proposed a system of methods of educating good qualities. Methods of training are divided into "hard" and "soft". If the educator is ready to study, work and do good, then gentle methods will suit him. If the educator is angry, arrogant, angry, careless, deceitful, then it will be necessary to use a "hard" method in relation to him.

Another of the great thinkers of the East is Al-Beruni (970-1048), whose more than one hundred and fifty works have reached US, including pedagogical ideas: systematism and blindness, the justification of education for knowledge (awareness), etc. Beruni believes that the main goal of education is moral purification.

He was called "Governor of Sciences (Sultan)" by his contemporaries, consultant of rulers of different countries in the middle and Middle East Ibn Sino (Avisena in Latin transcription) (980-1037) devoted many years of his life to teaching and left many works that had direct connection with pedagogical theory. From the sentence of these, "healing kitibi", in its composition, such pedagogical ideas as "the book of the Soul", "The Book of Knowledge", "The Book of instructions and visions" are expressed.

Ibn Sina dreamed of multifaceted education and upbringing, primarily about music, poetry, philosophy. He saw such a path in the joint reading of educators, in the introduction of the spirit of competition.

Collaborative learning had to be carried out at different levels in accordance with the ability of the students. Ibn Sina saw the assimilation of reading and writing as the foundation, foundation of all education. In his opinion, general development should be given in advance from vocational education. As soon as the teenager has mastered literacy, he must be prepared for the next profession (for example, teach him to draw up reports and other documents). After that, it is necessary to familiarize yourself with the profession itself: Teenager should start working and earn money [7, 8].

We do not see different ideas about education in the Eastern philosopher Nasiraddin Tusi (1202-1273). Among more than 150 works of The Thinker, the pedagogical ideas of "teaching wisdom", "Book of wisdom", "about the upbringing of Educators", "giving instructions to the educator in the form of Reading" have been expressed, as well as their comments on the appropriateness of achieving the harmony of intellectual, aesthetic and physical education.

Knowledge, according to Tusi, serves as a medicine that a person uses throughout his life. In order to obtain such a drug, it is necessary to clearly understand the purpose and method of achieving knowledge [6].

Competence of the teacher. Encyclopedists did not use the concept of "competence", but had their

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own ideas about the personality of a competent, highly moral and competent teacher.

Concepts corresponding to the modern interpretation of personality competency are conspicuous in the recommendations of Ibn Sina. According to The Thinker, knowledge, nobility, sociability, wisdom, willpower, active work for the benefit of society and people, etc., are considered to be complex virtues in human formation [8, 21-B.].

In particular, Forobi believes that the teacher should be smooth and calm in his attitude towards students, be diligent and persistent both in working with students and in self-education; his thoughts and actions should be beautiful and useful [7].

It is also important that the great thinkers look at the problem of relations between theory and practice, which is still the basis of the connection between the concepts of "competence" and "competency".

Scientists-encyclopedists were not supporters of "Science for science", it was interesting to use them in practice, first of all, scientific research and discoveries.

Abu Nasr Forabi attaches great importance to experience: "the mind is nothing more than experience" [8, 79-B.] the idea is also attributed to him. And Farabi, proceeding from his own concept of education and training, divided any science into two parts - theoretical and practical. He revealed the connection of scientific knowledge with practical orientation, interdependence of training in connection with life practice [8, 72-73-B.].

In the works of Omar Hayyom-in particular, in his treatise "feedback on the difficulties in the introduction of the Euclidean book" - there are many opinions about the methods of full, deep and meaningful mastering of knowledge, skills and skills by students, their preparation for the acquisition of knowledge independently. According to the scientist, knowledge in the process of learning can be mastered not only from the messages and books of the teacher, but also in the process of studying life events, as well as skills and skills - as a result of practice, by repeating the same actions in many times [8, 76-B.].

Implementation of a competency-based approach established in higher education institutions will help improve vocational training [11]. The new reality of the modern world sets its own specific competency requirements for a person who steps into an independent life:

- being ready to compete within the group and within the group when working in the group;
- the ability to harmonize his personal interests with the interests of the group;
- ability to make decisions under external pressure in limited time conditions;
- ability to assume responsibility for the results of implementation of decisions.

Thus, the training of a competent specialist, capable of moving freely in modern socio-cultural

conditions, responsible and professional in rapidly changing conditions of Science and production, is the essence of modern higher professional education [2, 40-B.].

In connection with the plethora and complexity of social experience, the emergence of new forms of data retrieval and processing, the competence of a specialist becomes increasingly important. Serious changes in the social direction of modern society, attention to the personality of each person as the main social value, implies such a structure of training of personnel in the field of education that it is necessary to provide an individual route for the passage by each person of all stages of continuous pedagogical education.

Occupational compensation problem N.X.Rozov, E.F.Zeer, B.S.Gershunsky [9] was studied in detail by such scientists as. From the beginning of the new century with the problems of competential approach to education, DJ.Raven, A.V.Barannikov, I.A.Zimnyaya, V.V.Kraevsky, V.V.Serikov, A.V.Khutorskoy, V.D. Shadrikov, D.A. Ivanov, K.G.Mitrofanov, O.V.Such specialists as Sokolova [12] are engaged.

The compensatory approach to the education system is not something fundamentally new. Elements of this approach have always been an integral part of quality management of education and manpower training in education. Complex ways of organizing various special and educational activities Sketkin, I.Lerner, V.V.Davidov. It is reflected in the works of Kraevsky [7, 13, 8, 12] and other researchers. Today, in order to implement a competency approach, we need to rely on international experience, which can provide the necessary adaptation to the traditions and needs of Uzbekistan.

Experience shows that the issue of interrelationships between theory and practice is the most relevant one, it comprehensively assimilates the necessary concessions related to the development of competence, the implementation of labor activity and the specific direction of the approach based on integrated competence.

Komp its pragmatic, practical and professional aspects of the competency-oriented approach to the current of Education.

In this pragmatic (practical) sense, it is impossible to put it against dependence on knowledge, skills and abilities.

But this "BKM" (knowledge-skill-qualification) is not like the VI approach, because it establishes the subordination of knowledge to skills and focuses attention on the practical side of the issue.

This means that the description of the training results should be at the level of the competences.

Despite the fact that the concept of compensation is becoming increasingly popular, it still does not have a generally accepted definition of it, and the starting

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point for evaluating different approaches to the definition and use of this term has not yet been found.

At present, competence training has not been sufficiently studied and remains a controversial phenomenon.

In the process of vocational education, the basic concepts of the competency approach are also clarified and explained. The best worked out is the school approach [3].

Professor E.F.Zeer identified the main components of professional competence:

- social (legal) competence - knowledge and skills in the field of cooperation with state institutions and individuals, as well as professional (professional) communication and manner of conduct;

- special competence - willingness to independently perform certain types of activities, the ability to solve typical professional tasks and evaluate the results of their work, the ability to independently master new knowledge and skills in the field of specialization;

- personal competence-continuous professional growth and ability to improve skills [9].

The Latin term "compete" means such meanings as "knowing", "being able", "achieving", "becoming compatible" [15].

Usually the terms "compensation" and "compensation" were used in connection with the legislation.

The competence, duties and rights granted to a state body or official by law or other normative act shall be understood when referring to the competence, and when referring to the competence, the compliance of the subject with the abilities and skills of carrying out his or her own competence shall be understood.

Compensation is a form of management permitted by law.

Composure is the true quality of the subject, to which the subject can own even without compensation.

The increasingly complexities and specialization of social institutions and relationships have led to the penetration of the concept of compensation in relation to other professions.

As it turned out, the competence is important in the professional activity of the teacher, doctor, leader and others.

The word "competent" has long been used in Russian. D. What? In the explanatory dictionary of the Russian language published by Ushakov, "competent", "competence" (Latin "appropriate", "capable") - informed, knowledgeable, recognized; or competent - in interpreting the meanings of competence.

This concept arose in the process of studying the work experience of well-known teachers in the United States, as well as the need to develop conceptual foundations.

It came from the concept of "competence", which means the ability to perform professional tasks that arise in the business world and change with the introduction of new technologies.

Subsequently, the competence was transferred from the sphere of production to another, in particular, the pedagogical sphere.

Within the framework of the competency approach in pedagogical science, the research is mainly focused on the link between the content of competency and education. According to scientists (D.A.Ivanov, I.A. Zimnyaya et al.) [10, 5, 9], a competency approach is the way to achieve a new quality education. The competency approach will serve as the basis for:

- searching for new educational content design and new educational technologies;

- ensuring continuous education – teaching throughout life through the formation of cognitive competence;

- training of social competence – the ability to live, the ability to study and work in a group, Team, Team, the ability to cooperate, the ability to prevent conflicts, etc.;

- the scenario of self-activation and self-management initiation of educators in the educational process, the preparation of it for an independent life and activity (free choice).

According to A.G.Bermus: "competence is a systematic unit that combines individual, predicate and instrumental properties and components."

A.Choshanov believes that competence is a constant struggle not only for the possession of knowledge, but also for their renewal and use in certain conditions.

A.Aronov described the competence as "the willingness of a specialist to engage in a particular activity", P.G.Tshedrovsky sees it as an attribute of preparation for future professional activities.

A.E.Lepedev describes the competence as "the ability to act in conditions of uncertainty."

I.A. Zimnyaya emphasizes that "competence" is based on the knowledge of a person, which is related to his or her experience of life, both personal and socio-professional [95].

A.V. Khutorsky distinguishes the concepts "competence" and "competence" and offers the following definitions:

Competence-the possession by a person of appropriate competence, including his personal attitude to it and the subject of activity [13].

Competence is "the ability to introduce one's own potential (knowledge, skills, experience, personal qualities, etc.), creative activity in the practice of professional and social spheres" [4]; this is "the structural quality of a person or a set of qualities, the minimum experience of activity in a particular field" [15, 27-B.].

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I.A. Zimnyaya believes that competency is understood as the result of a holistic classification of the integral qualities of a person, the activity of a graduate of the University in certain directions (compartments). Competence also includes cognitive (knowledge-based), motivational-valued and emotional-will components, like competence.

Competence is a situational category (Category), expressed in the willingness to carry out any activity in certain professional situations.

A.I.Turchinov understands the competence as the degree of expression, manifestation of the individual's specific professional experience within the competence of a particular position [14, 268-B.].

According to B.I.Kanaev, "if the competency is related to the category (category) of quality, then in the practice of managing the process of its provision, the characterization and systematization of these quality characteristics should be carried out - this is what we call the compensations in our tool."

In B.I.Kanaev's understanding, the comet "this is an idealized and normalized idea of the requirements for a particular type of human activity, with which the real indicators of the newly emerging person who has mastered this experience must be compared" [10].

In World educational practice, competence is expressed as a central concept, since it:

- combines the skills and abilities of the educational structure;
- includes the interpretation of the educational content formed from the "result" ("exit standard");
- has an integral feature (covers a number of knowledge and skills that are homogeneous or close to each other in relation to a wide range of fields of culture and activity: information, legal, etc.).

Competency can be considered a category consisting of five main components:

- deep understanding of the tasks being performed and the essence of the problems being solved;
- good knowledge of the experience available in this area, active mastering of its achievements;
- ability to select tools and methods of action that correspond to specific conditions of place and time;
- a sense of responsibility for the results achieved;
- ability to learn from mistakes and make corrections in the process of achieving goals.

At the same time, at the moment, special importance is attached to these parameters:

- integral and creative character of the activity;
- high efficiency of the result;
- practical orientation in education;
- interaction of the criterion with the valuable-meaningful features of the personality;
- formation of self-development motivation;
- academic and labor mobility [11, 55-b.].

The proportion between the different aspects (aspects) of specialist maturity and its professionalism

By studying A.G. Markova determines four types of Professional (professional) competence: special, social, personal, individual:

1. Professional competence, oriented to a specific or activity, characterizes activity at a high professional level, and it includes not only the availability of special knowledge, but also the ability to apply it in practice.

2. Social professional competence characterizes the assimilation of methods of professional activity and cooperation, methods of professional communication adopted in the professional community.

3. Personal professional competence characterizes the possession of methods of self-expression and self-development, means of combating professional deformation. This also includes the ability to plan professional activities of a specialist, make decisions on his own and see the problem.

4. Personal professional competence characterizes the possession of self-management methods, readiness for professional growth, not predisposed to professional aging, the presence of stable professional motivation [13, 14].

Competence is the sum of professional, creative, socio-humanitarian and personal competences (qualities), which determine the ability and opportunity to move in the mobile market conditions, and also dictates socio-cultural norms and axiological guidelines of society that allow to achieve results corresponding to the requirements of scientific and technical development.

Competency is a holistic characteristic of the readiness to perform professional activities, which implies the acquisition of certain knowledge, skills and life experience.

According to the opinion of many scientists (C.I.Beydenko, D.A.Mexatin, Yo.V.Frolov and B.), the competency approach provides an opportunity for education to meet the needs of the postindustrial society, since the competency is largely considered to be an integral indicator of the quality of vocational education and satisfying the needs of employers.

Particular attention should be paid to the definition of the relationship between the concepts "competent" and "competence".

The analysis of the work devoted to the competence approach shows that at the same time, confusion is being made in the application of the concepts "competence" and "competence".

To date, there is not even a single point of view on determining the main categories of this approach.

Researchers consider both terms to be synonymous (V.Zire "Lost In Test MatchTatur) or they distinguish these concepts and give each of them different meanings (N.V. Fallmina, A.The G.Markova, L.Mitina) [12, 13, 14].

The T.V.Tatyanina's position is much more reliable, she believes that these concepts should not be

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equated due to different interpretations in the conditions of pedagogical innovation.

The term "competency" is proposed to be used when it comes to a single integral feature of the student.

If it is necessary to describe its competence in one of the areas of activity of a specialist, it is recommended to use the term "competence".

So, it turns out that the competency will consist of concomitant or certain concomitant [15, 56-B.].

However, according to A.V.Khutorskoy, exactly the competence is the ability of a person to form a complex in a professional composition. In his opinion, the compensation:

- an independent and creative solution to professional and personal problems, not only in modern production conditions, is a holistic combination of optimal knowledge, skills, abilities and relationships to meet the demand;

- in a wide format of context, the ability to do anything well, efficiently, self-esteem, self-reflection, high self-control; fast, flexible and resilient attitude to conditions and environmental dynamics [13].

So, skills are manifested as a valid competency.

Compensation can be seen as the ability to establish a connection between knowledge and the situation, or in a broader sense, the ability to find,

discover a suitable procedure for the problem (the mode of work to be performed, that is, knowledge and action).

In our opinion, the most justified A.V. Molokova's point of view is that, according to the scientist's understanding, compensation means a set of requirements, and compensation means the implementation of an experimental activity in the performance of a given compensation.

Competency is the synthesis of two components: the possession of a certain set of competences by the educators; the personal qualities of the yarqin of a person who has completed a certain stage of education, in which it is clearly expressed "the ability to act effectively, achieve results, solve problems effectively" and the mobility of a specialist in the labor market [14, 242-B.].

## Conclusion

Thus, the competency approach in the vocational education system is aimed at the comprehensive personal and professional development issues of the future specialist, ensuring successful adaptation in the labor market, social and professional communities, and meeting the modern requirements for the modernization of Education.

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