

## TENDENCIES OF EDUCATIONAL CONTENT DESIGN BASED ON THE COMPETENCY APPROACH

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**ABSTRACT:** Based on their analysis, it can be said that as one of the trends in the design of educational content based on the competency approach, the institutional mechanism that encourages competition in the field of education is insufficient, that is, the institutional mechanisms of introducing a competitive environment in the classroom or in groups have not been sufficiently studied.

**KEYWORDS:** Competence approach, content of educational goals, competitive environment.

### INTRODUCTION

Competence is a factor that can influence everything from organizational values and norms to the socialization of learners. Accordingly, the introduction of a competency-based approach to education requires a revision of the content of education.

Content of educational goals. The institutional mechanism of implementation of education affects the specific goal structure of each group of learners. The following key dimensions of such practices, which may influence the goals of socialized learners in a given classroom, are identified: target system (content justification); regulatory framework (development of regulatory and legal frameworks); organizational system (clarification of organizational structure elements); implementation procedures (development of alternative mechanisms); evaluation practice (prediction of results, analytical evaluation, providing feedback).

In this process, it is important to develop adaptive learning content that measures how learners perceive the target structure [1].

Studies have shown that learners are most interested in understanding the structure of learning objectives.

Indeed, research has shown that the structure and content of classroom team goals and the structure and content of students' personal achievement goals can be related in three different ways: the content of classroom goals predicts students' personal achievement goals; they can be parallel processes (they intersect in content); they can interact[6].

According to the meta-analysis of the trends in the design of educational content based on the competence approach, it was determined that the educational environment for the formation

and development of the competence of learners should be based on life activities and positions. In particular, the analysis of studies on the organization of an educational environment to attract students to active learning activities and the observation of practice served to substantiate the effective aspects of the environment that encourages competition.

A competitive environment. A meta-analytic review of studies on competitive environment has shown the relationship between its structure and content and personality and social-emotional outcomes. For this, significant changes in the implementation of an environment that encourages competition in the classroom, the quality of teaching, classroom organization, teacher-learner relations, didactic support of the process, social-emotional support 'support is important.

In a competitive environment, it is important to consider the role of individual-level variables such as goals, values, and behaviors. Also, the socialization of learners is influenced by existing ideas and structures. On the other hand, they sometimes represent stable positions that provide long-lasting effects of socialization or contextual influences[3].

Goals are crucial in directing a person to a certain action, taking into account his tendencies and situational limitations [4]. Goals differ as a function of valence—they are focused on achieving success or avoiding failure. Objectives are relevant in setting the context of education, encouraging competition.

As researchers [10, 11] have pointed out, the proximal processes in the interaction between teachers and learners (the zone of proximal development [8]) have a significant and long-lasting effect on the environment that encourages competition. more likely to show.

Some researchers[10] have pointed out that competitive training or analysis (comparative evaluation) practices have a negative effect on some psychological characteristics.

As mentioned above, competitive training or analysis (comparative assessment) affects learners' expression of their own competences, the correlation of their learning activities with the learning activities of others. understands

By externalizing the structure that encourages competition, teachers can create a competitive environment. Research has shown that when learners learn to be competitive, they design their own competitive activities.

The study of educational structures that encourage competition among learners serves to effectively implement it. It should be said that any environment affects the educational activities of students. Socialization processes represent the goals of dominant structures, and this is manifested at the individual level along with certain groups. Creating an environment that promotes competition in learning depends on the inclusion of individual factors (e.g., individual differences) and contextual factors (e.g., motivational structures such as assessment).

Values help explain individual decision-making, attitudes, and behavior[9]. High values in self-development mean the pursuit of self-interest. Self-development values are present in all value systems. The importance of values varies among people, situations, places and times. In particular, values are sufficiently reflected in an environment that encourages competition.

Decision-making involves, for example, the practice of dividing students into learning groups based on their abilities [5, p. 79]. Comparative analysis (comparative evaluation) makes it possible

to better determine the correspondence or inconsistencies between specific educational programs and the specific needs and abilities of students.

In this process, teachers should adopt competition-stimulating mechanisms and apply them in their professional practices based on the principle of neoliberal responsibility [12]. In this regard, they not only work with existing competition-stimulating structures (normative assessment and comparative analysis (benchmarking)), but also create a competitive environment. However, it should be noted that creating an environment that encourages competition in the classroom, clarifying the content of the goals and forecasting the results determines the effectiveness of the process.

Not all pro-competitive structures or dispositions lead to increased productivity. It depends on the performance goals that are motivated in the competitive environment [6, 7].

Education is a holistic system that reflects dominant ideas, values, and norms, resonates with society, and socializes learners to adopt its values and practices.

As a system, it forms the processes of education and social production. Education also has mechanisms that can bring about individual and social change. But they are a very small percentage. Today, there is growing attention to the issues of encouraging critical thinking aimed at the unique development of each child, encouraging cooperation, and giving equal importance to cognitive, moral, spiritual, social and physical aspects of development [2].

The following components are important in creating a competitive learning process: information and description, negotiation and collaboration, and revision of ideas.

Through such an environment, the learner demonstrates skills such as openness to new things, enthusiasm for educational activities, thinking through analysis, interpretation, description, and creating combinations.

For this, students are given the following guiding tasks:

teaching the learner to understand the connection between the concepts he knows and the subject being studied;

build on one's own ideas to reinforce and express new concepts;

considering different opinions and their alternatives based on clear evidence;

provide orientation to a certain goal when working with information on a problem or topic;

consideration of various hypotheses, opinions of other subjects and their mutual discussion.

The results of competitive education are summarized by society, educational system, internal individual variables of learners.

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