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# The Main Reasons for Changing the State Education Standards in General Secondary Schools

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**Annotation:** The article focuses on the introduction of state educational standards and curricula based on a competency-based approach to the educational process of the general secondary education system. Competence, competitiveness, and spirituality are the main tasks of general secondary education.

**Keywords:** State educational standards, competence, competitiveness, spirituality, trends, paradigm, assessment of educational quality.

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## INTRODUCTION

In the developed countries of the world in the 21st century, as one of the main directions of modernization of the content of education, the main attention is paid to the issue of introducing the competence approach in education. Education based on the competence approach is education aimed at forming the ability of students to apply acquired knowledge, skills and abilities in their personal, professional and social activities.

## MATERIALS AND METHODS

Today, the development of science, technology and technology, the changing needs of society have changed the paradigm of education in the developed and developing countries of the world, and the educational process is changing from giving theoretical knowledge to the development of skills to apply knowledge in practice<sup>1</sup>.

The state education standards based on the systematic activity approach used in practice do not fully meet the requirements of the socio-spiritual and cultural development of the society and the sustainable development strategy of Uzbekistan until 2030.

The word competence is derived from the Latin words "com-peto" and "competentia" and means to achieve, to be suitable, to deserve. The essence of this term is described by concepts such as success, effectiveness, and achievement.

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<sup>1</sup> Soviet Europe: Symposium on the theme "Klyuchevye kompetentsii dlya Evropy": Doc. DECS / SC / Sec. (96) 43. Berne, 2016.

## RESULTS AND DISCUSSION

**Table 1. Comparative analysis of basic competencies in the state education standards of Uzbekistan and developed countries of the world**

Name of States	Number of basic competencies	Naming of basic competencies
<b>Republic of Uzbekistan</b>	<b>6</b>	<ol style="list-style-type: none"> <li>1. Communicative competence.</li> <li>2. Information processing competence.</li> <li>3. Competence of self-development as a person.</li> <li>4. Socially active civic competence.</li> <li>5. Universal competence.</li> <li>6. Mathematical literacy, awareness of science and technology achievements and competence to use.</li> </ol>
<p style="text-align: center;"><b>EU member states (28 countries: Great Britain, Hungary, Germany, Finland, France, Spain, Italy, Austria, Belgium, Bulgaria, Greece, Denmark, Ireland, Cyprus, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Croatia, Czech Republic, Sweden and Estonia)</b></p>	<b>8</b>	<ol style="list-style-type: none"> <li>1. Communication in the mother tongue</li> <li>2. Communication in foreign languages</li> <li>3. Math-ematical competence and basic competences in science and technology</li> <li>4. Digital com- petence</li> <li>5. Learn- ing to learn</li> <li>6. Social and civic competences</li> <li>7. Sense of initiative and entrepreneurship</li> <li>8. Cultural awareness and expression</li> </ol>
<b>USA</b>	<b>4</b>	<ol style="list-style-type: none"> <li>1. metacognition</li> <li>2. ways o working.</li> <li>3. tools for working (ICT cognition).</li> <li>4. living in the community, world.</li> </ol>
<b>South Korea</b>	<b>6</b>	<ol style="list-style-type: none"> <li>1. career inquiry skills</li> <li>2. basic learning skills</li> <li>3. problem-solving skills</li> <li>4. creative skills</li> <li>5. communication skills</li> <li>6. citizenship</li> </ol>

In our opinion, "competence" means the ability to independently apply the acquired knowledge and skills in personal, professional and social activities.

In this direction, the educational system of Germany, England, Singapore, the Republic of

South Korea and Japan has been accepted as an international best practice. In order to ensure the consistency of the content of general education subjects taught in (9+3), there are basic and interdisciplinary integrated competences, as well as general competences related to the subject based on the content of each academic subject.

The State educational standard of general secondary education defines the necessary and sufficient level of preparation of students in general education subjects and the qualification requirements for graduates of educational institutions, the necessary size of the educational load, the procedure and mechanism for evaluating the activities of educational institutions and the quality of personnel training, as well as the curriculum and programs, serves as a basis for the development of textbooks, manuals.

The results of the research showed that the conceptual model of the state educational standards based on the competence approach in the general education subjects of general secondary and secondary special, vocational education will consist of the following<sup>2</sup>:

1. General rules.
2. Based on normative and statutory documents.
3. Levels and nomenclature of the standard.
4. Basic and general competences related to science.
5. Objectives and tasks of educational science.
6. The content of studying general education subjects.
7. Qualification requirements for graduates of general secondary and secondary special, vocational educational institutions.

The components of the state education standard can be explained as follows:

Mandatory minimum requirements for the stages of the continuous compulsory education system, which is the core of the state educational standard, are the requirements for the level of preparation and competence of pupils and students in higher education subjects.

In the general secondary and secondary special, vocational education system of the Republic of Uzbekistan, it is appropriate that the stages of learning general education subjects based on the State educational standards consist of certain levels. monitoring and evaluation indicators, educational programs are developed and approved by the orders of competent ministries and agencies.

The state educational standard of general secondary and secondary special vocational education in general education subjects determines the following:

- goals and tasks of educational science;
- the content of studying general education subjects;
- basic and general competences related to science;
- The necessary and sufficient level of training of graduates of general secondary and secondary special, vocational educational institutions in general education subjects, as well as qualification requirements for graduates of educational institutions.

In the Republic of Uzbekistan, the following basic competencies are formed in accordance with their age characteristics, based on the continuity, integrity, and priority of the student's personality:

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<sup>2</sup> OECD Reviews of Evaluation and Assessment in Education "Synergies for Better Learning". OECD Publishing, PARIS CEDEC. 2013.

Communicative competence refers to the ability to communicate effectively in social situations, first of all, in one's native language and in a foreign language, to follow the culture of communication, social flexibility, and to work effectively in a team.

The second basic competence is the competence of working with information, which means acquiring the skills to find, sort, process, store, and effectively use the necessary information from media sources, to ensure their safety, and to acquire media culture.

The competence of self-development is continuous physical, spiritual, mental and intellectual development of oneself, striving for perfection, independent study and learning throughout life, regularly increasing knowledge and experience independently, adequately evaluating one's own behavior and making independent decisions. means to get

Socially active civic competence means to feel connected to events, events and processes in society and actively participate in them, to know one's civic duties and rights, to comply with them, to have legal culture in labor and civil relations.

National and general cultural competence consists of being loyal to the motherland, kind to people and believing in universal and national values, understanding works of art and works of art, dressing modestly, following cultural norms and a healthy lifestyle.

Mathematical literacy, being aware of science and technology news and the competence to use it, being able to make personal, family, professional and economic plans based on accurate calculations, being able to read various formulas, models, drawings and diagrams in daily activities, which eases human labor, refers to the skills of using science and technology innovations that increase labor productivity and lead to favorable conditions.

General education subjects are considered a means of forming competencies in students. Also, based on the content of each general education subject, general competences related to the subject are formed in students.

In our republic, a conceptual model of state education standards based on the competence approach of general secondary and secondary special, vocational education has been developed.

## CONCLUSION

In short, to ensure the high quality of education and the creation of a curriculum that meets the demands of the deep economic and social reforms implemented in the country, the development of a developed democratic state, education based on the active approach in the general secondary education system is in line with today's requirements. - due to the lack of it, as a principled new methodology of teaching general education subjects, state educational standards based on the competence approach require the development and implementation of educational-methodological complexes.

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