DOI: https://doi.org/10.37547/supsci-jgnr-05-03-12 Pages: 83-87

Journal of Geography and Natural Resources

JOURNAL OF GEOGRAPHY AND NATURAL RESOURCES

journal homepage:
https://topjournals.uz/index.php/jgnr

IMPROVING THE PROCESS OF FORMING STUDENTS' PRACTICAL COMPETENCES ON THE BASIS OF A COMPETENCY APPROACH

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ABOUT ARTICLE

Key words: competency-based approach, practical competence, geography education, teaching methods, ICT, higher education.

Received: 02.12.25
Accepted: 04.12.25
Published: 06.12.25

Abstract: This article analyzes the issues of forming students' practical competencies in the process of teaching geography in higher educational institutions on the basis of a competency approach. The study scientifically and theoretically substantiates the content of the concept of practical competence, its structural components, and the pedagogical conditions serving their formation. It also reveals the role of reproductive, heuristic, and problem-based teaching methods in the development of practical competencies. The article also highlights the possibilities of increasing educational efficiency through the use of information and communication technologies in geography education. The results of the study are of practical importance in improving the methodology of teaching geography in higher educational institutions.

KOMPETENSIYAVIY YONDASHUV ASOSIDA TALABALARNING AMALIY KOMPETENSIYALARINI SHAKLLANTIRISH JARAYONINI TAKOMILLASHTIRISH

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MAQOLA HAQIDA

Kalit so‘zlar: kompetensiyaviy yondashuv, amaliy kompetensiya, geografiya ta’limi, ta’lim metodlari, AKT, oliy ta’lim.

Annotatsiya: Mazkur maqolada oliy ta’lim muassasalarida geografiya fanini o‘qitish jarayonida talabalarning amaliy kompetensiyalarini shakllantirish masalalari kompetensiyaviy yondashuv asosida tahlil qilinadi. Tadqiqotda amaliy kompetensiya

tushunchasining mazmuni, uning tarkibiy komponentlari hamda ularni shakllantirishga xizmat qiluvchi pedagogik shart-sharoitlar ilmiy-nazariy jihatdan asoslab berilgan. Shuningdek, reproduktiv, evristik va muammoli ta’lim metodlarining amaliy kompetensiyalarni rivojlantirishdagi o‘rni ochib beriladi. Maqolada geografiya ta’limida axborot-kommunikatsiya texnologiyalaridan foydalanish orqali ta’lim samaradorligini oshirish imkoniyatlari ham yoritilgan. Tadqiqot natijalari OTMlarda geografiya fanini o‘qitish metodikasini takomillashtirishda amaliy ahamiyat kasb etadi.

СОВЕРШЕНСТВОВАНИЕ ПРОЦЕССА ФОРМИРОВАНИЯ ПРАКТИЧЕСКИХ КОМПЕТЕНЦИЙ СТУДЕНТОВ НА ОСНОВЕ КОМПЕТЕНТНОСТНОГО ПОДХОДА

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О СТАТЬЕ

Ключевые слова: компетентностный подход, практическая компетенция, географическое образование, методы обучения, ИКТ, высшее образование.

Аннотация: В данной статье анализируются вопросы формирования практических компетенций студентов в процессе преподавания географии в высших учебных заведениях на основе компетентностного подхода. Исследование научно и теоретически обосновывает содержание концепции практической компетенции, ее структурные компоненты и педагогические условия, способствующие ее формированию. Также раскрывается роль репродуктивных, эвристических и проблемно-ориентированных методов обучения в развитии практических компетенций. В статье также освещаются возможности повышения эффективности обучения за счет использования информационно-коммуникационных технологий в географическом образовании. Результаты исследования имеют практическое значение для совершенствования методики преподавания географии в высших учебных заведениях.

In the modern higher education system, the quality of personnel training is determined not only by the theoretical knowledge of students, but also by their level of readiness for practical

work. From this point of view, today the competency-based approach is considered the leading methodological basis in the educational process. In particular, in teaching geography, one of the pressing issues is the formation of practical competencies in students, such as territorial analysis, assessment of demographic and socio-economic processes, and work with statistical and cartographic data.

Since the traditional knowledge-oriented educational model does not fully meet the requirements of the current labor market, there is a need to reconsider the content and methods of teaching in higher education institutions. Therefore, this article scientifically analyzes the methodological foundations of the formation of students' practical competencies in geography education.

Practical competence is the student's ability to independently and effectively apply their knowledge, skills and qualifications in real-life and professional situations. In geography, this competence is manifested through the ability to analyze territorial processes, work with maps, interpret statistical data, and offer scientifically based solutions to problem situations. The practical competence of students consists of the following components: target component - the formation of professional and practical competencies in a future geographer; content component - educational materials based on territorial development, demographic processes, environmental problems, statistical and cartographic data; activity component - practical exercises, project work, analysis of problem situations; technological component - ICT, GIS, interactive methods; result component - the student's independent thinking, drawing analytical conclusions and readiness for professional activity.

This model serves to combine students' theoretical knowledge with real practical activities. The process of forming students' practical competencies requires a systematic approach. This process is carried out through the following main components:

It is important to form a stable interest and internal need in geography in the student. Real examples related to territorial problems, demographic processes, and ecological situations increase educational motivation.

The content of education should be enriched with modern scientific achievements, regional development trends, and statistical data. This serves to combine the student's theoretical knowledge with practical activities.

The purpose of the educational process is to develop students' competencies in independent thinking, analysis, and problem-solving.

This component involves the correct selection of teaching methods, forms, and tools.

The following methods are effective in forming practical competencies in geography education: reproductive method - serves to consolidate basic concepts and knowledge. Heuristic

method - develops students' independent search and logical thinking. Problem-based learning method - is aimed at analyzing problems and finding solutions based on real-life situations.

The harmonious use of these methods develops students' creative and analytical thinking.

In recent years, the introduction of the STEAM approach in geography education has become an important factor in the development of practical competencies. Lessons organized on the basis of STEAM develop students' research activities, strengthen interdisciplinary integration, and provide an integrated approach to problem situations. This allows for the formation of competencies that meet the requirements of international assessment programs.

Modern ICT tools, in particular geographic information systems (GIS), electronic maps, and multimedia presentations, develop students' thinking. The use of ICT allows for interactive organization of the educational process, increasing the effectiveness of education, and linking theoretical knowledge with practice.

It is recommended that students' practical competencies be assessed at the initial, intermediate, and advanced levels. This approach allows for the identification of the dynamics of the student's competency development and an individual approach.

The assessment of students' practical competencies is carried out on the basis of the following criteria: correct use of geographical terms; level of analytical and logical thinking; ability to propose solutions to problem situations; skills of independent and group work.

The continuous and systematic assessment process ensures the development of students' competencies.

In conclusion, the formation of students' practical competencies based on a competency-based approach in Geography education is one of the priority tasks of the higher education system. The results of the study show that updating the content of education based on modern requirements, the use of interactive and problem-based learning methods, and the effective use of ICT serve to increase students' professional readiness. The proposals and recommendations developed in this article are of practical importance in improving the methodology of teaching geography in higher education institutions and ensuring the competitiveness of future specialists.

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Issn: 2231-6094 (P) Vol.14, No.2, 2024, Pp.11-16, © The Research Publication, Www.Trp.Org.In, Doi: Https://Doi.Org/10.51983/Ijiss-2024.14.2.02.