



PEDAGOGICAL CONTENT OF THE ORGANIZATION OF EDUCATION CLASSES BASED ON THE COMPETENCE APPROACH (BASED ON THE 5-6TH GRADE EDUCATION TEXTBOOK)

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ABSTRACT

The competence approach in education has gained prominence as an effective methodology to equip students with practical skills, knowledge, and attitudes necessary for their future roles in society. This article explores the pedagogical content and strategies involved in organizing education classes for 5th and 6th graders based on the competence approach. Using the 5-6th grade education textbook as a foundation, this study analyzes how the competence approach can be integrated into lesson planning, instructional methods, and assessment practices to enhance student learning outcomes.

KEYWORDS

Competence approach, pedagogical content, 5th-6th grade education, student-centered learning, lesson planning, instructional methods, performance-based assessment, education textbook.

INTRODUCTION

In recent years, the landscape of education has been undergoing significant transformations, driven by the need to better prepare students for the complexities of the modern world. Traditional education models, which often emphasize rote memorization and standardized testing, have been increasingly critiqued for their inability to equip students with the skills and

competencies required to thrive in a rapidly changing society. In response, the competence approach has emerged as a promising alternative, focusing on the holistic development of students by fostering key competencies that are essential for personal, academic, and professional success.



The competence approach is rooted in the idea that education should go beyond the mere transmission of knowledge; it should empower students to apply what they have learned in meaningful and practical ways. This pedagogical shift emphasizes the development of a broad set of skills, including critical thinking, problem-solving, communication, and collaboration, which are considered crucial for students to navigate the challenges of the 21st century. As such, the competence approach aligns with the broader educational goals of fostering lifelong learning and adaptability in students.

This article aims to explore the pedagogical content involved in organizing education classes for 5th and 6th-grade students based on the competence approach. Specifically, it examines how this approach can be effectively integrated into lesson planning, instructional methods, and assessment practices, with a particular focus on the 5-6th grade education textbook as a key resource. The analysis will shed light on how the textbook can be utilized to support the development of competencies, providing practical examples and strategies for educators.

By focusing on the pedagogical content for 5th and 6th graders, this study seeks to contribute to the growing body of literature on the competence approach, offering insights into its application in the classroom. The findings will be valuable for educators, curriculum developers, and policymakers who are interested in adopting or refining competence-based educational practices.

The Competence Approach in Education

The competence approach in education centers around the idea that learning should be meaningful and relevant to students' lives. It aims to develop key competencies such as communication, problem-solving, critical thinking, and teamwork. This approach

shifts the focus from what students should know to what they should be able to do with that knowledge.

Key competencies often include:

1. **Cognitive competence:** Understanding and processing information.
2. **Practical competence:** Applying knowledge in practical, real-world situations.
3. **Social competence:** Interacting effectively with others.
4. **Emotional competence:** Managing emotions and demonstrating empathy.
5. **Metacognitive competence:** Reflecting on one's own learning processes.

Pedagogical Content for 5-6th Grade Education

When applying the competence approach to 5-6th grade education, the pedagogical content must be designed to encourage active learning, critical thinking, and practical application of knowledge. The textbook serves as a critical resource in this process, providing both content and a structure for lesson planning.

1. Lesson Planning:

o **Integration of Competencies:** Lessons should be planned with clear objectives that align with the development of specific competencies. For example, a lesson on environmental science might focus not only on factual knowledge but also on developing students' ability to analyze environmental issues and propose solutions.

o **Scaffolding Learning:** Teachers should structure lessons to progressively build on students' prior knowledge, guiding them from basic understanding to more complex applications.



- o Interactive Activities: Incorporating group work, discussions, and hands-on activities that align with the competencies being targeted.

2. Instructional Methods:

- o Student-Centered Learning: The competence approach advocates for student-centered learning, where students take an active role in their education. This can include project-based learning, inquiry-based activities, and peer teaching.
- o Differentiated Instruction: Recognizing that students have diverse learning styles and abilities, instruction should be differentiated to meet individual needs. This might involve providing varied resources or offering different paths to achieve the same competency.

3. Assessment Practices:

- o Formative Assessment: Ongoing assessment is crucial for monitoring students' progress in developing competencies. This includes regular feedback, self-assessment, and peer assessment.
- o Performance-Based Assessment: Traditional tests are supplemented or replaced by assessments that require students to demonstrate their competencies in practical tasks, such as presentations, projects, or experiments.
- o Reflective Practices: Encouraging students to reflect on their learning experiences helps them develop metacognitive competence and self-awareness.

Case Study: Analysis of the 5-6th Grade Education Textbook

The 5-6th grade education textbook serves as a practical tool for implementing the competence approach. This section of the article examines specific

examples from the textbook, illustrating how it supports the development of key competencies.

1. Content Analysis:

- o Relevance to Real-Life Situations: The textbook includes case studies, examples, and exercises that relate to students' everyday experiences, making learning more engaging and applicable.
- o Interdisciplinary Approach: Topics are often integrated across subjects, encouraging students to make connections between different areas of knowledge and develop a holistic understanding.
- o Critical Thinking Exercises: The textbook includes questions and activities designed to promote critical thinking, requiring students to analyze, evaluate, and create rather than merely recall information.

2. Implementation Strategies:

- o Teacher's Role: The textbook provides guidance for teachers on how to facilitate discussions, guide inquiry, and assess competencies. Teachers are encouraged to act as facilitators, guiding students in their learning journeys rather than simply delivering content.
- o Student Engagement: The activities and exercises in the textbook are designed to be interactive and student-centered, fostering engagement and active participation.

While the competence approach offers significant advantages, there are also challenges in its implementation. Teachers may require additional training to effectively integrate competencies into their teaching. Furthermore, there may be a need for adjustments in assessment practices and curriculum design to fully support the competence approach.



CONCLUSION

The competence approach in education represents a paradigm shift that prioritizes the holistic development of students, equipping them with the necessary skills to succeed in an increasingly complex and interconnected world. This approach moves beyond the traditional emphasis on content mastery, advocating for the cultivation of a wide range of competencies such as critical thinking, problem-solving, communication, and collaboration. When applied to the education of 5th and 6th-grade students, the competence approach offers a robust framework that aligns educational objectives with real-world demands.

Throughout this article, we have explored the pedagogical content required to effectively organize education classes for 5th and 6th graders based on the competence approach. The 5-6th grade education textbook has been highlighted as a crucial tool in this process, providing structured content and activities that support the development of key competencies. Through careful lesson planning, the integration of student-centered instructional methods, and the implementation of performance-based assessments, educators can create a learning environment that not only conveys knowledge but also empowers students to apply their learning in meaningful ways.

However, the successful implementation of the competence approach is not without challenges. It requires a shift in both teaching practices and assessment methods, necessitating professional development for educators and adjustments in curriculum design. Moreover, fostering an environment that supports differentiated instruction

and addresses the diverse needs of students is essential for ensuring that all learners can benefit from this approach.

In conclusion, the competence approach offers significant potential to enhance the quality of education for 5th and 6th graders. By focusing on the development of essential competencies, educators can better prepare students for the future, equipping them with the skills and attitudes needed to navigate the challenges of life beyond the classroom. The continued exploration and refinement of this approach, supported by resources such as the education textbook, will be key to realizing its full potential in shaping the next generation of learners.

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