

STRATEGIC COMPETENCIES AS A SONNA IN LEARNING PLANNING

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Abstract. *This article provides an overview of the aspects you need to consider, including a step-by-step description at the end, making it easy to develop your own competency-based learning processes.*

Key words: *student, pedagogy, strategy, professional activity, taxonomy, competence.*

From the very beginning of his activities as President, Shavkat Mirziyoyev pointed to the personnel issue as one of the pressing problems of the development of our country. In recent years, no matter what reforms or projects are initiated, training qualified specialists is always on the agenda.

“Education is at the heart of all our efforts. No matter what region I visit, I always communicate with young people and workers of large enterprises. When I ask, “What is bothering you?”, they talk about a lack of knowledge. How did developed countries reach their current economic levels? Through knowledge! That's why we're trying to improve education first.” “Now a completely new atmosphere and quality must be established in our schools,” the President said.[1]

Strategic competencies serve to integrate specific strategies and coherently coordinate all learning activities in the sense of focusing on the development or expansion of competencies that are recognized as critical to success.

Strategic competencies are often required in training. What is meant here is similar to what is meant with people: a strategic approach allows you to plan, act and learn, especially in new, unknown situations. It is based on thinking about long-term strategic goals and thinking about actions, learning and their consequences. Thus, strategic competencies are comparable to meta-competencies.

In principle, strategic competencies refer to important aspects of dynamic capabilities: the connection between action and learning, the reflective attitude, and the necessary connection of competent action to values and goals.[2]

Strategic action is based on thinking about long-term strategic goals and thinking about actions, learning and their consequences. This is why strategic competencies are core competencies that are useful in many different situations and domains because they are often the only way to achieve your goal.

DYNAMIC PROCESS

Thus, the strategic approach is always a dynamic process: since strategic goals are usually long-term, only the first steps can be planned at the beginning of the process. As we move forward, we must constantly check whether the actions already taken have actually produced the expected results and whether the original partial goals have been achieved. Even if you are successful, you should carefully note what success factors were involved so that future success is not left to chance.

If this was not the case, it is necessary to analyze why this was likely to be the case. For example, were your own results insufficient, was the situation misjudged, other participants reacted differently than expected, was there too much competition, or simply lacked that famous luck? Based on the knowledge gained from reflecting on your own actions, you can again plan which strategy(s) may be more promising for the next stage.

It makes sense to always consider workarounds and workarounds. Sheryl Sandberg found a powerful metaphor for this topic in her book *Lean In*. She is of the opinion that the "career ladder" is more of a "climbing ladder" and that you need to take advantage of all the options available to you to eventually get to the top.[3]

Training – Teaching Strategies

For typical students, it is helpful to teach them learning strategies that meet their needs. These strategies should enhance their ability to learn the subject independently and successfully. Examples of common teaching strategies include:

Note: -Attention should be focused and should not be distracted by unnecessary things.

Understanding: -Get the essence

-Connect new knowledge with existing knowledge.

-Use an organization chart to visually express the relationships between concepts.

Memory: -Group or reorganize things that need to be remembered.

-Understand first, and then remember, so that what you want to remember makes sense.

Thinking: -Ask yourself questions about solving problems in learning, for example: "What is missing here?", "Do I need to add or subtract?", "Have I encountered similar problems before?", "I need to draw a picture. Help". with problem solving? etc. to help with thinking.[4]

Apart from learning strategies, students also need to be able to self-monitor so that they can use appropriate strategies to improve learning at appropriate times. For example, if you find comprehension difficulties while reading, you will adjust your reading speed and apply appropriate comprehension strategies.

Most students with learning disabilities lack learning strategies and self-control (self-monitoring and regulation) abilities and require special instruction. Fortunately, research shows that students with learning disabilities improve their learning skills after receiving learning strategies. They learn to learn after mastering various learning strategies.

Orientation of learning to problem solving

In the information society, knowledge grows and updates rapidly. To adapt to a rapidly changing society, it is not enough for students to master basic knowledge and skills. They also need to know how to acquire new knowledge and use it to solve the problems they face. Therefore, developing problem-solving abilities is becoming increasingly important in school curricula.

Despite this, many students still struggle with learning challenges. Some scholars suggest that this is because most of students' knowledge is learned independently of its application. Therefore, when students encounter application problems, although they already have the knowledge to solve the problem, they often cannot solve it without prompting from others. This phenomenon cannot be used spontaneously, which is called inert knowledge. These scholars believe that to improve students' ability to apply knowledge to solve problems in different and new situations, teachers should orient learning to real-life problem situations so that students can see everything in the problem-solving process. Explore the relationship between them. knowledge and practical problems and how to apply them to improve your ability to apply knowledge.

Research shows that learners find their own ways of solving complex problems, but as they grow older, they begin to rely on memorized procedures and automatically plug in numbers. Teachers can help students organize their answers to questions gradually and systematically by telling students about their views on questions, thereby improving their understanding of the methods used. Teachers can also ask more unconventional questions and listen to students' ways of thinking to solve these problems. Teachers also need to encourage students to use different strategies to solve problems and discuss different ideas with them to arrive at answers.

To help students with learning disabilities solve learning problems, teachers can allow students to use computers to do so so that they can focus on methods for solving learning problems.

Each of the above teaching strategies has its own characteristics, but they also have many similarities. Teachers must choose the teaching strategy to follow based on the abilities and needs of students and the characteristics of the subject matter, or integrate these teaching orientations. Teachers should consider the following regarding these teaching areas:

Teachers must have a clear understanding of the level of development that students have achieved. In many cases, students need more existing knowledge or ability before they can continue to study more advanced topics in a subject. An obvious example is that many students need more concrete experience of physical operations before they can explore topics at a more abstract level.

For students with special educational needs, teachers must provide opportunities for them to master skills through direct instruction. However, following only this approach will make it difficult to apply the acquired knowledge in different situations. Therefore,

teachers should also try their best to help students create educational systems that are personally meaningful.

In terms of teaching strategies, teachers can develop personal teaching strategies according to the learning characteristics of individual students so that they can take countermeasures when faced with difficult problems.

Teachers need to become mentors who enrich students' knowledge, rather than authorities who give the right answers.

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