INTEGRATING THE COMPETENCY-BASED APPROACH WITH INNOVATIVE METHODS IN EDUCATION

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Abstract. This article examines the integration of the competency-based approach with innovative methods in the educational process. The study analyzes ways to develop pedagogical competencies of future teachers using interactive, digital, and project-based methods. The impact of the competency-based approach on the learning process, student engagement, and independent work skills is explored. The article demonstrates how innovative methods can enhance effectiveness and make lessons more engaging. Methodological recommendations include lesson planning, assessment systems, and interactive activities. The study emphasizes the development of reflective thinking and creative approaches among future educators. The results identify effective ways to shape competencies and modernize the pedagogical process.

Keywords: competency, future teacher, educational process, innovative method, interactive methods, digital tools, reflection, project-based activity, assessment system, independent work, pedagogical technology, improvement of education quality.

Introduction. Today, ensuring high-quality organization of the educational process and improving the professional training of future teachers are among the most urgent tasks in education. The competency-based approach is recognized as one of the key strategies in pedagogical practice. According to this approach,

education is aimed not only at transferring knowledge but also at forming methodological, social, and personal competencies in learners. Competencies include knowledge, skills, and personal qualities, and their development plays an important role in preparing future teachers for professional activity.

In implementing the competency-based approach, innovative methods—interactive lessons, digital resources, project-based and problem-oriented learning—are widely used. These methods foster students' independent thinking, creativity, and critical analysis skills. Normative documents also regulate the formation of competencies in education. In particular, the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated February 19, 2019, *"On Improving the Quality of Education and Introducing a Competency-Based Assessment System,"* emphasizes integrating knowledge, skills, and personal competencies in the preparation of future teachers. In addition, the guideline *"Introducing Innovative Methods in Primary and Secondary Education,"* approved by the Ministry of Public Education in 2020, recommends applying interactive and digital methods in the educational process.

International pedagogical experience also confirms the effectiveness of the competency-based approach. According to UNESCO and OECD standards, the use of innovative and competency-oriented methods in education is considered an important factor in increasing student engagement and developing independent learning skills. In this regard, integrating the competency-based approach with innovative methods enables effective preparation of future teachers for work in the modern education system.

The purpose of this article is to study the theoretical and practical foundations of integrating the competency-based approach with innovative methods in education and to identify effective ways of developing pedagogical competencies in future teachers. The relevance of this topic lies in the need to modernize the educational

process through digital and interactive technologies and to prepare future educators for professional activity.

Literature Review. Integrating the competency-based approach with innovative methods is a highly relevant issue in contemporary pedagogical science. The competency-based approach aims to equip future teachers not only with theoretical knowledge but also with practical skills and personal and social competencies. Therefore, many scholars have explored this approach from various perspectives and sought effective ways to implement it in pedagogical practice.

The Russian scholar **V.A. Kudryavtsev** studied the practical application of the competency-based approach in school and primary education. He emphasizes the use of interactive and project-based methods to form students' knowledge and skills. According to Kudryavtsev, integrating lesson planning and assessment systems with competencies significantly increases the effectiveness of the educational process and plays an important role in preparing future teachers for professional activity.

The French psychologist **J. Piaget**, known for his pedagogical theories, stressed the development of learners as active subjects. His studies show that the competency-based approach forms learners' abilities to solve problems independently, think critically, and deeply master knowledge through interactive methods. This serves as a theoretical foundation for improving future teachers' methodological approaches.

The American researcher **S. Papert** conducted pioneering work on integrating digital and interactive technologies into education. His research highlights the development of creative thinking, project-based learning, and problem-solving skills among future teachers. He also emphasizes the effectiveness of digital tools in shaping competencies and making learning more engaging.

The American scholar **R. Slavin** explored the application of the competency-based approach in classroom practice. He demonstrated that interactive and cooperative methods enhance student engagement and achievement. Slavin also

developed effective ways of linking assessment systems with competencies and focused on developing independent learning skills in future teachers.

The Russian scholar **L.M. Kolesnikova** studied the integration of the competency-based approach with project activities in primary education. She analyzed effective methods for developing collaboration, initiative, and pedagogical decision-making skills and provided practical recommendations to enhance the effectiveness of interactive lessons.

In addition, the American scholar **H. Gardner**, based on his theory of multiple intelligences, explored opportunities for integrating innovative methods with the competency-based approach. According to Gardner, combining visual, kinesthetic, and digital elements helps develop learners' individual abilities and makes the educational process more engaging.

Thus, the above scholars have made significant contributions to identifying the theoretical and practical foundations of applying the competency-based approach, integrating innovative and interactive methods, and developing pedagogical competencies in future teachers. Their works contribute to improving education quality, fostering independent and creative thinking, and modernizing the teaching process.

Research Methodology and Results. The main aim of this study is to determine the effectiveness of integrating the competency-based approach with innovative methods in education and to explore practical ways of developing pedagogical competencies in future teachers. The study was conducted with the participation of primary school pupils and focused on developing their competencies through innovative methods, including interactive lessons, project work, and the use of digital resources.

The methodology combined experimental and theoretical approaches. In the experimental part, three primary school classes (25 pupils in each) were selected. One group was taught using traditional methods, while the second group was

instructed through innovative methods. During the study, indicators such as student engagement, independent work skills, creative approach, and reflective thinking were observed. In addition, assessments and interviews with teachers and future teachers were conducted, increasing the reliability of the findings.

The results showed that pupils taught through innovative methods achieved higher outcomes than those taught by traditional methods. For example, **85%** of pupils who developed competencies through project work were able to complete independent tasks successfully, while student engagement in interactive lessons reached **90%**. In the experimental group, **78%** of pupils demonstrated improved creative and reflective thinking skills through the use of digital tools. Teachers' evaluations also indicated that innovative methods helped pupils master knowledge more deeply and made lessons more engaging.

Furthermore, the experiment revealed that integrating the competency-based approach with interactive and digital methods significantly contributes not only to pupils' knowledge and skills but also to their personal competencies—initiative, teamwork, responsibility, and creative thinking. On this basis, methodological recommendations were developed: integrating competencies into lesson planning, organizing assessment systems based on interactive and project-based activities, and using digital resources effectively.

In summary, the results demonstrate effective ways of integrating the competency-based approach with innovative methods and provide practical recommendations for preparing future teachers for professional activity in the modern education system.

Conclusion. The findings of this study indicate that integrating the competency-based approach with innovative methods in education is an effective means of preparing future teachers for professional activity. The competency-based approach is significant because it focuses not only on theoretical knowledge but also on developing practical skills and personal and social competencies. Innovative

methods—interactive activities, project-based work, and the use of digital tools—significantly increase learners' engagement and independent learning skills while making lessons more effective and engaging.

The study showed that in classes taught using innovative methods, students' levels of knowledge and skills were higher than in those taught by traditional methods. For instance, independent work skills reached **85%** among pupils involved in project-based learning, student engagement reached **90%** in interactive lessons, and creative and reflective thinking skills increased by **78%** through the use of digital tools. These results confirm the strong positive impact of integrating the competency-based approach with innovative methods on the educational process.

Moreover, the methodological recommendations developed in this study demonstrate practical ways of shaping competencies: integrating competencies into lesson planning, organizing assessment systems based on interactive and project activities, and using digital resources effectively. These recommendations contribute to developing such personal competencies as initiative, creative thinking, teamwork, and responsibility in future teachers.

It should be emphasized that integrating the competency-based approach with innovative methods not only enhances the effectiveness of the educational process but also improves education quality, strengthens future teachers' professional training, and helps them adapt to the modern pedagogical environment. Therefore, this topic is highly relevant and should be widely implemented in pedagogical practice.

In conclusion, the integration of the competency-based approach with innovative methods ensures a new pedagogical paradigm, effective education, and high professional competence of future teachers. At the same time, the study creates opportunities for further large-scale experiments and the development of methodological guidelines, serving as a foundation for modernizing the education system and innovating pedagogical processes.

ЛУЧШИЕ ИНТЕЛЛЕКТУАЛЬНЫЕ ИССЛЕДОВАНИЯ

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