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A SUBTLE DIFFERENCE BETWEEN COMPETENCE AND COMPETENCY

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Abstract: There has been a hot discussion among researchers about difference between the concepts of “competence” and “competency”. At the beginning of twenties century, the initial explanations of these two terms occurred, giving diverse definitions by scholars. Some of them considered these two terms synonyms, while the others support the idea of antonyms. Even though both words’ roots dated from Latin language, the usage and meaning differ from each other. the following article discusses both opinion and illustrates author’s point of view.

Introduction

In the 1950s and 1960s, linguists and researchers began to pay attention to the concept of competence as a structural and cognitive tendency, and in the early 1970s, it was clearly defined as a construct by Dell James and Savignon.[8], Therefore, the difference between linguistics and communicative competence is that information exchange is allowed to be two-way between speakers. Some authors consider Chomsky to be the founder of the term competence. [11] But Chomsky's contribution to the field of linguistics and his use of the term differ from other researchers. In the field of education, for example, Messick defines competence as "what a person knows and can do about a subject." At the same time, he emphasizes the need for the student to acquire knowledge and skills in educational settings, whether through instruction or experience. But it is worth paying attention to one aspect of Chomsky's opinion, that competence is the "use" of "closed, invisible" potential. He stated that "use" is the conscious transfer of the speaker's thoughts into the language. R. White in his book "Motivation Reconsidered: Competency Concept" describes that the category of competence is filled with personal components, including motivation.

Methods:

The article compares two different point of views in terms of two concepts. In this study, we conducted a comprehensive literature review to explore the subtle difference between competence and competency. The review encompassed academic articles, books, dictionaries, and professional standards from various fields such as education, psychology, human resources, and linguistics. Our primary objective was to identify the definitions, usage, and contexts in which these two terms were employed.

In this regard, the concepts of "competence" and "competency", which have been differentiated from the 60s of the last century to the present day, have been considered. According to the "Short Dictionary of Foreign Language Words", the term "competence" comes from the Latin words "competens" and "competenis", which means "knowing", knowledgeable in a certain field and making decisions in the field based on one's own knowledge. means receiver. In the opinion of D. Khasanova, competence is "how a person behaves in unconventional situations, in

unexpected situations, engages in communication, takes a new way in relations with opponents, performs ambiguous tasks, uses information full of contradictions and develops consistently comes in the sense of ownership of a plan of action in complex processes" [5].

Khasanova lists personality, upbringing, education (teaching, studying), knowledge, skill, qualification, competence, information, formation, development as the most important categories of pedagogy. If we take into account that education is "a process aimed at equipping students with theoretical knowledge, practical skills and abilities, building competence, developing their cognitive abilities and shaping their worldviews" [5], then knowledge It is the main pillar in the learning process, and in order to turn it into a competence, the student is required to have the ability to organize certain activities. Khodjaev also considers competence to be a comprehensive expression of knowledge and skills.

A.V. Khutorsky defined competence and competency as follows: if competence is an individual psychological characteristic, then he calls competence the norm that predetermines the student's ability to work effectively in a certain field. For this reason, he does not see competence and competency as synonyms. He considers these two concepts to be related to the internal and external world of a person, competence is a standard set by the external world, and competence is a personal characteristic that has this standard.[11]

But M.D. Ilyazova and I.A. Chebannaya disagrees with this opinion and considers the above two concepts synonymous. According to them, "competence" and "competence" differ on different grounds:

- Competence is a sum of knowledge, skills, and abilities, and competence performs only the function related to the profession.
- has a general and specific view, and competence is the sum of competence;
- differs in nature, competence is a concept alien to social demand, competence is a unique characteristic of this person;
- there is an internal and external interdependence between them, competence is a potential competence, an actual manifestation of competence.[7]

H.F. Maksudova also sees the concepts of "competence" and "competence" as the main factor that determines and evaluates a person's place in society based on his professional activity. Also scientist D.Khasanova interprets the definition put forward by "business competence" as an integral part of professional competence. [6]

V.D. Shadrikov defines competence as a set of issues, powers and rights that a person understands well. In his opinion, competence does not apply to the subject of work, but to issues related to this activity. In other words, competence is someone's ability to perform a task better than others, while competence is the subject of an activity. Competence refers to the way each person approaches a problem based on his or her own characteristics in a specific situation.[13]

As can be seen from the above, each scientist has his own definition and measure of the concepts of "competence" and "competence". The main reason for these disputes, in our opinion, is that both terms can replace each other, that is, they can be used interchangeably to a certain extent. If we look at the history of the origin of this

argument, we can see that according to Skrinjaric, "competence" is the essence of US education, and "competence" is derived from British professional standards.

In the Merriam-Webster dictionary, the word "competence" comes from the word "to compete" (Latin "competere"), which was first used in the language in 1640, as "ability", "ability", "mastery". is defined. In the "Explanatory Dictionary of the Uzbek Language" competence is defined as "Latin competere to be capable, worthy". According to scientific pedagogical and psychological sources, competence and competence are very complex, multi-part concepts common to many disciplines. Therefore, its interpretations are different both in size and content, and in terms of meaning and logical content.

Result:

According to I.A. Zimnyaya, the essence of the term is also "efficiency", "adaptability", "achievement", "success", "comprehensibility", "effectiveness", "readability", "characteristic", "characteristic", "quality", It is also described based on concepts such as "quantity".[147] "Competence" is the behavior required in certain situations, and "competence" is the ability to meet this requirement, i.e. the result of demonstrating competence. According to the definition of Hoffmann and Armstrong, "competence" is a person-related concept and "competence" is a work-related concept. Kouvenhoven considers competence to be a combination of knowledge and skills, motivation, self-confidence, strong will to perform a specific task.[7] Competence is defined as the acquisition of "standard" professional qualities. Therefore, competence is the necessary knowledge and potential to effectively perform the given task, and competence is professional potential and compliance with the requirements set by the manager. For this reason, it is appropriate if the development of educational programs is based on a competent approach that focuses on "competency" and is not limited to the acquisition of knowledge, but helps in the acquisition of professional qualities. According to Redding's definition, competence in education is divided into **personal, scientific and professional** types.

Personal competence is the sum of the potential that facilitates learning in the learning process and it itself is divided into four types:

1. Cognitive competence - the role of previous knowledge in acquiring new knowledge, that is, adapting to different contexts and easily accepting new information with the skills one has. "What will we learn?" is learning in the form of an answer to the question.
2. Metacognitive competence - being able to use learning strategies and being interested in this process "How to learn".
3. Motivational competence - the goal of learning is in the main place, and the question "Why do we learn?" is leading.
4. Social/emotional competence - the ability to have self-respect, respect others, set positive goals and make responsible decisions. Proponents of this "deeper learning" have followed an approach that includes attention to aspects similar to those expressed here as personal competencies, focusing on the development of the student's own competence. The American Institutes for Research (AIR) examined "deeper learning" in the context of 21st century jobs and skills and was defined by

the William and Flora Hewlett Foundation (2013) based on the characteristics of deeper learning, its following specific aspects: (a) acquisition of basic scientific content; (b) critical thinking and problem solving; (v) effective communication; (g) collaboration (d) learning how to learn; and (e) a scientific perspective are listed as helping to shape attitudes. we will see.

Discussion:

Academic competence, on the other hand, includes groups of knowledge and skills related to fields of study and is usually defined as communication skills (reading, writing, listening/speaking) or even more specific subjects (e.g. mathematics) is observed to be against the content standards required. We use the word "scientific" to describe these competencies because they relate to the content of subjects in the curriculum and the standards set in the curriculum. According to the classification of DiPerna and Elliot, "the student's multifaceted potential, that is, his skills, his attitude to science and his actions in the learning process, help him acquire scientific competence" . Scientific skills serve to acquire basic and complex skills necessary for understanding the content of science, such as reading, writing, calculation, and critical thinking. Interpersonal relations, motivation, learning skills and activity are understood as scientific skills that expand opportunities in education.

In addition to the definitions and opinions given to the word competence above, as an addition to the types of competence in education,[1]

a) Competence of working with digital technology (digital competence) - we include the ability of students to use digital technologies effectively and usefully. Hence, digital education, digital communication and cyber security are some of the demands of the present time. It is the duty of our people to use the world information system, to obtain information, to store it, to make a conclusion about what factors it is based on, and how it is correctly covered.

b) Emotional competence: This means that the student has the ability to rely on his feelings, manage and express them, and act accordingly. This includes skills such as self-awareness, self-control, and empathy.

c) Entrepreneurial competence: It means that students will have the ability to identify opportunities, create innovations and implement them, not forgetting age-old traditions and values. This includes skills such as creativity, risk taking and problem solving.

As for professional competence, it is a cluster of knowledge and skills, although this competence is mainly acquired by studying in educational institutions, but it is observed in the professional world after higher education. Also, professional competence covers the knowledge of changing jobs when choosing a profession, when preparing for it, when it is acquired. This competence is only related to the profession, for example, for a theology or a medical worker; professional competence comes from the characteristics of this profession. In 2000, the National Skill Standards Board (NSSB), a coalition of society, business, labor, and education, proposed that the three competencies described above form the basis of a competency approach.

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