A.M. UTILOVA [ID][1], **T.Zh. SHAKENOVA** [ID][2✉]**, B.B. GABDULKHAYEVA** [ID][3]

[1]Candidate of Pedagogical Sciences, Lecturer-researcher
of Pavlodar Pedagogical University named after A. Margulan
(Kazakhstan, Pavlodar), e-mail: aigulutilova@mail.ru
[2]Candidate of Pedagogical Sciences, Lecturer-researcher
of Pavlodar Pedagogical University named after A. Margulan
(Kazakhstan, Pavlodar), e-mail: ppu.conf@mail.ru
[3]Candidate of Biological Sciences, Associate Professor
of Pavlodar Pedagogical University named after A. Margulan
(Kazakhstan, Pavlodar), e-mail: Gabdulhaeva-59@bk.ru

COMPETENCE-BASED APPROACH AS AN ALTERNATIVE TO THE EXISTING EDUCATIONAL PARADIGM

Abstract. Modern socio-economic transformations affect the development of a new education paradigm, where the leader is considered as a person with multi-functional competencies and a special humanistic orientation in life. Such characteristics ensure the possibility of self-sufficient resolution of diverse tasks in the professional and social spheres. In this regard, education needs reform and the introduction of new methodological approaches. One of these approaches is a competent approach, which is an alternative to abstract theoretical knowledge and is actively integrated into pedagogical practice.

The competence approach represents the introduction of personal-oriented education, accentuating practical and culturological content. At the same time, it does not represent a traditional "knowing" approach, which adds its personal, cost and motivational components. The main competence is directed to the development of self-reliance, self-actualization, socialization and individualism of the educational institution. For the implementation of these goals, new meta-educational concepts are introduced: competence, and metacompatibility. Such an image, a competent approach enhances the practical and practical characteristics of the educational process. His introduction will depend on changes in the organization of the educational process, in the management of educational institutions, in the activities of teachers, as well as in the methods of Education.

Keywords: competence, competence approach, education, system, self-realization, the paradigm.

А.М. Утилова¹, Т. Ж. Шакенова², Б. Б. Габдулхаева³

¹педагогика ғылымдарының кандидаты, Ә. Марғұлан ат. Павлодар педагогикалық университетінің оқытушы-зерттеушісі (Қазақстан, Павлодар қ.), e-mail: aigulutilova@mail.ru
²педагогика ғылымдарының кандидаты, Ә. Марғұлан ат. Павлодар педагогикалық университетінің оқытушы-сарапшысы (Қазақстан, Павлодар қ.), e-mail: ppu.conf@mail.ru
³биология ғылымдарының кандидаты, Ә. Марғұлан ат. Павлодар педагогикалық университетінің қауымдастырылған профессоры (Қазақстан, Павлодар қ.), e-mail: Gabdulhaeva-59@bk.ru

Құзыреттілік тәсіл қолданыстағы білім беру парадигмасына балама ретінде

Аңдатпа. Қазіргі заманғы әлеуметтік-экономикалық трансформациялар білім берудің жаңа парадигмасын әзірлеуді талап етеді, мұнда түлек көп функционалды құзыреттілікке ие және өмірдегі еркін гуманистік бағдарланған таңдауға қабілетті тұлға ретінде қарастырылады. Дәл осы сипаттамалар кәсіби және әлеуметтік салалардағы әртүрлі міндеттерді өз бетінше шешуге мүмкіндік береді. Осыған байланысты білім беруді реформалау және жаңа әдіснамалық тәсілдерді енгізу қажет. Осындай тәсілдердің бірі – абстрактілі теориялық білімге балама ретінде пайда болған және қазіргі уақытта педагогикалық практикаға белсенді интеграцияланған құзыреттілік тәсіл.

Құзыреттілік тәсіл – бұл іс-әрекетке, практикалық және мәдени компоненттерге баса назар аударатын тұлғаға бағытталған білім беруді енгізу әрекеті. Сонымен қатар, ол дәстүрлі «білім» тәсіліне қайшы келмейді, бірақ оны жеке, құндылық және мотивациялық компоненттермен толықтырады. Құзыреттілік тәсілдің негізгі мазмұны білім алушының өзін-өзі анықтауын, өзін-өзі тануын, әлеуметтенуін және даралығын дамытуға бағытталған. Осы мақсаттарды іске асыру үшін жаңа мета-білім беру тұжырымдамалары енгізіледі. Осылайша, құзыреттілік тәсіл білім беру процесінің қолданбалы және практикалық сипатын күшейтеді. Оны енгізу оқу процесін ұйымдастыруда, білім беру мекемелерін басқаруда, педагогтардың қызметінде, сондай-ақ бағалау әдістерінде өзгерістерді талап етеді.

Кілт сөздер: құзыреттілік, құзыреттілік тәсіл, білім беру, жүйе, өзін-өзі жетілдіру, парадигма.

А.М. Утилова¹, Т.Ж. Шакенова², Б.Б. Габдулхаева³

¹кандидат педагогических наук, преподаватель-исследователь Павлодарского педагогического университета им. Ә. Марғұлан (Казахстан, г. Павлодар), e-mail: aigulutilova@mail.ru
²кандидат педагогических наук, преподаватель-эксперт Павлодарского педагогического университета им. Ә. Марғұлан (Казахстан, г. Павлодар), e-mail: ppu.conf@mail.ru
³кандидат биологических наук, ассоциированный профессор Павлодарского педагогического университета им. Ә. Марғұлан (Казахстан, г. Павлодар), e-mail: Gabdulhaeva-59@bk.ru

Компетентностный подход как альтернатива существующей парадигме образования

Аннотация. Современные социально-экономические трансформации требуют разработки новой парадигмы образования, где выпускник рассматривается как личность, обладающая многофункциональными компетенциями и способная к свободному гуманистически ориентированному выбору в жизнедеятельности. Именно такие характеристики обеспечивают возможность самостоятельного решения разнообразных задач в профессиональной и социальной сферах. В связи с этим образование нуждается в реформировании и внедрении новых методологических подходов. Одним из таких подходов является компетентностный подход, который возник как альтернатива абстрактным

теоретическим знаниям и в настоящее время активно интегрируется в педагогическую практику.

Компетентностный подход представляет собой попытку внедрения личностно-ориентированного образования, акцентирующего деятельностно-практическую и культурологическую составляющие. При этом он не противоречит традиционному «знаниевому» подходу, а дополняет его личностными, ценностными и мотивационными компонентами. Основное содержание компетентностного подхода направлено на развитие самоопределения, самоактуализации, социализации и индивидуальности обучающегося. Для реализации этих целей вводятся новые метаобразовательные концепты: компетенции, компетентности метакачества. Таким образом, компетентностный подход усиливает прикладной и практический характер образовательного процесса. Его внедрение требует изменений в организации учебного процесса, в управлении образовательными учреждениями, в деятельности педагогов, а также в методах оценивания.

Ключевые слова: компетентность, компетентностный подход, образование, система, самореализация, парадигма

Introduction

The modern orientation of the educational content towards a competence-based approach will ensure the transition from the knowledge-centric paradigm of education to the development of students' skills to independently and effectively use knowledge for maximum self-realization and useful application in life. Kazakhstan, like other independent republics, inherited a strong education system from the post-Soviet period. In terms of the level of education and qualifications of the population, the effectiveness of educational processes and scientific potential, it even surpassed many developed countries. Today, the competence approach in education is a methodology that focuses on the formation of students' competencies. We include knowledge, skills and personal qualities in the structure of competencies that should be formed in students.

These qualities are necessary for the successful adaptation of students and further professional growth in modern society. This approach is focused on the active interaction of students with the educational material. It allows students to apply their knowledge in real-world situations. In addition, it promotes the development of critical thinking and the independent solution of emerging problems. This approach helps not only to assimilate factual information, but also develops skills of analysis, critical thinking and communication. And it also contributes to the fact that students learn to solve problems on their own, which is a key competence in demand in modern society. The modern education system is under the influence of dynamic changes caused by social, economic and technological transformations. In the context of these transformations, the introduction of a competence-based approach involves not only changing the content of educational programs, but also improving pedagogical methods, professional training of teaching staff and organizational aspects of the educational process. Thus, despite the importance of having a high-quality educational base, the successful implementation of the competence approach requires an integrated systematic approach and the constant development of educational infrastructure [1].

In this context, we formulated the following research objective: to study the competence approach as an alternative to the existing paradigm of education in Kazakhstan.

Today, independent Kazakhstan, which has entered a new stage of development, has chosen the path of building a state with a market economy. To do this, the education system in Kazakhstan has been revised, which currently includes the following levels:

1. Pre-school education and vocational training.
2. Primary education.
3. Basic secondary education.

4. Secondary education.
5. Post-secondary education.
6. Higher education.
7. Postgraduate education.

Each level serves its own specific purpose. A distinctive feature of the current school structure is that after three initial stages, education at the senior level is divided into two streams: natural-mathematical and socio-humanitarian. The strategic goal of the state at this stage is to build an effective society based on the intellectual, spiritual and moral potential of the nation.

Kazakhstan's educational policy, which corresponds to national interests and demonstrates them to the world community, also includes global development trends that necessitate the modernization of the education system. These trends include:

1. The rapid development of society and the expansion of political and social opportunities: challenges and prospects. In the modern world, there is a rapid development of society, which is accompanied by the expansion of political and social opportunities. This process is due to the transition to a post-industrial, information society characterized by a significant increase in intercultural interactions. In the context of globalization and the strengthening of ties between different cultures, sociability and tolerance are becoming key qualities necessary for successful interaction.

2. However, along with the expansion of opportunities, new challenges arise that require society to adapt and develop new skills. One of these challenges is the emergence of global problems that can only be solved through international cooperation. To do this, it is necessary to develop modern thinking among the younger generation, capable of effectively solving complex problems and finding non-standard approaches to solving them.

3. Dynamic economic growth, increased competition, and a reduction in the number of unskilled jobs are also challenges that require constant professional development and retraining from society. In a rapidly changing labor market, employees must be prepared for continuous professional development and the development of new professions.

4. The growing importance of human capital makes the human factor the most important factor determining the country's future in the new millennium. The development of human potential is becoming a priority task of the state aimed at the formation of an educated, creative and active population.

5. Thus, the rapid development of society poses new challenges and opens up new opportunities for us. To successfully overcome these challenges, it is necessary to develop modern thinking, improve the skills and mobility of employees, as well as form a culture of tolerance and sociability. Only then will we be able to ensure the sustainable development of society in the face of rapid changes and global challenges.

Research methods and materials

To study the competence approach, we used the following methods:

-Literature analysis. We reviewed the scientific literature, theoretical considerations on the expediency of implementing a competence-based approach, individual methods and technologies recommended for its implementation.

- The use of active learning methods. They are aimed not at the presentation of ready-made knowledge by the teacher and their reproduction, but at the independent mastery of knowledge by students in the process of active cognitive activity.

-Assessment of subject and interdisciplinary competencies. They form the ability and willingness of the student to apply the acquired knowledge in future activities.

Results and discussion

In the new competence–based education, the teacher is the organizer, consultant of the process, he does not claim to have a monopoly of knowledge. A teacher in his own way can be an interpreter of the "rules of the game", the "network administrator". The student's position is that he is responsible for his own development and future. In the learning process, the student takes different positions within the pedagogical interaction. The lesson in competence education is preserved as one of the forms of organization of the educational process. In addition, in competence-based education, attention should be paid to expanding the use of other non-urgent forms of organizing classes. Among them, you can mention a session, a project group, or independent work in a library or in a computer lab. Incompetence education, the main unit of organizing the material for classes can be not only a lesson, but also a module (case). Students in the classroom isolate information that is significant for solving the problem. In the structure of the competence lesson, we identified 8 stages and looked at the activities of the teacher and student at each of them.

Table 1- Structure of the competence lesson

№	Stages	Teacher's activity	Student activities	The content of the stage
1	2	3	4	5
1.	Self-determination and activities	Inclusion in the business rhythm of the lesson	Preparing the class for the lesson	In a regular activity, the organization of positive self-determination of the student: creating conditions for the student to have a desire to get involved in the activity
2.	Updating knowledge and fixing difficulties in activities	Identifies the level of knowledge of students. Identifies typical disadvantages	Perform tasks that require individual learning abilities, mental operations, and learning skills	Updating the knowledge, skills and abilities necessary to build a new way of doing things. Training of mental operations
3.	Setting lesson objectives and creating a problem situation	Activates students' knowledge. Creates a problematic situation	They set educational goals, define or clarify the topic of the lesson, the tasks of the lesson, pose a problem	The correspondence of students' actions to the available algorithms, methods of activity within the framework of studying theoretical material. Structuring the material, performing a practical task. Identification and fixation of the causes of difficulty by students
4.	Building a project to get out of a problematic situation, difficulties	Organizes students to work on the study of a problematic situation	They make up a program to achieve the goal. Determine the means (algorithm, model, action, etc.) that will help achieve the set goal	Hypotheses are proposed and tested. Organization of collective activity of students. Building and justifying new ways of action
5.	Primary consolidation of educational material	Establishes the meaningfulness of perception and appropriation. Conducts an initial generalization	They solve typical tasks with pronouncing the algorithm aloud (it is possible in pairs)	Students perform typical tasks in the form of communicative interaction

Continuation of Table 1

1	2	3	4	5
6.	Independent work	Organizes work on the use of new knowledge	Independent work is organized. A self-test is implemented, where there is a comparison with the standard	Individual work is organized. Students independently complete tasks to apply a new method of action. A self-check is being carried out
7.	Incorporating new knowledge into the system and repeating	It offers students tasks where a new way of doing things is related to the previously studied one. It comprehensively includes training tasks to consolidate previously formed skills. He also corrects mistakes, prepares students for the study of the following topic	Performs tasks for training previously studied algorithms	The inclusion of new knowledge in the knowledge system. Working out previously studied algorithms
8.	Reflection on the activity (the result of the lesson)	Reflection questions: "What was the most interesting/difficult?", "What conclusions did we draw?"	Within the framework of the topic under study, self-analysis and self-assessment of one's own activities in completing tasks in the lesson are carried out. The ability to analyze and evaluate the success of their activities is the result of their work	Students' organization of self-assessment of activities in the classroom

The material presented in Table 1 indicates that today the educational process in the structure of the competence lesson is aimed at creating students' experience with information, its application, ensuring self-development and self-actualization of knowledge. Within the framework of competence-based learning, the functions of participants in the educational process also become different, students immerse themselves in activities, acting as an active subject, and the teacher - as an organizer of communication. To say that the structure of the competence lesson is effective, it is necessary to compare it with the structure of the traditional lesson (Table 2).

The structure of the traditional lesson we are considering includes 6 stages in which the activities of the teacher and student are viewed, as well as the content of the stages. In this structure, we see that the students here are more listeners, and the teacher is a translator of knowledge.

Table 2 – Structure of the traditional lesson

№	Stage	Teacher's activity	Student activities	The content of the stage
1	2	3	4	5
1	Organizational	A positive and friendly beginning of the lesson with a compliment, an epigraph, a motto, a joke, a solution to a problem situation	Students are getting ready to work in class	Greeting the students; -how is the classroom prepared for the lesson, does it meet the hygienic requirements; -marking of missing; -checking the readiness of students for the lesson; - motivating students to be active

Continuation of Table 2

1	2	3	4	5
2	Checking homework	The teacher establishes the correctness and awareness of homework by all students, identifies gaps in knowledge and makes corrections	Provides homework for review. Listens to others	Determining the completion of homework by students; -finding out why students were unable to complete difficult points in their homework; -error correction
3	Preparing students for the perception of a new topic	Provides motivation and acceptance by students of the purpose of educational and cognitive activity, updating of basic knowledge and skills	They are preparing to accept new material	The logical relationship of the studied educational material with the previously considered material is demonstrated. -There is a clear distinction between basic and additional information; -The volume and quality of assimilation of previously studied material by individual students is checked; -The topic of the lesson is reported; -The goals and objectives of the new material to be studied are formed together with the students; -Disclosure of practical significance in a new topic, increasing students' motivation to learn a new topic; - Setting a learning problem
4	Submission of new material or assimilation of new knowledge	Organizes the initial immersion in the content of a new topic (work is carried out with a textbook, tables, a topic plan); -carries out the primary generalization, systematization of new material after preliminary immersion in the content of a new topic; - during the development of a new topic, to teach students to independently study the content of new material, to form the skills and abilities to study rationally	Assimilates new material	The content of the training consists in the study of it by students under the guidance of a teacher; - methodical techniques: - explanatory and illustrative; - problematic; - problem-based search engine; - visual; - types of work: - conversation; - lecture; - independent work; -group and collective organization of cognitive activity; -vocabulary work
5	Consolidation of new knowledge	Ensures the assimilation of new knowledge and methods of action at the level. He also considers ways to apply knowledge in a changed situation	Performs the tasks of the teacher, which were given to consolidate the new topic	Consolidation of knowledge is carried out at the reproductive level: -deepening students' understanding of educational material; - checking the understanding of the content of new concepts; -fixing in non-standard situations
6	The final one	Provides a detailed verbal description of the cognitive activity of each student in the lesson; -evaluates academic achievements in points; Gives: -differentiated tasks; -individual tasks; -voluntary assignments as an educational tool	Conducts an assessment of his activities, receives instructions on completing homework	The lesson results are summarized (the motivation of students in the lesson, their diligence, knowledge, skills and abilities in general in the lesson are evaluated); Students are being motivated to complete their homework; -detailed but concise instructions for completing homework are given

While conducting an analysis, I would like to draw attention to the fact that most methodologists and practitioners believe that traditional lessons still have some disadvantages:

1. A lesson drawn up according to the "survey-explanation-consolidation" plan does not make it possible to implement the principles of developmental learning. This can be explained by the fact that such a lesson does not orient students towards the assimilation of knowledge and does not guarantee their development. It can also be said here that such a lesson is not aimed at organizing independent cognitive activity.

2. The lesson is focused on the formation of scientific knowledge among students, but at the same time, the patterns of development of their mental activity are not taken into account.

3. The goal setting dominates, which is aimed at the activity of the teacher (ask, explain, consolidate). Unfortunately, this setting does not include student activities; in a traditional lesson, student activities are only implied.

4. During the lesson, the key attention is focused on the result achieved by the students. Also, attention in the lesson is drawn to the flow of students' mental activity, the formation of mental actions and their transition into internal deep collapsed connections, at the same time ready for use, remain without due attention.

Analyzing the contents of Tables 1 and 2, it should be said that to form students' competencies, lessons should be well planned. Proper planning will allow students to acquire the skills of independent activity. Students will be able to find answers to questions themselves, solve problematic situations on their own. They will develop the skills to analyze facts, generalize and draw logical conclusions. Students should also have operations that will help them analyze, synthesize, abstract, and generalize. The above operations form the basis of a competency-based approach to learning. The structure of a competence-based assignment includes the following elements:

1. Incentive. It immerses you in the context of the task and motivates you to complete it.

2. The problem statement. Accurately indicates the student's activity required to complete the task.

3. Source of information. It contains the information necessary for the successful activity of the student in completing the task.

4. Verification tool. Sets the methods and criteria for evaluating the result.

5. The answer form (if the task involves a structured answer). For example: incentive: the postman brought you an envelope with pictures in it. Each picture is signed. Guys, let's help the postman figure out if the words are spelled correctly.

Problem statement: divide the seasons into clear columns in the form of a table (winter, spring, summer, autumn), and add an example of what is happening in nature at this time of the year to each of them.

Source of information: textbooks on rpdmet, additional literature

A verification tool. The criteria for evaluating a competent assignment may include the following parameters:

-Definition of the answer and its justification. For each correct answer - 1 point, for the chosen other -0 points.

-Accuracy and clarity of speech. The student has sufficient vocabulary and a variety of grammatical means to express his thought accurately and clearly.

The level of creativity. The desire to complete tasks during which new judgments are made, subjectively or even objectively new factual and methodological knowledge is obtained. It requires the ability to analyze, synthesize, and evaluate information.

The competence-based approach in education is focused on the formation of students' competencies. The formation of competencies in the educational process is realized through the organization of students' activities (activity approach). If students have an interest and motivation,

then their activities will be most effective. The teacher often faces the following question: how to arouse the interest of children? Perhaps this can be done by creating problematic situations in the lesson, especially those related to the child's life experience. Of course, the ability to solve a problem situation will contribute to the development of research skills. In teaching activities, the teacher's competence approach can be implemented through the use of methods of problem-based research activities. Taking into account these facts, we propose the following logic of the teacher's pedagogical activity, which is shown in the form of the following diagram (Figure 1):
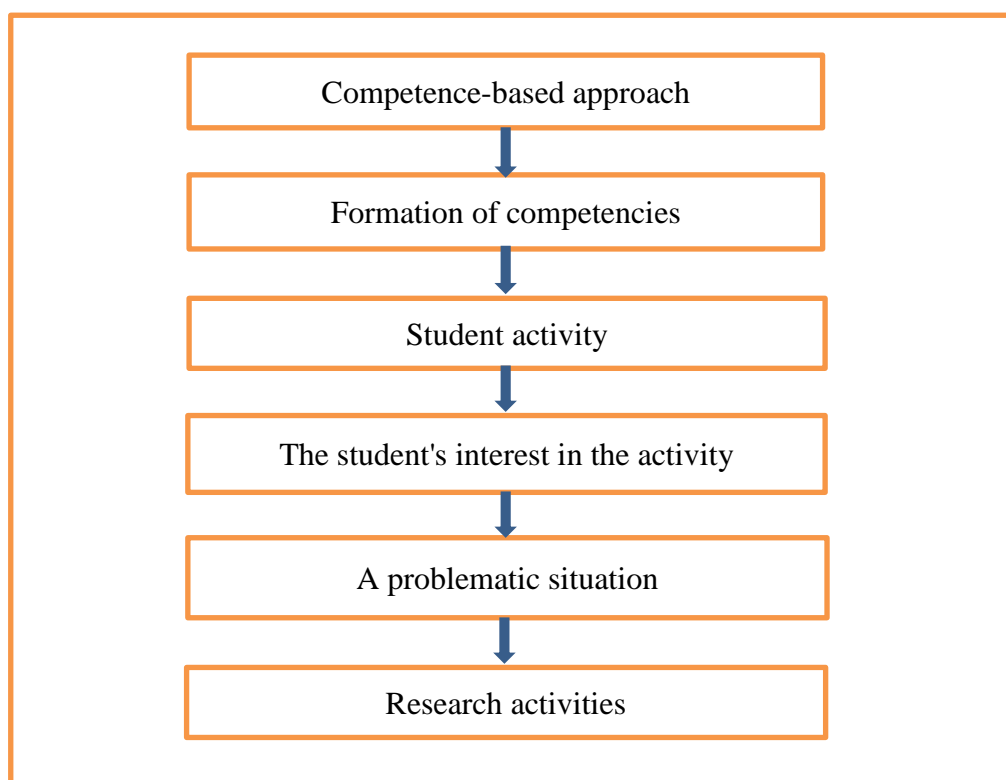

Figure 1 – The logic of the implementation of the competence-based approach in the pedagogical activity of a teacher

I.A. Zimnaya and A.A. Verbitsky considered the competence approach as a new educational paradigm, which involves changing the basic attitudes towards the interaction of teachers and students. A competence-based approach can become the basis of a strategy for reforming the entire system of our education, but only if the terminal prescriptions are changed. It is necessary to gradually change the basic goals of education - to move to the individualization of the educational process, to the development of all types of competence, while using a good theoretical, "knowledge" base, and the development of methods of activity, and the accumulated experience of all subjects of education. In this case, firstly, one should not completely abandon the achievements gained in the implementation of the knowledge approach. Secondly, a gradual transition to individualization of education is necessary, it is impossible to immediately change the entire system of mass education. In particular, through the introduction of new programs and textbooks that meet the goals and objectives of the competence approach, through the preservation of schools with a small number of students. Thirdly, the vicious practice of building a building, starting from the roof, should be abandoned. Understanding the importance of the education process itself, that very cognitive interest is a product of secondary school, dealing with higher education problems without taking into account secondary education is an initially ineffective strategy.

Conclusion

1. The competence-based approach helps students, focusing on their knowledge, strive to solve problems of varying complexity. Considering this, it can be said that the competence approach evaluates not the knowledge of students, but the ability to apply them;

2. The competence approach establishes what the child has learned during school. The essence of the competence approach is focused on the independent solution of the issues that arise, thereby gaining experience;

3. The competence approach means a gradual reorientation of the predominant educational paradigm with a dominant system of knowledge transfer, the formation of skills aimed at creating the necessary conditions for mastering a set of competencies.

Recommendations for teachers:

1. Take part in seminars and courses on designing competence-oriented lessons. Teachers, within the framework of a competence-oriented lesson, should form students' ability to work independently and responsibly in the classroom.

2. Plan the lesson using the full variety of forms and methods of educational work, first of all, all types of independent work (group and individual), dialogic and design research methods

3. Set goals and evaluate the degree of their achievement together with students. Use the "Creating a success situation" method

4. Involve students' past experiences for discussion, create new business experiences and organize their discussion without wasting time.

5. Evaluate the progress of the class as a whole and individual student, not only in the subject, but also in the development of certain vital qualities. To see gaps not only in knowledge, but also in readiness for life

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