

## **A COMPETENT APPROACH IN PRIMARY CLASSES**

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**Abstract:** In this article in the framework of the competence approach deals with such issues as the specifics of the lesson, as the openness of teachers to learning activities, self-determination, the presence of debate, characterized by different views on the issues to be studied, their comparison, search the true perspective, the personal development, the student's ability to design future activities.

**key words:** Design and research, approach, stage, reflection, student lesson, competence, subject

### **INTRODUCTION**

Currently, the main result of education is considered the readiness and ability of school graduates to take personal responsibility for their own well-being, for the well-being of society. The development of students' ability to act and be successful is set as an important goal of education. Personal qualities such as mobility, determination, responsibility, the ability to learn and apply knowledge in unfamiliar situations, and the ability to build communication with other people become guidelines for building an educational system.

The system of knowledge, skills and abilities that is the main result of the activities of an educational institution in the traditional education system changes to the ability of a person to act in a specific life situation. Uzbek schoolchildren have a lack of formation of a number of important skills, such as searching for information by keywords; analyzing research processes; making forecasts based on available data; interpreting scientific data and research data, etc. Unfortunately, our students are inferior to their peers in the ability to work with information, solve practical, socially significant and personally significant problems, and "link" their life

experience with the knowledge system acquired at school. Therefore, the modern education system has been undergoing major changes in recent years through the introduction of a system-based activity and competence approach. The competence approach is a modern correlate of many traditional approaches (cultural, scientific and educational, didactocentric, functional and communicative, etc.). "This is a fundamentally new approach that requires a review of the attitude to the position of the teacher, to the training of students; this approach should lead to global changes from changes in consciousness to changes in the methodological base," says E. ya. Kogan.

1. Competence approach: concept, purpose, specifics and features of application in primary school.

The ideas of the competence approach as the basis of education are considered in the works of A.V. Barannikov, A. G. Bermus, G. B. Golub, V. V. Kraevsky, O. E. Lebedev, M. V. Ryzhakov, P. G. Shchedrovitsky, and others. All studies that have studied the nature of competence are limited to its multi-faceted, diverse and systemic nature. The basic provisions of the competence approach are formulated by L. O. Filatova:

- competence combines the intellectual and skill components of education;
- the concept of competence includes not only cognitive and operational-technological components, but also motivational, ethical, social and behavioral; it includes learning outcomes (knowledge and skills), a system of value orientations, habits, etc.;
- competence means the ability to mobilize the acquired knowledge, skills, experience, and behaviors in a specific situation or activity;
- the concept of competence is based on the ideology of interpretation of the content of education formed "from the result" ("standard at the output");
- the competence approach includes the identification of basic skills;
- competencies are formed in the process of learning not only in school, but also under the influence of the environment, that is, within the framework of formal, non-formal and non-formal education.

the concept of "competence" is a procedural concept, i.e. competencies are both manifested and formed in the activity;

- the competence approach arose from the need for human adaptation to frequently changing production technologies. Competence is the ability to change in yourself what should change as a response to the challenge of a certain situation with the preservation of a certain core of education: a holistic worldview, values;
- competence describes the potential that manifests itself situationally, therefore, it can form the basis for evaluating only delayed learning outcomes.

In the competence-based approach considering two basic concepts of "competence" and "competence". Competence is the possession, possession by a person of the corresponding competence, including his personal attitude to it and the subject of activity. Competence is a set of interrelated personal qualities (knowledge, skills, skills, methods of activity) that are set in relation to a certain range of subjects and processes that are necessary for high-quality productive activity in relation to them.

But there is no single approach to the concept of competence. According to A. G. Bermus, competence is a system unity that integrates personal, subject and instrumental features and components. M. A. Choshanov believes that competence is "not just the possession of knowledge, but a constant desire to update and use it in specific conditions". A. M. Aronov defines it as "the readiness of a specialist to engage in a certain activity".

The purpose of education in the context of the implementation of the competence approach is the formation of a competent personality, i.e. the content of education is selected based on the allocation of competencies that are necessary for each person and, accordingly, the problems that the student must learn to solve are highlighted.

The principles of the competence approach include:

- 1.the Purpose of education is to develop students ' ability to solve problems independently in various fields and activities based on the use of social experience, which is an element of their own experience of students.
2. the Content of education is a didactically adapted social experience of solving cognitive, worldview, and moral problems.

3. the Meaning of the organization of the educational process is to create conditions for the formation of students ' experience of independent solutions to cognitive, communicative, organizational, moral and other problems that make up the content of education.

4. Assessment of educational results is based on the analysis of the levels of education achieved by students at a certain stage of training.

For primary school students, the competence approach is implemented by forming a system of key competencies that make up the student's subjective experience. The formation of subjective experience occurs through the assimilation of the content of elementary education in different spheres of social experience are subject – specific and interdisciplinary knowledge (which is "I know"); subject and abderemane abilities (the result of which is "I know"); creativity (the result of which is "I create") and emotional sphere (the result of which is "I seek").

1. Changing the ultimate goal of education from knowledge to competence allows us to solve a problem that is typical for Uzbek schoolchildren, when students are well-versed in a set of theoretical knowledge, but have difficulties in activities that require the use of this knowledge to solve specific tasks or problem situations, including life situations. In this way, the balance between education and life is restored.

2. The system of key competencies of primary school children and ways of their formation. The problem of selecting and forming key competencies is one of the Central issues in updating the content of Uzbek education. The wording of key competencies represents the largest range of opinions, while using the European Uzbek classification of competencies. Khutor's list of key educational competencies is defined on the basis of the main goals of General education, the structural representation of social experience and personal experience, as well as the main activities of the student, allowing him to master social experience, get life skills and practical activities in modern society.

For these positions the key educational competencies are the following:

1. Value-semantic competence – competence in the field of worldview, related to the student's value orientations, his ability to see and understand the world around him, navigate it, realize

his role and purpose, be able to choose target and semantic settings for their actions and actions, make decisions.

2. General Cultural competence. The student must be well-informed, have knowledge and experience in matters of national and universal culture, spiritual and moral foundations of human life and humanity, cultural foundations of family, social, social phenomena and traditions, household and cultural and leisure sphere. This also includes the student's experience of mastering the scientific picture of the world.

3. Educational and cognitive competence – a set of competencies of the student in the field of independent cognitive activity, including elements of logical, methodological, General educational activities related to real objects of knowledge. This includes knowledge and skills of goal setting, planning, analysis, reflection, self-assessment of educational and cognitive activities.

4. Information competence. With the help of real objects (TV, tape recorder, telephone, Fax, computer, printer, modem, copier) and information technologies (audio-video recording, e-mail, media, Internet), the ability to independently search, analyze and select the necessary information, organize, transform, save and transmit it is formed.

5. Communication skills include knowledge of the necessary languages, ways of interacting with people and events around and far away, skills of working in a group, and knowledge of various social roles in a team.

6. Social and labor competence means the possession of knowledge and experience in the field of civil and social activities (performing the role of a citizen, observer, voter, representative), in the social and labor sphere (consumer, buyer, client, producer), in the field of family relations and responsibilities, in matters of Economics and law, in the field of professional self-determination.

7. the Competence of personal self-improvement is aimed at mastering the methods of physical, spiritual and intellectual self-development, emotional self-regulation and self-support. These competencies include personal hygiene rules, personal health care, sexual literacy, and internal environmental culture. This also includes a set of qualities related to the basics of safe personal life.

The formation of a competitive personality begins in primary school, or perhaps in a pre-school organization. The use of group, game, role-playing, practice-oriented, problem-based, reflexive forms and methods of teaching helps to solve the tasks that reality sets for education: to develop students' independence and responsibility; to form the ability to defend their rights; to develop the ability to creative activity; to foster tolerance, tolerance for other people's opinions, the ability to conduct a dialogue, to search and find meaningful compromises.

It is the project method that allows creating conditions for the implementation of the competence approach at the initial stage of training.

This method is based on the development of students' cognitive skills, the ability to independently construct their knowledge, navigate the information space, develop critical and creative thinking, as well as the ability to identify and solve a problem.

The main idea of project activity is that only the activity is performed by a student with a high level of passion, which is chosen by him. Project activity changes the vector from the process of passive accumulation of the amount of knowledge by the student to mastering various ways of activity.

Project training allows you to achieve the following goals. Contributes to the formation of personal confidence in each participant of the learning process, its self-realization and reflection. Develops awareness of the importance of group activities for getting results, the role of interaction, and the development of communication skills. Develops skills in research work.

The application of the project method contributes to the implementation of several tasks in training and education:

- each student is a creative person;
- each student participates in activities that they like -students acquire knowledge based on the principles of problem-based learning; students develop skills of independent work in the mental and volitional spheres;
- students learn self-expression, self-determination, self-realization;
- working on a project brings up such qualities as purposefulness, initiative, and discipline;

➤ fundamental knowledge is associated with emotional memory, which eliminates the possibility of forgetting.

In addition, the project method excludes "unpromising learning", i.e. students strive to get a practical result from studying now, and not in a few years. And the result of the project is a real finished product, which forms a positive motivation for project activities.

Project-based learning forms the key competencies of primary school children, and within the framework of the Federal state educational standard for primary General education, universal educational actions are being developed:

1. formation of communicative competence through cooperation, building a dialogue model of communication, the ability to empathize, the ability to listen to others and respect their opinions, the ability to speak to an audience, Express their opinions, defend their point of view. Within the framework of the standard, it is a block of communicative universal educational actions.
2. the formation of the ability to work with information or information competence (a block of cognitive universal educational actions) occurs through the collection, systematization, storage and use of information.
3. the formation of educational-cognitive competences (block regulatory universal educational actions) occurs through training the ability to organize and manage their activities, i.e. the formation of skills independently and together to plan activities and cooperation, to make decisions, the skills of organizing the work space and time management.

On this basis, the competence of personal self-development and self-improvement is formed, which determines the individual educational trajectory of the student and the program of his life as a whole. Students should be included in the project method gradually, starting from the first lessons of the first grade. Let's start with simple and accessible creative tasks. In literacy classes, this can be the creation of a book "My ABC". In math lessons, you can prepare questions for a quiz. Training in music, professional skills, and physical education can take place in the form of group creative activities held outside of school hours. Starting from the 3rd grade, students with great interest implement complex projects, participate in individual

and collective research under the supervision of a teacher, and strive to obtain important individual results of design and research work.

Design and research activity in primary schools is a proven approach in foreign pedagogical practice, which is new in the domestic education system and relevant in modern conditions of development of Uzbek society.

The implementation of this approach in the practice of primary school teachers is an effective tool and a necessary condition for achieving modern quality of education in the context of the implementation of new generation standards.

### 3. the Algorithm for building a lesson with a competency-based approach.

From the point of view of the competence approach, a lesson is a form of organizing training for the purpose of developing and self-development of students' core competencies. For the formation of these competencies, the training session in the context of competence education may include the following stages.

#### Stage 1. Goal Setting.

The goal of a modern lesson should be specific and measurable and identified with the result of the lesson. The results of the lesson are not considered academic performance and the amount of material studied, but the acquired universal educational actions of students (the ability to act, the ability to apply knowledge, implement their own projects, the ability to social action). The goal must correspond to SMART technology: Specific – specific; Measurable – measurable; Achievable – achievable; Realistic – realistic; Timed-defined by time.

However, this construction of the lesson does not negate the value of knowledge, and puts the focus on the ability to use the knowledge obtained in solving problems. The task of the teacher is to organize the setting, understanding and acceptance of the goal by students of the educational task, and the student sets a goal or participates in the goal setting. Everything that a student did in class today can be transferred to another object and studied in the same way, which means the development of over-subject skills.

With a competence-based approach, the goal-setting stage in the lesson forms the internal motivation of the student for an active, active position, and there are incentives to learn, find, and prove.



## Stage 2. The design of the content and its competent interpretation.

At this stage, the:

### 1. Division of the content of the training session into components of competence:

- theory – concepts, processes, formulas, personalities, facts, etc.
- practice – skills that are developed in the study of this topic, practical and operational application of knowledge to specific situations;
- education – moral values, categories, assessments, the formation of which is possible on the basis of the material of this topic.

### 2. establishing links within the content (stages of competence formation, determining the logic of the new content of education).

### 3. Forecasting the forms of presentation of the stages when competencies are formed, and the results of their origin.

## CONCLUSION

When implementing a traditional lesson, independent activity is understood as students performing a task defined by the teacher. In the competence lesson, independent work takes on a qualitatively different meaning. This is a work planned by the child to achieve his educational goal. It is called productive, because the result-product (methods of action, knowledge, skills) is created by the student. Analyzing the activity and interaction of teachers and students in the competence approach, we can conclude that the main role in learning belongs to the student, and the task of the teacher is to ensure the conditions for providing students with a choice of learning tools, methods of action and forms of work.

## Stage 3. Choosing the form of organization of educational activities.

The organization of educational and cognitive activities is carried out by modeling various situations in various spheres of life of the individual, in which preference is given to the creative lesson, the main task is to organize productive activities. The main characteristics of a creative lesson include the research method and type of activity; the lack of a strict plan, the presence of situationality in the structure of the lesson; a variety of approaches and points of view; self-presentation and protection of the creative product, and not external control.

## Stage 4. Selection of methods and forms of training.

When choosing training methods for implementing the competence approach, special attention is paid to such methods that contribute to the inclusion of students in active activities and the development of initiative and responsibility. Main teaching methods: methods of active learning (business games, role-playing games, discussions, etc.); method of problem learning (conversation, problem lecture, problem seminar); methods of activating creative thinking (brainstorming); modernized traditional teaching methods; methods of mutual learning (collective, group and pair training).

The method of empathy (implantation, putting in the place of another) means the penetration of students into the studied objects of the surrounding world, an attempt to feel and know it from the inside. The resulting thoughts, feelings, and sensations are the product of the student's education, expressed in oral and written form.

Stage 5. Final stage (reflection) (selection of diagnostic tools to check the levels of competence development, as well as analysis and correction procedures).

The student is faced with the task of evaluating the results of their activities and the chosen methods of activity through attitude, emotions, feelings; correlate their own goal of the lesson with the result obtained (self-control); compare the result with the standard (self-assessment). At this stage, students develop self-control and self-assessment skills, motivation for further educational work, self-realization through creative and practical activities, and satisfaction of their own cognitive interests.

Thus, the distinctive features of the lesson within the competence approach are learning through discovery, self-determination of the student to perform a particular educational activity; the presence of discussions characterized by different points of view on the studied issues, comparing them, searching for the true point of view; personal development; the ability of the student to design the upcoming activity, to be its subject; awareness of student activities and how the result, which in this case there were difficulties, how were they resolved, and felt that the student in this case; the feeling of joy of overcoming the difficulties of teaching; the teacher leads the student along the way subjective open and manages problem— search or research activity of the student.

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