FORMATION OF KEY COMPETENCES OF PRIMARY SCHOOL STUDENTS IN THE LESSONS OF THE NATIVE LANGUAGE

Buvajonova Mohirakhan Usmanali kizi
Teacher of Fergana State University

Abstract

The article gives opinions on the formation of basic competencies in the mother tongue classes of elementary school students. Look at the terms "competence".

Keywords: competence, educational and cognitive competences, informational competences, communicative competences, social competences.

At present, a new education system is being formed in Uzbekistan, focused on entering the world educational space. This process is accompanied by significant changes in the pedagogical theory and practice of the educational process. There is a change in the educational paradigm: other approaches, a different law, different attitudes, different behavior, a different pedagogical mentality are assumed.

Primary school is an organic part, the first stage of secondary school. It is in it that the foundation is laid for the subsequent stages of education. The reform provided for extremely clear educational goals and objectives for primary grades: to lay the foundations for the comprehensive development of children, to ensure the formation of strong counting skills, literate writing, developed speech, and cultural behavior.

The formation of the key competencies of students, without exaggeration, can be called one of the central problems of the modern school, because. they are a source of activity and perform the function of developing the personal competencies of a younger student.

Competence is a set of familiar ZUNs, and **competence** is the quality of their possession, this is how competence is manifested in activities. Competences can be key, i.e. basic sets of knowledge, abilities, skills, qualities.

If we are guided by the theory of the key competencies of the doctor of pedagogical sciences Khutorsky A.V., then the main ones that the teacher forms in elementary school, in my opinion, are educational, cognitive, informational, communicative, social.

Educational and Cognitive Competencies:

• set a goal and organize its achievement, be able to explain your goal;

• organize planning, analysis, reflection, self-assessment of their educational and cognitive activities;

• ask questions to the observed facts, look for the causes of phenomena, indicate your understanding or misunderstanding in relation to the problem under study;

• set cognitive tasks and put forward hypotheses; choose the conditions for conducting an observation or experiment, describe the results, formulate conclusions; •

speak orally and in writing about the results of their research; • to have experience of perception of a picture of the world.

Information Competencies:

• have the skills to work with various sources of information: books, textbooks, reference books, the Internet;

• independently search, extract, systematize, analyze and select the necessary information, organize, transform, store and transmit it;

• navigate information flows, be able to highlight the main and necessary in them;

• be able to consciously perceive information disseminated through the media;

• master the skills of using information devices;

• apply information and telecommunication technologies to solve educational problems: audio and video recording, e-mail, Internet.

Communication Competencies:

• be able to present yourself orally and in writing, write a questionnaire, a letter, a congratulation;

• be able to represent your class, school, country, use knowledge of a foreign language for this;

• own ways of interacting with other people; speak with an oral message, be able to ask a question, correctly conduct an educational dialogue;

• own different types of speech activity (monologue, dialogue, reading, writing);

• own methods of joint activity in a group, methods of action in situations of communication; the ability to seek and find compromises;

• have positive communication skills in society based on knowledge of the historical roots and traditions of various national communities and social groups.

Social Competencies:

• have knowledge and experience in performing typical social roles: family man, citizen; be able to act in everyday situations of the family and household sphere;

• to determine one's place and role in the surrounding world, in the family, in the team, in the state; own cultural norms and traditions lived in their own activities; own effective ways of organizing free time;

• have an idea about the systems of social norms and values in Kazakhstan and other countries;

• act in the sphere of labor relations in accordance with personal and social benefit, possess the ethics of labor and civil relations;

• master the elements of artistic and creative competencies of a reader, listener, performer, spectator, young artist, writer.

All these competencies are formed in a complex and in different subject and "beyond subject" areas.

The Basis of Competence is Independence

A competent person is a well-formed person who is able to take responsibility in various situations, ready to expand the boundaries of his knowledge and improve them.

In relation to elementary school, competence implies the ability to:

1. Search - to interrogate the environment, consult with the teacher, receive information;

think - establish relationships, be critical of a particular statement, take a position in the statement and develop your point of view.

2. Collaborate - be able to work in a group, make decisions, resolve disagreements and conflicts, negotiate, fulfill their obligations.

3. Get down to business - enter a group or team, make a contribution, organize your work.

4. Adapt - use new technologies of information and communication, steadfastly resist difficulties, find new solutions.

Thus, the standards of the new generation provide for the formation of an active, creative, intellectually developed personality, who owns universal educational activities, who is able and willing to learn.

The dynamics of the formation of competencies of younger students depends on the organization of the learning process. In the lessons of their native language, younger students often face the problem of not understanding the complex scientific names of the studied spellings and linguistic concepts. This circumstance makes it difficult to

study the program material and does not allow the formation of key competencies in the lessons of the native language.

To solve this problem, children themselves must formulate the topic of the lesson, based on the content of the textbook. Then the knowledge is updated by asking questions: "Where in your life did you meet this object, phenomenon, technique, etc.? Where do you think this knowledge will come in handy in life? Students, answering these questions, aim at independent cognitive activity. There is an acquisition of knowledge from reality and mastering the methods of educational and cognitive problems. Children make their own conclusions based on their observations and research. In the course of such work in the classroom, primary school students develop a number of key educational competencies: educational and cognitive, informational, and communicative.

Working with children of primary school age for 20 years, I realized that the child perceives the subject "native language" as something new, previously unfamiliar, very difficult to learn, although he knows a lot in the language. After conducting a survey of students in the classroom, I confirmed the hunch that the subject "native language" is unloved by younger students, it seems completely inaccessible to them.

In order to change the attitude of a junior schoolchild to a subject, it is necessary to help the child understand that he is well acquainted with many things in the language, but he does not know about it. If we help him realize this, then perhaps we will initiate a change in his attitude not only to the language, but also to himself as a person.

The mother tongue is a subject that plays a decisive role in the spiritual life of a child. It is a tool of knowledge, thinking, development. It is rich in opportunities for creative enrichment. The entire flow of cognition goes through the channels of language: concepts are assimilated through words, thought and speech are built in the forms of language. Speech, in turn, is a channel for the development of intelligence.

In order to be successful in modern society, a person must have a high level of information competence.

An important component of the information competence of students is the transformation of information from one form to another and the choice of the most convenient form for themselves. These can be texts, tables, diagrams, illustrations, algorithms, clusters.

The cluster (like all graphic schemes) is a model of the topic under study, allows you to see it in its entirety, "from a bird's eye view". Motivation increases, tk. ideas are easier to grasp. The presentation of information by students in the form of a cluster contributes to its creative processing, and therefore ensures the assimilation of information at the level of understanding. Clusters (as well as other schemes) allow

you to develop thinking, make it more flexible, get rid of stereotypes, turn dogmatic thinking into critical thinking.

Students perceive the work of compiling clusters positively and demonstrate a higher level of assimilation of educational material.

The word "cluster" in translation from English means a bunch, a pile, a swarm, an accumulation. A cluster is a graphical method that allows you to present a large amount of information in a structured and systematic way, to identify the keywords of the topic. This is a graphic diagram of ovals. In the center of the cluster, in the main oval, is the main problem, theme, idea. In the ovals of the next level - classifying features or grounds for systematization, in the ovals of the third level - further detailing, etc. Clusters can branch a lot, so you should always be able to stop at a reasonable level of detail. The cluster contains keywords, key ideas indicating the logical connections between text subjects, which give the picture integrity and clarity. It is also important that the construction of clusters makes it possible to identify a system of keywords that can be used to search for information on the Internet, as well as to determine the main areas of student research, and the choice of topics for educational projects.

The construction of clusters is perceived by students as a creative work, where it is possible to realize their own vision of the problem, their own approach, variability, as a means of self-realization, self-affirmation. The possibility of individual, pair, group and collective work creates psychological comfort in the educational process. The inclusion of each student in three types of activities (think, write, speak) provides internal processing of information. These factors contribute to the assimilation of new material at the level of understanding and comprehension, the development of educational and cognitive motivation and activity (especially for those who do not fit well into the system of traditional, illustrative and explanatory education). And most importantly, students practically master the way of self-acquisition of new knowledge, self-study based on texts, which they can apply in the future, and enjoy learning throughout their lives. They develop functional literacy, information and communication competence.

The above-described learning technology based on creative text processing allows you to learn interestingly, quickly, efficiently and gives students a sense of satisfaction. We give as an example:

Using the cluster, tell about the forms of verbs (Appendix 6)

The system of work on the formation of intellectual competence provides for certain changes in the content and organization of the process of teaching the Russian language.

Changing the content of the methodology of teaching the native language is carried out due to:

- introduction of additional vocabulary during the vocabulary and spelling work, consolidation, repetition and generalization of the studied;

-increasing the scale of the use of proverbs, sayings, phraseological units at different stages of the lesson;

-expanding the scope of work with concepts;

-inclusion in the content of the lessons of various texts of an educational and cognitive nature.

When organizing the educational process, most of the tasks are formulated by students on their own. The theme of the lesson and the analysis of specific educational material serves as a guideline in this work.

In terms of the development and activation of intellectual activity, I use traditional types of lessons with the preservation of all the main stages of the lesson: minutes of calligraphy, vocabulary and spelling, physical education, etc.

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