
Didactic Possibilities of the Formation of Competencies in Students

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Abstract: This article reflects on the development of cognitive, social and sexual competencies of students in order to form new knowledge, skills and competencies in the formation of general learning actions in students, serves as a programmatic for pedagogical scientists, teachers, authors of programs and textbooks, researchers.

Keywords: cognitive competencies, heuristic, life competencies, base competencies, communicative, information, Social, national and universal, personal self-development, stichian, tolerance.

In order to work with communicative, information in primary students, self-development as a person, the formation of socio-emotional and civil competencies, it is initially necessary to develop cognitive competencies in them. Today, the state and society have a strong need for young people who are enterprising, responsible, competent, communicative, able to establish interpersonal relationships. To do this, the requirements for the competency of students embody not only a high level of fundamental knowledge, but also knowledge at the level of functional literacy. Within the requirements of state educational standards based on a competency approach, the development of the universal, personal and cognitive spheres of primary students is envisaged. As a result of the development of these areas, the basic skills of Primary School students such as learning, mastering knowledge are developed.

E.A.Romanova noted that in state educational standards of primary education there are certain types of competencies that need to be formulated in students. They are:

- *cognitive competencies;*
- *social competencies;*
- *personal competencies [1].*

To generate these competencies, it is important to develop the cognitive activity of students. The importance of initially developing their cognitive activity in order to form competence in primary school students is explained by a number of factors. They are:

- the imbalance between the level of knowledge of Primary School students and the ability to apply them in practice;
- insufficient opportunities to eliminate conflicts in the educational system with the social order of the state;
- limited opportunities for students to accelerate the development of the universal, social, cognitive spheres with the need to improve the educational process, as well as insufficient conditions for all students to achieve such success;

- the need to ensure inter-phase continuity in a single educational space;
- non-predictability of student development levels and stichial selection of educational content without taking into account pedagogical-psychological foundations; including insufficient attention to students' adaptation to school life; low level of preparation of children for school learning; insufficient orientation towards the goal of general educational efforts; incomplete realization of opportunities for innovation management of the educational process; insufficient application by the teacher of;
- to form communicative competencies in primary school students, they are initially provided with basic knowledge; for example, a teacher can act cooperatively in students, work as a group, tolerance for various thoughts, be able to listen to his interlocutor and behave freely in the dialogue process, be able to clearly state his point of view in relation to the problem, analyze the point of view of.

The intellectual development of Primary School students has been slow to take place, as shown in research done in recent years. This is causing a decline in creative power among elementary school students.

To improve the educational process, first of all, attention should be paid to the development of the universal, social and cognitive spheres of students. This primarily requires the improvement of educational tools, ways, methods and techniques.

The challenges faced by education and the introduction of state educational standards and national programs based on a competency approach made it necessary to improve the educational process on the basis of an innovative approach.

In order to effectively solve the problem of the formation of competency in elementary students, it is required to improve the process of primary education on the basis of new educational blocks. In the later stages of education, in order for students to effectively master knowledge, skills and qualifications, it is required to form competencies related to basic life and science as early as the primary classes.

Realizing the intellectual capacities of Primary School students, their comprehensive development is extremely necessary to expand the possibilities of cognition.

Distinguished specialist V.D.Shadrikov had uncovered a systematic interpretation of competency in full form. In order for students to form competencies related to the base and science, it is required, first of all, to work with them on the basis of an active approach [2].

In the Encyclopedia of pedagogy, "an active approach is a form of an active attitude of people to the outside world, a way of transforming a person's self in a purposeful way, one of the important features of the human being. On the basis of activity, the essence of man is manifested, representing the personification of knowledge, skills and competencies by approaching the student from this point of view" [3; p.264].

Teaching an elementary student based on a competency approach is a new form of approach to the learning process. As a result of this approach, the possibility of the formation of knowledge, skills, qualifications, competencies and personal qualities in a systematic way in primary school students expands. As a result, students acquire the skills to successfully solve assignments and apply their knowledge to their practical activities. It can be seen that competency is not an indicator that contradicts the knowledge, skills, qualifications and personal qualities of students, but that all this constitutes a single student system.

G.A.Suckerman argues that the concept of competency is complemented by the concept of acting in ambiguous situations. Competency is such a quality of knowledge, skills and qualifications of students of graduating classes that it ensures, first of all, tolerance to flexibility, conflicts and uncertainties. Competency of the student can manifest itself as a

form of application of knowledge, skills and qualifications in practice in the process of solving assignments. It differs in the fact that knowledge is mastered by tests. Tests that determine the competency of the student do not serve to assess the size of knowledge, skills, qualifications, but serve as an instrument that ensures the manifestation of this knowledge, skills, qualifications through thought and Action [4].

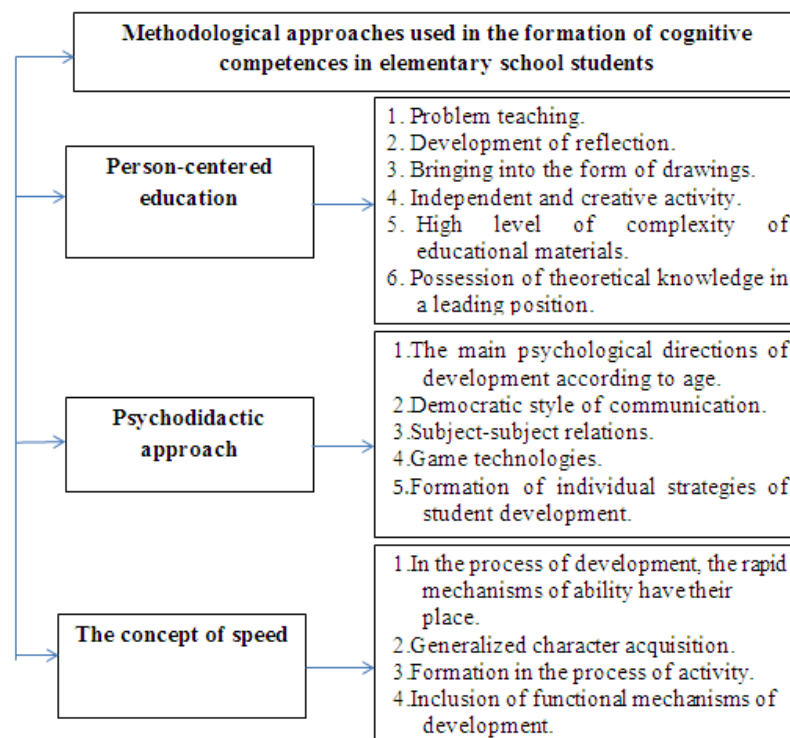
The composition of educational competency of Primary School students consists in the readiness to independently solve tasks using methods of mastering them according to the development of basic cognitive processes in connection with the assimilation of the content of Education. They include: perception of educational materials, concentration of attention on one point, storage of basic concepts in memory, reflection on realities, phenomena, formation of an idea about them. In its composition, competencies mainly related to the base and educational science are embodied.

While base competency means competencies are expressed in Block view when solving assignments, competency in the subject of study is manifested in the independent movement of students in reading as well as in development. For initial base competency, multi-functionality is inherent, and the acquisition of these competencies provides an opportunity for students to solve various problems and tasks in everyday life situations. Base competencies are considered universal and convenient for use in various situations.

Initial base competencies are multifaceted, in which the results of the student's personal experience are expressed. These are reflected in interpersonal relationships, interaction, knowledge, skills, creativity.

In primary school students, the base life competency is formed in stages. There are opportunities for their formation at all stages of school education, which are expressed in educational results, quality indicators. These indicators are stated in a certain consistency in state educational standards, where the indicators are based on a competency approach.

In the formation of cognitive competencies in elementary students, we relied on the following theoretical concepts. They are: the concept of developmental education, the concept of immediacy as a component of a systematic-functional approach, the concept of a psychodidactic approach.



Approaches based on the formation of cognitive competencies in primary school students

During our research, we also tried to determine which pedagogical approaches, methods and methods are effective in the formation of competencies. It is known that G. A. Zukerman compared three pedagogical systems in his research. They are:

1. *Modernized system of traditional education.*
2. *Pedagogical system proposed by D.B.Elkonin and V.V.Davydov.*
3. *Waldorf pedagogy [4].*

Based on this approach, we have selected a number of tasks to conduct a small analysis. It is characteristic that these assignments are typical of the traditional pedagogical system. A lot of space has been allocated to assignments that serve to transfer ready-made knowledge. In this process, highly complex didactic units are taught to students using traditional reproductive methods. When choosing tasks, attention is paid to their level of social significance. From the point of view of the competence approach, solving these tasks created a number of difficulties for the students.

We sought an answer to the question of which teaching system is effective in the formation of competencies. For this purpose, two tasks were selected. Based on these tasks, it was intended to determine the level of mathematical literacy of students. When we gradually increased such tasks, we witnessed the rapid development of economic, mathematical knowledge and calculation skills of elementary school students. Because these assignments were formed based on the principles of person-oriented and developmental education. It can be seen that students' ability to apply and test their acquired knowledge in practice is not sufficiently developed in the traditional education process.

Tasks of a developmental and heuristic character ensure that students rapidly acquire basic life and science-related competencies. Our research shows that in order to successfully form cognitive competencies in elementary school students, it is necessary to systematically use developmental and heuristic exercises and problems..

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