
Content, Form and Means of Formation of Basic Competences in Primary School Students

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Annotation: In selecting learning technologies for the formation of core competencies in students, the science teacher identifies the core competencies identified for that class in the calendar theme plan. After that, the method of teaching is chosen, taking into account the topic to be studied and the competencies to be formed. This article discusses the content, form, and means of developing core competencies in primary school students.

Keywords: primary school students, basic competencies, development, content, form, means, higher education, pedagogical principles, interactive methods, interactive lessons.

The study of pedagogy today and the relationship of time to it is becoming a separate scientific problem. A person, as an independent creative activity and a skilled expert in his field, must be able to influence the development of the nation's social thinking. Independent creative activity, creativity serves as a criterion for ensuring the level of preparation of students for social life on the basis of social knowledge and consciousness. The system of higher pedagogical education is an important step in this direction, especially in pedagogical faculties, where the formation and development of professional skills, ethics, etiquette and necessary qualities of future primary school teachers is a priority.

Interactive approach. Teachers create a comfortable environment for better organization of the teaching process. Students are given the opportunity to exchange ideas. They discuss and resolve the issues that need to be resolved together. They find a solution together to get out of the situation. They demonstrate their knowledge to each other based on the information they receive.

Design method. The design method is a system of teaching in which students acquire knowledge, skills, and competencies in the planning, construction, and execution of a practical task that is constantly becoming more complex. Students carry out a wide range of problem-solving (creative, information, communication and problem-related) projects. For this method to be highly effective, it is necessary to have a high level of motivation in the project. Personal competencies are formed:

- Teamwork;
- Feelings of responsibility;
- Self-confidence;
- Fast thinking;
- Be able to see the progress of the process;

- Ability to observe;
- Motivation.

The problem-based modular teaching method involves the practical application of theoretical knowledge. This method forms the didactic basis of various models of teaching and differs in the use of teaching aids and pedagogical techniques. It refers to the division of the subject into relatively small parts - modules. The main purpose of education aimed at the development of the student's personality is in fact the development of additional competencies such as thinking, mastering, writing and arithmetic of children from the primary school. A person who enters into social relations and actively participates in social development is called a person. A person who is born as an individual then becomes a person. In the notion of the individual, a person's lineage is embodied.

The design method is a system of teaching in which students acquire knowledge, skills, and competencies in the planning, construction, and execution of a practical task that is constantly becoming more complex. Students carry out a wide range of problem-solving (creative, informational, communication and problem-related) projects. For this method to be highly effective, students must have a high level of motivation in the project. The following personal competencies are formed: teamwork ; activity; sense of responsibility; self-confidence; teaching; quick thinking; ability to see the process; ability to observe; foresight; diagnosis; accelerates the activation of knowledge; helps to attract new and interconnected ideas freely and openly.

Communicative competence - adherence to etiquette in communication; to be able to listen to the opinion of the interlocutor, to express one's opinion; self-control adherence to the culture of communication in communication; including elements such as respect for the opinion of the interlocutor in the conversation, which is manifested through the study of the proverbs related to language. National and multicultural competence - continuous self-development of physical, spiritual, mental, intellectual and creative development, striving for perfection, independent learning throughout life, continuous improvement of cognitive skills and life experience it involves acquiring the skills to go, alternatively evaluate one's own behavior, and make independent decisions.

National and multicultural competence refers to the ability to find, sort, process, store, use, secure, and develop the capacity for media culture to obtain the necessary information from media sources.

Complete a variety of problem-solving assignments in a variety of academic disciplines, such as reporting, writing test questions, and more. Students will be able to complete a variety of challenging assignments independently in a variety of disciplines at several stages of the education system. For example, in general secondary education, time is allocated for practical training. As students participate in these hands-on activities, they will develop the basic skills to participate independently in production. In later stages of education, such as lyceums and vocational colleges, they are in a variety of internships, completing problem-solving assignments independently, compiling reports, and writing essays. In higher education, students participate in industrial, graduate and pedagogical internships. Pedagogical internships are organized for 14 weeks for final students in the fields of music, fine and applied arts, labor education, primary education and psychological education, where the field of education is the humanities.

During the internship, students organize and observe a variety of lessons and extracurricular activities, analyze, write conclusions. During the internship, they prepare for lessons independently, initially under the supervision of a teacher, and during the main period, independently develop lesson and extracurricular activities and implement them in the educational process. At the end of the internship, reports will be prepared and presentations

will be made.

And when faced with a difficult situation, they are constantly looking for solutions. Here are some suggestions on how to look or get an appointment for hair extensions. The following are the names of independent creative works that can be effectively used in the training of future primary school teachers in higher education. They can be successfully implemented taking into account different regional, regional, local characteristics.

- Production of various shapes, toys, objects from paper, cardboard, wires and fabrics, as well as various natural and artificial materials on the basis of the subject of labor education methods; - to draw and describe various processes, landscapes, objects and objects in fine and applied arts classes;
- Participate in the development of methodological developments in the education system, the educational process and the organization of educational work (during the internship);
- Development and implementation of electronic trainings;
- Presentation of articles, lectures, theses in scientific, practical, methodological, pedagogical and psychological content in thematic conferences and conferences in magazines, newspapers, collections;
- Participate in the preparation of scientific reports (for research on the basis of economic contracts);
- Participate in the development of methodological recommendations, developments for the improvement of individual parts of the curriculum and program of the educational institution (preschool, general secondary, secondary special, vocational education);
- Design, development, construction of didactic tools of education. Preparation of technological and perforation maps, creation of slides;
- In the development and implementation of guidelines for improving the organization of various activities of students (games, games, labor, sports, health, creativity, production, community, etc.) to participate; - Participation in various pedagogical, psychological, didactic, methodological and scientific research and observation, experimental work;
- Participate in tests, questionnaires, interview questionnaires, observation cards, interviews, discussion and editing;
- Participation in science olympiads, competitions, various contests, scientific-methodical conferences and seminars.

Active participation of the educational institution in various cultural, spiritual and educational events, hashars, etc. with representatives of public organizations, mahallas, authorities. In general, the following suggestions and recommendations can be made for the successful organization of independent creative work of future primary school teachers at the level of modern requirements. The diversity of independent creative work plays an important role in preparing future primary school teachers for professional pedagogical activities, as the more creative tasks students complete during their studies, the more diverse aspects of independent pedagogical activity become. Particular attention should be paid to the continuity, continuity and continuity of the organization of independent creative activity of students. Because in such cases, it is advisable to follow the principles of "simple to complex" and "easy to difficult" in the performance of problematic tasks. Students are encouraged to keep copies of independent creative work done during extracurricular and classroom activities, spiritual and educational activities, and internships, as they can also be used as direct examples in independent pedagogical activities.

In conclusion, in order to effectively address the issue of ensuring the acquisition of

professional skills and abilities of students, special attention should be paid to the forms of organization of independent practical creative activity. This will help alleviate the problem of training an aspiring creative elementary school teacher. In general, primary school students need to use interactive methods with the content, form, and means of developing core competencies.

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