

Teaching Students to Think For Independent through Competency Approach

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Abstract: In the article, teaching elementary school students to think independently on the basis of a competency-based approach, independent thinking as a way of perceiving reality, is the product of the process of thinking - the highest result.

Keywords: competence, independent thinking, education, interactive methods, practical content.

INTRODUCTION. Uzbekistan has a unique path of economic and socio-cultural development. Deep changes along this path are rapidly penetrating all fronts. He called for radical reforms in medicine, agriculture, industry, and the education system. It is safe to say that it has become a factor in radical reforms in education. After all, education is the main source of implementing the national program of training, as well as revealing the inner potential of the younger generation. It is clear that these abilities and talents will grow and contribute to the development of our country. As we rely on the younger generation to carry out socio-economic reforms, we must first get rid of the remnants of the dictatorial system in the field of education.

LITERATURE ANALYSIS AND METHODOLOGY. Republican scientists U.Aleuov, B.R.Adizov, J.Bazarbaev, D.G.Dilova, M.Kh.Mahmudov, B.B.Mamurov, Z.Nishonova, R.G.Safarova, H.M.Tajiboeva, NT Tosheva, BH Khodjaev, FO Khodjiev, ZA Kholmatova to express independent and critical views on the development of students' cognitive activities, pedagogical bases of formation of social activity skills, psychologists M. Davletshin, E. Goziev, V.Karimova, R.Sunnatova studied the psychological mechanisms of formation of independent thinking of students. U. Inoyatov and B. Khodjayev considered a competent approach as a new pedagogical reality in the context of modernization of general secondary education. A.Koldashev and R.Odinayev learned to teach students to think independently on the basis of a competency-based approach[1].

DISCUSSION. Radical change in the education system, the formation of a harmoniously developed person has become one of the most pressing issues determining our future.

In Uzbekistan, teaching students to think independently on the basis of a competency-based approach is a matter of urgency. Because only people with a personal outlook will be able to achieve success in the development of society. One of the main factors of the policy pursued in the republic is the development and upbringing of talented people with deep thinking, independent outlook. After all, the psychology of dependence on the opinions of others, following different ideologies, will undoubtedly lead to the decline of the morale of society[2].

Innovation in education is not only about imparting new knowledge to teach students to think independently through a competency-based approach, but also about changing the system of attitudes towards society, the state, nature and labor.

According to the Law on Education, in a democratic society, a person should be brought up to think freely and independently.

A lot of positive work has been done in this direction, radical reforms have been carried out. Now the goals and objectives of our national pedagogy have changed, and include not only education, but also the education of a person who is perfect in all respects.

Independent thinking as a way of perceiving existence, reality is the product of the process of thinking - the highest result. It is activity-related and is formed in the process of independent work. The existence of things and events is related. Understanding, proving, explaining, and thinking are gradual stages in the formation of thinking that change can take place in existence when communication is broken. Thinking is a life-giving force. That is, man lives by independent thinking. A mindless person becomes a dead body incapable of creating and growing[3],.

Focusing only on the content of knowledge in education leads to low efficiency of education. Only an independent thinker can master knowledge. That's why it's so important to teach independent thinking.

But we can still see the remnants of the dictatorial regime in our schools. The worst flaw in the teacher-student relationship, which prevents students from thinking independently, is that the teacher's "dominant" role remains in the learning process.

This means that even if the student is not satisfied with their independent thinking or is being misjudged, there is more harm than good in stifling the student's martyrdom and forcing him or her to observe in a different way. Indeed, the Uzbek Secondary School Concept warns that "students have the right to make mistakes." As noted above, the decline in independent thinking as a product of vices has become apparent. Prolonged colonialism has instilled in our psyche such negative qualities as excessive obedience, muteness, and cowardice. The harm of such negative qualities is also observed in the process of thinking. Not only students but also teachers work in the same way in the educational process.

Students relied only on the textbook and the information provided by the teacher during the lesson. The teacher's requirements for students do not require them to think independentl[4].

The process of primary mother tongue education should be based on the minimum mandatory requirements set out in the state education standards in the relevant field. According to the state educational standards, in the primary grades, students have the ability to read and write in their native language and reading, as well as the ability to understand the content of the text and the opinions of others, to express ideas in writing and orally. have been determined to be appropriate. It is important that students 'speech is clear, effective, fluent, logically relevant, grammatically correct, and coherent.

Problem-based research in mother tongue classes is an important tool in improving students' oral and written communication, literacy, and independent thinking.

Problem-based learning is a process that involves asking students questions or tasks, creating a problem situation, involving students in solving problems, monitoring their activities, drawing conclusions. There are categories such as chase problem, problem situation, problem question, problem task.

The learning problem is a subjective expression of the need for scientific knowledge. It is a reflection of a problem situation, an objective conflict between knowledge and ignorance in the learning process.

In general, a learning problem is a controversial issue that is intended to be solved by students through independent research.

Contradictory issues are in the form of specific problem assignments, problem questions, and require students to think independently. As a result of solving the problem is armed with new knowledge.

Indicates that a problem situation in the process of mother tongue education occurs in the following cases:

- ✓ when it is necessary to find the unknown, to overcome the difficulty;
- ✓ when there is a need to apply the knowledge of the native language in new conditions;
- ✓ when there is a mismatch between the problem task and the method of its execution.

In our view, a problem situation is a situation that arises in the process of finding new ways and means of solving problems.

Problem-based questions require answers based on acquired knowledge.

Problematic questions “Why?”, “How to understand?”, “What do you think?”, “What is the reason?” can take many forms, such as

Accordingly, the problem can be assessed as a practical or theoretical issue that serves the correct performance of the task, leads to the achievement of the goal, arouses the need to acquire new, unknown knowledge.

If the task cannot be solved in the traditional way in the educational process, it is necessary to use a new method of solving it. The problematic task thus arises.

Problem-based learning, as in other subjects, can undoubtedly be one of the important directions in improving the process of teaching the mother tongue. Because it serves to direct students' learning activities to a specific goal, gives creativity to the lesson, and ultimately creates a favorable environment for the intellectual development of students.

The study of the work experience of advanced teachers allows us to identify the following features of the problem-based approach to mother tongue education in primary school:

- Learning problems in the primary school should reflect a real-life situation. In order to get students' attention during the lesson, it is necessary to ask at least one problem. A characteristic feature of a problem situation is the natural transition from one situation to another, and in some cases the emergence of new situations;
- The educational value of the mother tongue as a subject is sharply different from other disciplines due to its close connection with life;
- in the use of methodological methods that are typical only for the lessons of the native language of primary school;
- the emotional impact of the learning material on students;
- in the typology of problem situations that occur only in the native language classes;
- Primary school mother tongue education is not only about problem-based learning, but also about preparation for it (even in the context of a teacher's problematic statement of knowledge), because students are psychologically and logically prepared in advance to accept such a statement. must have been;
- The element of engagement plays an important role in problem-based learning in the primary grades. The training should be carried out until the situation becomes problematic.

Our Methodist scholars recommend a variety of ways to create problematic situations. The following methods can be used to create a problem situation in mother tongue lessons:

1. Creating a problem situation based on the analysis of linguistic evidence.
2. Create a problem situation by contrasting and comparing language phenomena.
3. Creating a problem situation by generalizing language phenomena.
4. Create a problematic situation based on the content of the given text.

As a result of our research on elementary school mother tongue lessons, we have developed the following methodological approaches to creating a problem situation:

1. Analyze and compare the exercises given in order to determine the generality and specificity of the described topic. For example, in Grade 3, you may be asked to identify the generality and specificity of the words “flower”, “flower”, and “flower garden” during the topic of “Stems and related words”.
2. Set practical tasks for students that require a new approach to solving a familiar task. For example, in Grade 1, students learn how many syllables a word consists of just by pronouncing it, before they are familiar with vowels and consonants. Once they are familiar with vowels and consonants, they know that vowels form syllables and determine how many syllables a word has.
3. Creating a problem situation through exercises that are over-informed or under-informed. Students will need to learn new information to find more or less information, and a problem situation will arise. For example, in Grade 3, students are introduced to the main parts. There are other words that are present in the sentence and beyond the cut to make the idea more complete. Students need to be familiar with the secondary passages in order to know what words or phrases these words are.
4. Solve the problem through the life experiences of students, creating a problem situation with the help of appropriate questions in the implementation of the objectives of the lesson. Questions like "Why is this written?", "Right?", "Who is right?" can be in the form of For example, in the Grade 3 “Mother Tongue” textbook, students will be given the words “came and did not come” as an example and will be asked the question “Why didn't they come?” What is a verb without a word? ”

Preparation for the implementation of problem-based learning methods in the native language classes of primary school is carried out in the following stages:

- ✓ creating a problematic situation with the teaching material in the classroom;
- ✓ Focus on the problem situation according to the content of the lesson.

This schematic plan for the organization of a problem-based lesson is implemented in full or in part in the primary grades, depending on the problem. The problems that arise here are unique. Some of them require the analysis of conclusions, concepts, laws and theories in order to make their decisions, others require generalization of facts, still others rely more on the comparison of events, concepts, and so on.

The following should be considered when creating problem situations:

- Students should be able to clearly define what they are missing from the scope of certain knowledge, that is, to "see" the unknown;
- The teacher plans the problem before the lesson, which requires new knowledge;

- Strict consideration of the individual psychological capabilities of each student and the whole class;
- Create a problem situation at any stage of the lesson (reviewing what has been learned, explaining new material, reinforcing a new topic);
- The teacher's word, textbook (manual) material, the results of student observations, laboratory work, demonstration of technical means of education are required as a means to create a problem situation.

Naturally, a problem situation can be created using problem questions, experiments, and laboratory work. To do this, the teacher adds to the cognitive tasks such requirements as "Compare the facts", "Summarize the facts".

Problem-solving exercises are used only when students are able to complete the task independently. Such exercises are especially common in high school textbooks. Students will be equipped with new knowledge as they complete the task. Problem-solving exercises can be used not only to learn a new topic, but also to expand and consolidate knowledge.

CLEAR CONCLUSIONS AND PRACTICAL SUGGESTIONS.

To check whether students have mastered this concept, the teacher can use the following questions:

Theoretical concepts taught in mother tongue classes, unlike the Soviet-era primary education system, serve not only for the purpose of dry memorization or recollection, but primarily to help students master the knowledge and expand their worldview. In this regard, the task of writing the following table on capital spelling in dictionary notebooks and filling in the boxes with the appropriate words found in the literary texts in reading books will give good results.

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