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## **Educational Content Based on Competency Approach in Primary Class Education Lessons**

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**Abstract:** the article describes the competence approach in education, its importance and relevance, the uniqueness of the educational process based on the competence approach in primary grades. In the content of education science, scientific-theoretical considerations about the importance of language knowledge, in-depth study of folklore, formation of necessary life skills in students, and formation of social-legal competences in their minds from the early school age are highlighted.

**Keywords:** social and legal norms, competencies, life skills, quality of education, pedagogical skills, personal development.

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### **Introduction**

At a meeting of the President of the Republic of Uzbekistan Shavkat Mirziyoyev on August 23, 2020 on the development of the public education system, advanced training and the influence of teachers in society, educating the spirituality of the younger generation, he focused on the issue of creating and teaching the science of "Education", organizing spiritual and educational work in schools on a new basis", He noted the need to introduce a single science "Education" by combining such subjects as the "National Idea". , "Etiquette", "History of Religions", "Sense of the Motherland". At this meeting, our President put forward a number of new ideas and initiatives related to education and upbringing. In particular, in order to coordinate the activities of the schools of the President and the creative schools of the head of the country, create a separate structure under the Cabinet of Ministers in order to ensure their effectiveness, introduce such pedagogical practices as "ministerial hour", "lesson of entrepreneurs and bankers" in schools, and in them , heads of executive authorities, potential entrepreneurs, requirements related to the training of qualified bank employees were also established.

### **Discussion**

The initiative to create and teach the science of "Education", which is based on science, is extremely important:

- firstly, to know the Uzbek language;
- secondly, an in-depth study of folklore;
- thirdly, the formation of the necessary life skills among students;
- fourthly, in their minds, the task of forming social and legal competencies from primary school age was a priority.

The main elements of the national worldview are identified, which include such qualities as patriotism, justice, nationalism, humanism, patriotism, defense of the Motherland, loyalty and

love for the Motherland, the ability for interpersonal relationships, self-development. implemented in classrooms.

At the heart of pedagogical education is the goal of instilling in the student such qualities as national pride, honor and dignity, fidelity and fidelity, courage and fortitude, nobility and generosity, tolerance and honesty, and at the same time develop them as individuals.

On the other hand, the subject "Legal Education" is an integral part of the subject "Education", as well as such subjects as "Constitutional ABC", "Lessons of the Constitution", "Constitutional Law", "Human Rights", "The Fundamentals of the State are taught at school and rights." The content of the items was also fully assigned to this item.

State educational standards and curricula based on the competency-based approach in education have been developed and are being introduced into the educational process. Education based on a competency-based approach forms students' independence, active citizenship, initiative, the ability to competently use media resources and information and communication technologies in their activities, a conscious choice of profession, healthy competitiveness and general cultural skills. A person must have the basic competencies necessary to enter into personal, social, economic and professional relationships in his life, take his place in society, solve the problems he faces, and most importantly, be competitive in his field and profession. In addition, in the process of mastering each academic subject in education, students also develop specific competencies related to this area, based on the originality and content of this subject.

Competence-oriented education is an opportunity for students to apply knowledge, skills and abilities in personal, professional and social activities. Education based on a competency-based approach forms students' independence, active citizenship, initiative, the ability to competently use media resources and information and communication technologies in their activities, a conscious choice of profession, healthy competitiveness and general cultural skills.

A person must have the basic competencies necessary to enter into personal, social, economic and professional relationships in his life, take his place in society, solve the problems he faces, and most importantly, be competitive in his field and profession. In addition, in the process of mastering each academic subject in education, students also develop specific competencies related to this area, based on the originality and content of this subject.

Based on the continuity of education in the Republic of Uzbekistan and the focus on educating a comprehensively developed personality, in order to ensure consistency in the content of university subjects taught in general secondary, secondary specialized, vocational education, core competencies and special competencies based on the content of each academic subject.

COMPETENCIES	FUNCTION
<b>Content-targeted competence</b>	the embodiment of the interests and worldviews of students, their ability to express their attitude to the events taking place in society in connection with the environment, to make independent decisions. This competence determines the trajectory of achieving the goals set by the student and forms the mechanism of self-awareness in the educational process and other activities. The student's ability to find his place in society depends on this mechanism.
<b>Universal Competence</b>	high level of student training, qualification, cultural and spiritual and ethical level, reflection of universal and national values in his activities, life based on traditions and values. Compliance by students with the rules of etiquette established in society, for example, the ability to usefully organize their free time (going to museums, doing housework, reading books, recognizing and respecting the dignity of others, etc.).
<b>Educational competence</b>	Physical, spiritual and educational self-development aimed at managing your emotions. Monitoring individual needs for understanding and learning; identify suitable sources; transfer knowledge from one aspect to another.
<b>Informed Competence</b>	the student's ability to apply the knowledge gained in the learning process. The totality of knowledge in self-consciousness, which includes the following elements. Including; logical, methodical, comparison, perception, application,

	self-assessment of activity. Within the framework of this competence, the student develops the ability to distinguish facts from the main ones and draw conclusions.
<b>Communicative competence</b>	search for the necessary information on the Internet, the media and other networks, create a database, be able to independently collect, analyze, evaluate, process and transmit information, select and use the main ones.
<b>Know, learn</b>	Be able to work creatively in groups and teams, to cooperate. The following principles have been established, which more clearly and clearly define the goals of historical education and the criteria for assessing the formation of knowledge, skills, abilities and levels of competence of students.
<b>understanding, perception</b>	learn and retell the material covered
<b>To be able to apply</b>	retain the studied material in memory, perceive its essence and demonstrate understanding, be able to transfer from one period to another. Be able to critically evaluate a given situation. Opportunity to participate in discussions. To be able to defend one's opinion and views based on the knowledge gained in science.
<b>Analysis (analysis) and synthesis, filtering</b>	be able to apply the studied general concept, terms to problem situations, by example, and apply them effectively; Ability to work in a team and demonstrate leadership qualities; the ability to assume different roles and responsibilities; able to work effectively with others.
<b>Critical thinking and systems thinking</b>	collect, systematize, analyze the necessary information from various sources to solve the problem; be able to divide all the studied material into small pieces, components, establish and analyze the relationship between them; be able to generalize certain individual results, highlight the main ones, draw a conclusion.
<b>Evaluation and conclusion</b>	Use careful reasoning to understand problems and make difficult decisions; understanding the relationship between system events and events, situations.

The subject "Education" is based on an integrative curriculum, in terms of its content, primary concepts and knowledge about the formation and development of social and legal competencies are instilled in primary school students from primary school age.

State educational standards establish requirements for the level of training of primary school graduates in the direction of "Education". The requirements indicate a set of minimum competencies that students must master in the Tarbiya educational courses. Graduates of primary education must master all prescribed competencies.

As an integral part of the state educational standard, a mandatory minimum of the educational content of the subject "Education" is given. The obligatory minimum of educational content is "Education" in primary education, the minimum of educational materials issued to students in educational courses, and serves as the basis for creating a curriculum. The syllabus provides more detail on the mandatory minimum of training materials specified in the TTP. In addition to the mandatory minimum of study materials, additional study materials are included in the program.

## Results

The competencies listed in the content of the required minimum education are a set of levels of opportunity for mastering the required minimum educational materials specified in the DTS. Based on the defined competencies, exercises are given at the end of the relevant training materials of the program, organized in various interactive methods.

The competencies defined in the mandatory minimum of the educational content of the CTC are also used in the development of requirements for the level of training of students, which are presented at the end of the curriculum for each class (stage). Curriculum-based textbook content aims primarily to achieve these competencies. When organizing the educational process, the teacher ensures that each student achieves the requirements established in the competencies, and pays special attention to these requirements in each lesson.

**In this:**

<b>Teacher</b>	<b>Student</b>
does not give knowledge to the student, but teaches to acquire knowledge.	the ability to apply the knowledge, skills and abilities acquired in the lesson in practice takes on the elements of competence.
he is always in search, works independently on himself, improves his professional potential and pedagogical skills.	he learns to positively solve the life tasks facing him, to work on himself independently, to search for, create something new, to form a competitive team through logical thinking.

**Conclusion**

By observing and analyzing training sessions in the primary grades, they determine the general preparation of students, activity in learning, interest in academic subjects, attention to work, the ability to work independently with text, map, table, tools, and attitude towards the teacher.

**The activity of the teacher is analyzed:**

- the level of mastery of the teaching materials by the teacher,
- highlight the main idea in the process of explaining a new topic, adhere to the principles of scientific character and simplicity, evidence,
- correctly set the goal of the lesson, plan the process of the lesson correctly, be able to achieve cooperation in the lesson, control the acquisition of knowledge and skills,
- take into account such aspects as the ability to organize work with students individually and in a team, the effective use of time in the classroom, the level of assimilation of the culture of pedagogical behavior.
- Mistakes and shortcomings that teachers often make during the lesson:
- do not introduce students to the purpose of the lesson;
- inefficient use of interactive methods;
- the inability to ensure the participation of all students during the lesson;
- inability to work with students individually and in a team;
- failure to ensure independent work of students.
- untimely evaluation of students' work;
- the teacher's speech is not fluent and expressive;
- not explaining the topic in relation to practice;
- neglect of the explanation of the topic from a scientific and practical point of view;
- lack of systematic use of the blackboard, textbook, student notebook, additional literature;
- such as problematic unstructured questions for students.

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