DEVELOPMENT OF DIDACTIC COMPETENCE OF STUDENTS ON THE BASIS OF AN INTEGRATIVE APPROACH

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Abstract:

This article describes the fact that the formation of basic life competencies is an actual socio-pedagogical problem, the concepts of "competence", "competence", their structure, various approaches to these concepts, the role of competence and competence in personal development. The approaches of many pedagogues and psychologists have been analyzed. As a result of these analyses, scientific opinions are stated. Accordingly, this article serves as a program for pedagogic scientists, teachers, authors of programs and textbooks, and researchers.

Keywords: competence, competence, personal development, educational process, knowledge, skills, competence, basic life competence, scientific competence.

Introduction

In organizing the general secondary education system in Uzbekistan based on the competence approach, the President of the Republic of Uzbekistan dated December 10, 2012 "On further improvement of the system of learning foreign languages" No. PQ-1875, O Decision No. 187 of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 "On approval of the State educational standards of general secondary and secondary special, vocational education" is of great importance. It's done. It is known that the competent approach has a humanitarian character in ensuring the formation of a person as a person, along with his comprehensive preparation and education for social life. The goal of person-oriented education based on the principle of humanitarianism is not only to provide students with a set of knowledge, skills, and abilities in a certain field, but also to develop their worldview, ability, creative activity, and independent learning skills. At the same time, they serve to instill human values in his mind. All these represent the specific characteristics of a competent approach. Competence is a pre-set social requirement for educational preparation of students for effective activity in a certain field. Competence is multifaceted and has several interpretations. Competency refers to the acquisition of appropriate competencies by the student.

Issues such as the theoretical foundations, principles, approach to integration, directions of integration, integrative programs, integrative lessons, and the creation of an integrated course model are the most important pedagogical problems awaiting their solution. Professor N.N.Azizkhodzhaeva conducted research on the problems of applying pedagogical technologies to the educational process and improving pedagogical skills, emphasizing in her

research that teaching technologies in the vocational education system ensure the assimilation of fundamental and practical knowledge. passed O'.Q. Tolipov conducted research on the topic "Pedagogical technologies for the development of general labor and professional skills and qualifications in the system of higher pedagogical education", and the role of pedagogical technologies in the development of professional skills and qualifications in students and its application to the educational process. researched the important aspects of application. D. O. Khimmataliev's researches shed light on the uniqueness of the technological approach in the future teacher's professional training and pedagogical activity. D.N. Zokirova's scientific research shows that finding a solution to the problems of developing the intellectual potential of future teachers of vocational education, research, creativity, entrepreneurship, and the formation of organizational skills is one of the most important tasks in the current era.

Pedagogical competence is formed in interaction with a number of disciplines: theory and history of pedagogy, pedagogical conflictology, neuropedagogy, pedagogical imagelogy, innovative pedagogical technologies, psychology of youth, social pedagogy, pedagogical axiology, pedagogical psychology. It is a demand of the times to implement the educational system, which is complex, difficult, full of unexpected situations, but considered a necessary need of the society, in a new way and with a new content, and to achieve educational efficiency through the effective use of innovative pedagogical and information technologies in the course of the lesson. A graduate of an educational institution should 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. the capacity of pedagogic personnel is a decisive factor in providing.

Competence includes the personal qualities of the student and the minimum level of knowledge, skills, skills and practical experience accumulated by the activity in the given field. Special competencies and basic competencies are mutually different. Basic competencies are the model of the student's life and social activities in the future. When students acquire certain knowledge, skills, qualifications and experience, they apply the acquired competencies through their activities. Basic competences are considered necessary for the future social activity of the student. Competences mastered within the framework of a special educational subject mainly ensure the effectiveness of educational and professional activities in the future. Competencies are formed based on the lifestyle, cultural, spiritual life, and traditions of the people of each country. On the basis of combining these two elements of skills necessary for a pedagogue, one moves from concreteness to abstraction, that is, from precision to abstraction. They are based on intuition, thinking and theory. The ability to bring the analysis to the theoretical level is considered one of the most important tasks of teaching future teachers to pedagogical skills or further improving pedagogical skills. Despite the generalization of pedagogical issues, the final result, the solution "thinking, acting, thinking" is based on these three and is combined with the elements of pedagogical activity and the information corresponding to it. As a result, the model of professional competence of the teacher is manifested as his theoretical and practical training.

In recent years, the concept of a competent approach has been widely used in pedagogy. This term, which is often used in educational practice, occupies a priority place in the content of education. Competent approach as a basic concept is being absorbed into the scientific concepts of modern pedagogy. The peculiar aspect of this concept is that it requires mutual comparison with outdated concepts in the field of pedagogy. In the course of our research, we will try to explain the concepts that are part of the competence approach and are interrelated with it. They are: competence, competence, professional competence, pedagogical competence. In addition, during our research, we tried to think about competence and readiness, competence and knowledge, skills, qualifications. Within the framework of the competent approach, the results of education and its important aspects are combined with the specific level of knowledge, skills and qualifications, and a set of competencies is formed. This allows students to successfully adapt to the life of society. In the competence approach, the student's personality is placed in the center of the process, and his role in developmental situations is clearly demonstrated. In the scientific sources published in recent years, the idea of designing knowledge, skills, qualifications and competencies in one way is being promoted. Based on this basis, a number of approaches can be advanced. The analysis of the sources shows that until today there is no single approach describing the concept of "competence" and "competence". In the understanding and description of competences, the view is put forward that the competence is related to the learner, although it is a product of knowledge, skills, and qualifications, it is not part of it.

From this point of view, competence is a component of educational content. They are: state education standards; requirements for the level of preparation of students of the graduating class; It consists of standards that provide a person's training, represent a set of knowledge, skills, and qualifications, are part of their personal experience, and are important for them. Competence means the acquisition of competencies and includes the student's personal attitude to mastering knowledge, skills, and the real level of education.

MAIN PART

A person's ability to actively participate in the life of society directly depends on the competences formed in him. With the help of basic competencies, a person understands the essence of cultural and material wealth, assimilates it, engages in interpersonal communication, demonstrates his civic position, learns scientific and technical achievements and uses them in his place.

Well-known specialists B.G.Ananev[2], A.N.Leontev[4] say that in the process of spiritual development, a person absorbs all the wealth of the culture and enlightenment created before him in his society, acquires existing experiences. A socialized person has the ability to eliminate all means and factors that have a negative impact on others. Such a person develops himself, carries out his activities, can realize his creative abilities.

A socialized person can have a positive impact on the environment, realizes the social essence of his activity and contributes to the development of the cultural and spiritual life of society.

Socialization means that a person enters the world of interpersonal relations and culture. Core competencies help him in this. Basic competences are formed as a result of integration of social and cultural norms, knowledge necessary for life in the educational process for students at different stages of activity. Basic competences serve to form interpersonal and internal relations and perspectives of a person. This, in turn, contributes to the self-development of the basic competences of the individual, the introduction to communicative relations, and the assimilation of cross-cultural experiences. Basic competences appear as a result of the educational process and as a pedagogical tool that ensures successful socialization of students. The more effectively students' basic competencies are formed, the faster their socialization will be. With the help of basic competences, students easily adapt to different social situations. The more effectively basic competencies are formed in students, the easier they adapt to complex situations and show social activity.

When formed on the basis of an integrative approach, students' practical skills in different directions complement each other.

R.G.Safarova, Yu.M.Asadov, Kh.P.Nazarova; According to L.A. Petrovskaya, people are guided by behavioral manifestations related to joint actions in the process of communication. Such a system of rules embodies such behavior as traditions, social etiquettes of an open nature, management of a competitive environment.

Analyzing communicative competence, we would like to emphasize the need for interpretation as a means of understanding between people. In addition to mastering different styles of communication, students should also have the competence to use them in appropriate situations. In this way, the students also acquire the experience of interpersonal relations. Communicative competence embodies interpersonal communication experience, behavioral norms, and interactive skills.

Self-development of a person has an important pedagogical value, which is especially necessary to ensure the effectiveness of the educational process. For this, it is important for students to actively participate in social relations and mutual cooperation. The result and the process of realization of mutual relations always serve to develop certain qualities of a person. The result of self-development is aimed at ensuring the success of joint activities.

Self-development always implies that a person works towards a certain goal. Self-development accelerates the achievement of the final result.

Competence for working with information implies the formation of students' abilities to search for, sort, process, store, and effectively use the necessary information from media sources, to ensure their safety, to acquire media culture [1]. Help students get the information they need. Students with this competence will have the opportunity to receive information in the following directions:

- information about knowing the objective existence and being able to explain its specific aspects;
- information about mutual relations between people, norms of ethics, behavior of others;
 - information on the performance of social roles;

- information that allows you to choose a profession, have a clear direction in the labor market;
- information on choosing one's lifestyle and lifestyle.

At this point, we are thinking about the methods of assessing situations, designing actions, relationships that require making certain decisions. Each student should understand the essence of situations related to working on information. In addition, pedagogues should be able to formulate tasks related to working with information, teach students how to solve it, students should be able to evaluate the acquired information, and control the behavior of students in this direction.

Information competence has its reflexive component

In the state education standards based on the competence approach, the task of forming basic competencies in students during the teaching of all academic subjects is set. Because basic competencies serve as a basis for successful socialization of students and effective acquisition of subject-related competencies. Therefore, the process of formation of the basic competencies presented to students based on an integrative approach should be pedagogically convenient. One of the important tasks facing specialists is to develop effective mechanisms for the formation of basic competencies in students.

In the framework of integration, different knowledge is combined into a single system. Pedagogical integration is a set of units with a new quality indicator. It is necessary to combine different levels of knowledge and understanding in the formation of basic competencies in students. Competence as a new pedagogical phenomenon represents the student's practical experience and individual experience. This is especially evident in the process of teaching technology. Students acquire the experience of applying the acquired integrative knowledge in their practical activities.

The relevance of using the integrative approach in the educational process comes from its own logic. One of the important tasks is the formation of ideas about the overall picture of the world in students based on an integrative approach. For a long time, the educational process was organized based on the principle of narrow, subject-oriented teaching. The basis of professional education on a systematic, active approach requires providing students with integrated knowledge of various educational subjects. In the process of technology education, the formation of basic competencies of an integrative nature in students is an important condition for preparing them for social activities. Its basis is the goal of forming the personality of the student. On the basis of an integrative approach, students develop a holistic perspective, professional interests, humanitarian culture and a broad worldview

The integrative approach serves to introduce students to specific situations, to form independent thinking, and the desire to occupy a specific life position. It is known that in pedagogy and psychology special attention is paid to preparing students for reflexive activity. Reflecting on all the qualities and skills of a person acts as a coordinating skill. The formation of reflexive skills is of particular importance in the formation of basic competencies in students, which

creates an opportunity to integrate all types of activities. It is not enough for teachers to have knowledge about reflection and the formation of reflexive skills in students.

The reflexive competence of the teacher has an integrative character, with the help of which the formation of basic competences in students is accelerated. Therefore, reflexive activity occupies a special place in the formation of basic competencies in students. Core competences are integrative in nature, embodying communicative, cultural studies, self-development and general cultural knowledge. Based on the integrative approach, students' competence to acquire and use scientific and technical achievements also develops rapidly. The level of formation of basic competencies among students is reflected in their acquisition of practical activity experience.

The formation of various competencies in students requires pedagogical conditions:

1) creating favorable conditions for self-development of students in the educational process, independent acquisition of knowledge and their application in practical activities;

2) creating favorable conditions for students to acquire basic competencies with the help of integrated knowledge, supporting their practical activities.

- providing students with integrative knowledge, equipping students with methods of applying this knowledge in their practical activities;

- focus on external factors of competence formation;

- activation of personal experiences in the educational process, including conducting small studies, working on projects, activating practical skills, actively using communication methods, expanding the scope of independent learning and self-development;

- self-development of students, such as regular analysis of their activities, understanding, choosing an independent trajectory of development, understanding the behavior and feelings of oneself and others, feeling the need for communication, following the rules of communication.

Practical activity is the product of a specific learning process or competence. Development of students' practical skills should be defined as the main goal when designing the educational content based on the competence approach. The formation of basic competencies in students should form the logical basis of educational materials when choosing educational content based on an integrative approach. Situational tasks guide students to acquire practical skills. Each task is supposed to serve to form certain skills in students. For this purpose, it is required to define a set of situational tasks. Motivated situational tasks create students' inclination to acquire basic competencies. In the process of solving tasks, pupils develop a tendency to acquire certain competencies.

Tasks based on logical thinking serve to form students' communicative competence. This, in turn, allows students to engage in mutual dialogue, have an individual style of activity, learn and consolidate knowledge. Students should have the experience of being able to analyze the competencies they have developed in certain situations. Students' theoretical knowledge develops as a result of making corrections to the competences they have formed, improving their activities

Heuristic tasks of a gnostic character develop students' critical thinking, develop their ability to get out of certain situations, think logically, and find quick solutions to problems. Encourages creative activity. In this process, general cultural and self-development competencies are rapidly formed in students

Case analysis encourages students to fill in the gaps in their activities. Having basic competencies is the basis for the formation of certain experiences in them. This allows students to act clearly in certain situations in the future. Situational tasks combine students' theoretical knowledge with practical skills.

Problem-based learning allows you to create problem situations. Understanding these situations, applying them and finding solutions to problems ensures that the teacher and students work together. As a result, in such situations, students will have the competence to solve problem tasks, apply theoretical knowledge in their practical activities, demonstrate communicative competence, and develop themselves independently. Effective teaching serves 2 important purposes:

- formation of basic competencies in students with the help of forming the necessary system of knowledge, skills, qualifications;
- to reach the peak of forming the ability to acquire independent knowledge and self-development by coordinating the creative abilities of students.

On the basis of an integrative approach, the use of active games in pedagogical processes aimed at the formation of competencies in students allows to achieve the expected efficiency. With the help of this method, reflexive competence is formed by combining personal, intellectual, general, communicative skills. In the course of the game, students' perspective changes and their desire to master a certain type of activity increases. As a result, they develop a sense of self-awareness, socialize, and develop the ability to find solutions to problematic situations. In the course of the game, clear partnership relations, mutual cooperation and teamwork skills are included. As a result, active civic competence is formed in students on the basis of following the laws of the society.

In order to effectively socialize students, it is recommended to use active games on a large scale in the process of forming competencies based on an integrative approach. In this process, learning materials and assignments are integrated with the real world that surrounds students. This ensures comprehensive development of students in connection with real reality. It broadens their outlook and deepens their theoretical and practical knowledge. The creative character of active games not only ensures the intellectual development of students, but also encourages them to be creative and creates favorable conditions for them to acquire life skills. They strive to find unique ways to solve nonstandard tasks.

The case method, in addition to attracting students to practical activities, also serves to expand the scope of the game and connect it with real life reality. This method connects the educational process with real life situations, encourages students to actively search for solutions to problems, and to discuss the results of joint activities step by step. The purpose of using this method is to form basic competencies in students with the help of integrative knowledge. As a

result, students learn to deeply analyze their actions, find solutions to specific problems in life situations, and choose their own independent development paths. This will help them to develop basic competencies.

Formation of competencies in students based on an integrative approach is one of the main tasks of the educational process. The formation of basic competencies in students requires not only vertical integration of knowledge, but also inter-level integration of educational subjects. Our analysis showed that the integrative approach allows students to form life competencies by combining their acquired knowledge and social experience. Such an approach helps to ensure their successful socialization and competitiveness of personnel in the labor market. As a result, there is an opportunity to integrate knowledge, experience and innovative actions.

CONCLUSION

Therefore, internal pedagogical factors are important in the formation of competencies in students based on an integrative approach. The productivity of the student's thinking is manifested in the acceleration of the formation of competencies. This can be seen in the student's directions, aspirations, motives, rules, values, individual psychological qualities, and the uniqueness of his creative activity. In order to react to the objective reality, the subjects of the educational process should have a sufficient level of analytical activity experience. In this process, the following mental operations take an important place: thinking, rethinking, reformulation, being able to transfer specific methods of activity from one to another. Constructive, creative behavior in students ensures the transition from reflection to intellectual and personal level in problematic situations.

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