ORGANIZATION OF THE LESSON PROCESS BASED ON A COMPETENCY-BASED APPROACH IN HIGHER EDUCATION

Ulmasjon Khusniddinovich Totliyev
Doctoral Student of SamSU. Uzbekistan

Abstract

In the educational process, the teacher organizes, manages, controls, evaluates the cognitive activities of students and creates the basis for the comprehensive development and improvement of the individual by implementing educational, educational and developmental goals. For the teacher, the educational process is inextricably linked with the activity of the students, and it is the activity that analyzes this process, summarizes it, and makes changes in appropriate cases. Didactic methods are used in the individual organization of students' cognitive activity. In the article, the above-mentioned theoretical ideas are proven in practice.

In the course of education, under the direct guidance of the teacher, with the help of educational content, methods, tools and forms, the student learns the nature and characteristics of the laws, phenomena and events that occur in living organisms, and acquires knowledge, skills and competences. It can be seen that the learning process for students is a learning process, and its activity is a learning activity. It is possible to achieve the intended goals of teaching only when the students' cognitive activity and the teacher's pedagogical activity are harmoniously organized in the lesson.

Keywords: Cognitive activity, Didactic methods, Educational process, Competency-based approach, Pedagogical activity, Learning methods, Teaching strategies, Student engagement, Problem-based learning, Inquiry-based learning, Logical thinking, Communicative literacy, Practical methods, Demonstration methods, Individual organization, Primary education.

Introduction

Individual organization of students' cognitive activity is as follows
consists of stages:

Determining the didactic purpose of the educational task; independent research determining the goal and ways to achieve the goal; independent organization of work; independent study of educational material; being studied comparison of objects, similarities and differences, specific features identify; design of the obtained result, its appropriateness check; analysis of the result, changes to it in appropriate cases input.

Along with the development of basic competencies in students, the teacher paid attention to the development of competencies related to general education. In the process of education, the teacher should first determine the basic, general and private competencies, which will be composed based on the knowledge, skills and qualifications of the content of the subject, and these issues should be expressed in the technological map of the lesson. The need to formulate

educational goals and design lesson plans based on advanced pedagogical technologies is reflected in the table below.

Technological map of the lesson

Learning goals	Description	Competencies	Type of control in the lesson	Type of task in control work
Knowing	Assimilation of information	Acquaintance and interpretation, understanding of phenomena, processes.	Test task, Verbal answer, Creating a cluster	Reproductive Productive Semi-exploratory Creative level
Understanding	Understanding the importance, Highlighting the main idea	Understanding and interpreting events and processes. Understanding the complications and various problems of an unhealthy lifestyle	Clustering, Problem Solving, Venn Diagrams	Productive Partially exploratory Creative level
Application to practice	Application of information in a new unexpected situation	Observing and conducting experiments on objects, events, processes. Take care of your health, do sports,	Creating a cluster, Verbal response	Reproductive Productive Semi-exploratory Creative level
Analysis	Divide information or an object into parts	Comparing objects, events, processes, dividing objects into parts	Clustering, Problem Solving, Venn Diagrams	Partially Researched Creative Degree
Synthesis	Incorporation of ideas	Classification of objects into systematic groups, generalization of knowledge about objects, events, processes	Clustering, Problem Solving, Venn Diagrams	Partially Researched Creative Degree
Conclusion	Making a conclusion about the studied topic	Making a general conclusion about objects, events, processes	Verbal response	Reproductive Productive Semi-exploratory Creative level

According to the educational activity of students, the methods of education are divided into the following:

1. The explanatory-instructive method is a reproductive method, in which the activity is carried out by the teacher. Pupils get knowledge and get to know each other in the process of education. This method is one of the most widespread methods, and there are improved methods, this is programmed learning.

2. Reproductive method - the student performs an activity, in which he restores the knowledge given to the student in his memory, and accepts the received knowledge as a copy.

3. Partial search method. It is a method organized under the control of the teacher, it has a productive character, in which the student creates.

4. Research method. The teacher is a method of education organized without the help of science, which requires the student's independent search, thinking and transformation of knowledge.

Based on this, the group of methods of teaching at home is discussed. The group of oral presentation methods includes conversation, story, and lecture methods. Below are the methodological methods included in these methods:

5. The interview method is the method of putting the interview questions in sequence, asking auxiliary and additional questions in time, activating the students, correcting the mistakes in the students' answers, creating a conclusion and generalization.

6. The story method is a method of vividly describing the educational material, features specific to objects, scientificity, consistency, comprehensibility, fluency and expressiveness of the information.

7. The lecture method is a method of describing the educational material in a logical sequence, posing problems, identifying objects, making conclusions, summarizing, engaging students.

8. The group of demonstration methods includes natural and living objects, visual exhibitions, screen tools, ICT demonstration programs, multimedia demonstration methods, demonstration of demonstration tools in a particular home, illustration, demonstration, educational films, video films, ICT educational and modeling programs, electronic textbooks, multimedia demonstration, meeting the taste and aesthetic requirements of the exhibition, the content of the lesson consists of methods of organizing students' activities in a sequence.

9. The group of practical methods includes the methods of observation, organizing and conducting experiments, methods of performing practical work, and, if appropriate, the methods of recognizing and identifying objects, observing and conducting experiments, explaining the progress of practical work to students, drawing up a plan for performing practical work, monitoring the execution of practical work tasks, analyzing the results of completing tasks, self-control, completing and formalizing practical work, observation and experiments.

10. Methods of problem-based research include the methods of creating problem situations, creating a chain of problem questions, creating problem assignments and conducting experiments, creating learning hypotheses for solving problem situations, proving learning hypotheses, comparing objects, conducting logical reasoning, conducting educational and research experiments, describing learning conclusions and generalizations.

The primary education process helps children to develop logical thinking potential, mental development, worldview, communicative literacy and self-awareness potential, to be physically healthy, to feel the beauty of material existence, to enjoy beauty and elegance, to absorb and honor national traditions, and to observe them. The issue of forming logical thinking skills in children is inextricably linked with the issue of developing correct, clear, short mathematical speech in them. This is one of the important tasks of primary education.

The research showed that the competency-based approach in the educational process is a set of general rules that allow the organization of the educational process based on innovative technologies and the analysis of its results in order to achieve the goals of education. Among

them, the following can be mentioned: The knowledge, skills and competencies acquired by students in various activities and directions in independent life, solving based on their own life experiences, observations, and personal conclusions, required in necessary cases the development of the ability to fully perform the activity was justified;

In the competence approach, the goals of education were planned and implemented as a priority, such as self-awareness by students, understanding of ways to achieve learning goals in the educational process, activation of students' learning activities, adaptation of students to society and independent life through self-development as individuals, and socialization;

The research consists in the fact that the teacher, taking into account the formation of basic competencies, should perfectly master oral and written speech in classes, which will be necessary for students to communicate in society in the future. following the norms, being able to express one's opinion while working in small groups while respecting the opinion of group members, being able to work in team cooperation, being able to defend and convince one's opinion based on acquired knowledge, skills and qualifications, being able to manage one's passions in educational debates organized in classes and in various situations, being able to make the necessary decisions in solving problems and disagreements, along with one's native language it was justified that it is necessary to create a foundation for the acquisition of foreign languages, to write answers to the questions asked in a logical sequence on the topic studied, to enter into dialogue with friends in school, neighborhood, public places, in the family, in classes, in accordance with spiritual and moral norms, to show a humanized attitude towards humanity, nature, flora and fauna.

In short, the use of methods in the course of the lesson creates several conditions for interaction, communication and creative activity between the teacher and students. In the process of individual performance of tasks, attention is paid to students' mental activity, confidence in their knowledge, strength and abilities is increased, and intellectual ability is improved.

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