

ANALYSIS OF THE CURRENT STATE OF STUDENTS' NATIVE LANGUAGE COMPETENCE IN THE EDUCATIONAL SYSTEM

Abdullayeva Sitora Alisherovna

Bukhara institute of natural resources management

Abstract: The content and essence of the education policy of the Republic of Uzbekistan, which is facing the world, is "to make our young people who think independently, have high intellectual and spiritual potential, and are not inferior to their peers in any field in the world." aimed at "getting better", including primary school teachers who love and appreciate their mother tongue, feel its richness, beauty and uniqueness, and have mature linguistic and speech knowledge, skills and abilities the important task of educating. Based on the analysis of artistic texts, it shows that the study of issues of development and improvement of basic competencies, which have become a vital need for students, is relevant. School education is governed by normative rules: first raise your hand like this, and if I give permission, speak; do not copy from your friend, do not destroy others, etc. There are many such normative or customary requirements. The psychophysiological characteristics, level of preparation, interests and aspirations of students in primary grades are diverse and diverse

Key Words: education policy, basic competencies, innovative ideas, spiritual potential, reflexive skills, knowledge, qualifications, gnostic character.

Introduction: The fact that the development of any country is directly related to education and science is a vital need that cannot be postponed. Therefore, improving the quality and content of education, which is integrally related to the development of the state and society in the Republic of Uzbekistan, is based on the special decisions of the government, the requirements of the changing times, the competence approach to the educational process, and the latest achievements of innovative ideas. It is being improved. The Strategy of Actions adopted as a result of the personal initiative and creativity of our country's president serves as a program for all reforms in society. At this point, our president Sh. Mirziyoyev said, "In order for our young people to be independent thinkers, have high intellectual and spiritual potential, grow up to be people who are equal to their peers on a global scale in any field, and be happy. we will mobilize all the strength and capabilities of our state and society", means how important our work is.

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 whole 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. Reflection on all 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, and it 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 competencies in students is accelerated. Therefore, reflexive activity occupies a special place in the formation of basic competencies in students. Basic competences have an integrative character and embody communicative, cultural studies, self-development and general cultural knowledge. On the basis of an integrative approach, students' competence to acquire and use scientific and technical achievements also develops rapidly. The level of formation of basic competencies in students is reflected in their practical 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.

Exercises and tasks are important in the formation of basic competencies in students with the help of integrative knowledge. In the pedagogical process, it is necessary to follow certain rules in the formation of basic competencies in students based on an integrative approach: providing students with integrative knowledge, arming students with methods of applying this knowledge in their practical activities; to pay attention to the external factors of the formation of basic competencies; 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: 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 etc.

These expand the possibilities of relying on an integrative approach in the educational process. Internal pedagogical factors are important in the formation of basic competencies in students based on an integrative approach. The productivity of the student's thinking is reflected in the acceleration of the formation of basic 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 intellectual operations take an important place: thinking, rethinking, reformulation, being able to transfer specific methods of activity from one to another. Constructive, creative behavior of students ensures the transition from reflection to intellectual and personal level in problematic situations.

Reflexive competence expands the scope of students' actions, provides activity based on creative thinking and resolution of conflicts. This, in turn, allows students to expand personal-situational cooperation and form basic competencies. Our analysis shows that today, based on the integrative approach, students do not have enough experience of forming basic competencies. Both pedagogues and textbook authors unilaterally approach the choice of means of forming basic competencies in students based on an integrative approach. It is required to create certain pedagogical conditions for the formation of basic competencies in students based on an integrative approach. Special attention is paid to the analysis of practical experiences of students. It is possible to distinguish a number of strategies that serve to form basic competencies in students. They are: application of the method of working on assignments; analysis of general problem situations; use of interactive teaching methods; modeling of pedagogical situations; designing case assignments in the educational process.

Practical activity is a product of a certain educational process or ability. The development of students' practical skills should be defined as the main goal when designing educational content based on

the competency approach. When choosing educational content based on an integrative approach, the formation of basic competencies in students should form the logical basis of educational materials. 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 assignments, pupils develop a tendency to acquire certain competencies.

Assignments based on logical thinking serve to form students' communicative competence. This, in turn, allows students to enter into a mutual dialogue, have an individual style of activity, acquire and strengthen 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 and 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 quickly find 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 assignments 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 problematic tasks, apply their theoretical knowledge in their practical activities, demonstrate communicative competence, and develop themselves independently. Effective training allows you to achieve 2 important goals: formation of basic competencies in students with the help of formation of 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.

The educational process is carried out on the basis of mutual cooperation and joint activity of all subjects. The use of interactive teaching methods in the educational process aimed at forming basic competencies in students based on an integrative approach allows them to model life situations, use role-playing games, and solve problems together.

Conclusion. The essence of interactive teaching is manifested in the simultaneous involvement of all students in cognitive activities. In this process, students analyze their practical activities and strive to improve them. Pedagogical situations are an important component of the pedagogical process. Teachers manage the pedagogical process based on an integrative approach and the system of formation of basic competencies with the help of didactic situations. The unique aspect of any pedagogical situation is explained by its contradictions, directions of development and finding solutions to problems. Problem situations arise when there is no possibility to achieve the set goal with the help of existing knowledge and acquired methods of action, situations that create the need to develop cognitive activity. In such situations, the possibilities of forming basic competencies on the basis of an integrative approach expand. Below we analyze a number of methods that help design problem situations. Because with the help of these methods, basic competencies of an integrative nature are formed in students.

References:

1. Proceedings of the 12th International Congress of Linguists. Vienna, 1977 (ed. By Dressler W.) Meid W. – Innsbruck: Inst. für Sprachwissenschaft, 1978.–R.829.
2. Qodirov M., Ne'matov H., Abduraimova M., Sayfullayeva R. Ona tili. Umimiy o'rta ta'lim maktablarining 8-sinfi uchun darslik.–Toshkent: Cho'lpon, 2006.



3. Qodirov M., Ne'matov H., AbduraimovaM., Sayfullayeva R., Mengliyev B. Ona tili. Umimiy o'rta ta'lim maktablarining 8-sinfi uchun darslik. – Toshkent: Cho'lpon, 2019.
4. NurmonovA. Tilshunoslik va tabiiy fanlar. –Toshkent: SHarq, 2001.
5. NurmonovA., ZiyodullaevaG. O'quvchilarning til kompetentligini shakllantirish va rivojlantirish muammolari // Ma'rifat, 2014,18 iyul.–B.9.
6. NurmonovA., XakimovM. Lingvistiktayanchaningnazariyshakllanishi // O'zbektilivaadabiyoti, 2001, 4-son, – B. 54-58.