



## Competence-Based Approach in the Context of the Implementation of Educational Standards in the Russian Language in Preschool Primary Education

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### ABSTRACT

Modern preschool primary education cannot remain aloof from the processes of modernization of education that are taking place today all over the world, including in Uzbekistan. For the initial link, as an important and integral stage of personality education, the use of a personality-oriented approach, informatization and competence-based approach, the emergence of which is associated with the demands of society and the needs of the individual in education, is characteristic. The purpose of the article is to consider the features, methods and techniques of the formation of the communicative competence of children in the process of primary language education.

### Keywords:

Self-education program, education, preparedness, knowledge, competence, skills, abilities, styles, types of speech, structure of description, narrative, reasoning

The competence-based approach is currently one of the dynamically developing areas of pedagogical theory and practice, one of the most important foundations for the renewal of education.

The main provisions of the competency-based approach in Uzbek education are reflected in the Strategy for the Modernization of the Content of General Education and in the State Educational Standards of the second generation [1]. The preschool should form the key competencies declared by the state in the intellectual, socio-political, communication, information and other fields, i.e. one of the areas of modernization is the competency-based approach [2].

The state educational standards of the second generation impose general requirements for the results of primary education, which are concretized and detailed in the system of normative documents.

However, the implementation and achievement of the planned results in the course of the educational process do not occur automatically; on the contrary, serious and laborious work of

the teacher is required to organize and build the educational process that meets the general ideology of the standard. Standards, defining the final, final results of the development of educational programs, are not a document of direct action, such as, for example, a curriculum for a subject, but with the need to project the final requirements to a given stage of the educational process. So, in terms of the requirements of the standard for the educational achievements of preschool children, it is necessary to project the requirements of the standard on the results of mastering a particular educational topic.

In modern conditions, a student is, first of all, a partner who has the right to make decisions (to choose the content of his education, the level of his assimilation, etc.). Naturally, the responsibility for the implementation of the decision falls on the student. The main task and duty of the teacher is to help the child accept and fulfill his decision; help to make the right choice, to decide in the field of their cognitive interests; help to draw up or correct a self-education

program, select the necessary literature, set a cognitive task that is adequate to the interests and abilities of the student, advise and control him in a timely manner; finally, to ensure that everyone achieves at least the mandatory level of general education in a timely manner.

With the successful implementation of new educational standards in preschool, such concepts as "education", "preparedness", "knowledge" will be reoriented (replaced) by "competence" [3].

The concept of a competency-based approach in education involves the productive development of a student, increasing the possibilities for shaping his personality, and adapting to modern society. It is based on the idea that the source of development is in the student himself, his subjective experience. The teacher is the organizer of the educational process [4]. The teacher is required to teach children that knowledge, teach those skills and develop those skills that a modern student can use in his future life.

Key competencies are also understood as skills of a super-subject nature, the formation of which should take place in all subjects of the preschool cycle. The core of competence is activity abilities - a set of methods of action. The operational-technological component determines the essence of competencies. Since the implementation of competencies occurs in the process of performing various types of activities to solve theoretical and practical problems, the structure of competencies, in addition to activity (procedural) knowledge, skills and abilities, also includes motivational and emotional-volitional spheres.

Specialists from the Council of Europe have identified five groups of key competencies, the formation of which is given importance in the preparation of young people:

- ✓ political and social competencies - the ability to take responsibility, jointly develop a decision and participate in its implementation, tolerance for different ethnic cultures and religions, manifestation of the conjugation of personal interests with the needs of the enterprise and society, participation in

the functioning of democratic institutions;

- ✓ intercultural competencies that promote positive relationships between people of different nationalities, cultures and religions, understanding and respect for each other;
- ✓ communicative competence, which determines the possession of oral and written communication technologies in different languages, including computer programming, including communication via the Internet;
- ✓ social information competence, which characterizes the possession of information technologies and a critical attitude to social information disseminated by the media;
- ✓ personal competence - readiness for continuous improvement of the educational level, the need to update and realize one's personal potential, the ability to independently acquire new knowledge and skills, the ability to self-develop.

This list of core competencies is not exhaustive. It is given in order to enrich the concept of "competence". The example of communicative competence shows that in order to learn how to communicate, you need to communicate; you must perform certain actions on it; to learn Russian, it is necessary to provide language communication [4]. The preschool must today prepare its students (who live in the middle of the 21st century) for change, developing in them such qualities as mobility, dynamism, and constructiveness.

The level of education, especially in modern conditions, is not determined by the amount of knowledge, their encyclopedic nature. From the standpoint of the competence-based approach, the level of education is determined by the ability to solve problems of varying complexity based on existing knowledge. The competency-based approach does not deny the importance of knowledge, but it focuses on the ability to use the acquired knowledge. With this approach, the goals of education are described in terms that reflect new opportunities for students, the growth of their personal potential.

The main goal of the competency-based approach in primary language education is the formation of a developed linguistic personality of a younger student, his theoretical thinking, linguistic intuition and abilities, mastering the culture of speech communication and behavior. It is known that one can know well the norms of pronunciation, words and the rules of their use, grammatical forms and constructions, be able to use different ways of expressing the same thought, in other words, be linguistically and linguistically competent, but not be able to use this knowledge and skills. adequate to the real speech situation, or, as scientists say, the communicative situation. In other words, for language proficiency, the skills and abilities of using certain words, grammatical structures in specific conditions of communication, or communication are important.

That is why in language education there is such a type of competence as communicative, which is the key one and consists in the ability of practical knowledge of the language. This is the mastery of all types of speech activity and the basics of the culture of oral and written speech, the ability to switch in the process of communication from one code (style, dialect) to another, depending on the conditions of communication; manifested in the use of language in vital areas, genres and situations of communication [5].

In a meaning close to this term, the literature sometimes uses the term knowledge of speech, its functions, the development of skills in the field of four main types of speech activity (speaking, listening and understanding, reading, writing).

Communicative competence is the ability to complete speech communication in all spheres of human activity in compliance with social norms of speech behavior. The main skill, formed within the framework of communicative competence, is the ability to create and perceive texts - products of speech activity. It includes knowledge of the basic concepts of linguistics of speech - styles, types of speech, structure of description, narrative, reasoning, ways of connecting sentences in a text, etc., skills and abilities of text analysis.

There are situational components, or speech conditions, that dictate the speaker's choice of words and grammatical means. This is, firstly, the relationship between the interlocutors and their social roles. There is no doubt that the nature of verbal communication will be different depending on who we are communicating with, what is the social status of the speakers: teacher, pupil, student, what is their age, gender, interests, etc. Secondly, the place of communication (for example, communication between a teacher and a student in a lesson, during a break, in a friendly conversation). The third, very important component of the speech situation is the goal and intentions of the speaker. So, an order, a request or a demand, of course, will differ from a message, information or their emotional assessment, an expression of gratitude, joy, resentment, etc.

Thus, the actual communication skills are the skills and abilities of verbal communication, taking into account who we are talking to, where we are talking and, finally, for what purpose.

There is no doubt that their formation is possible only on the basis of linguistic and linguistic competence.

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