

**EDUCATIONAL TECHNOLOGY ON TEACHING NATURAL SCIENCE
ACCORDING TO COMPETITIVE APPROACH IN PRIMARY CLASSES
Ochilov F.I. (Republic of Uzbekistan) Email: Ochilov53@scientifictext.ru**

*Ochilov Fariddun Izatulloevich – Doctorate (PhD),
SCIENTIFIC RESEARCH INSTITUTE OF PEDAGOGICAL SCIENCES OF UZBEKISTAN NAMED
AFTER T.N.QORI NIYOZIY,
TASHKENT, REPUBLIC OF UZBEKISTAN*

Abstract: *this article discusses how to use the competence-based approach, types of general and science-based competencies, and the content of natural-scientific knowledge acquired in the primary school, and the acquisition of this knowledge through a competent approach to bring the effectiveness of education to a new level. The author believes that in the elementary school, natural sciences can be used to gain all sciences in higher grades if they are based on a competitive approach. Because a solid foundation is solid.*

Keywords: *learning process, knowledge, habituation, qualification, skill, activity, creativity, efficiency, competence, competence, competent approach, key competences, and general scientific competence.*

**ОБРАЗОВАТЕЛЬНАЯ ТЕХНОЛОГИЯ ПО ОБУЧЕНИЮ ПРИРОДНОЙ НАУКЕ
В СООТВЕТСТВИИ С КОМПЕТЕНТНЫМ ПОДХОДОМ В ОСНОВНЫХ
КЛАССАХ**

Очиллов Ф.И. (Республика Узбекистан)

*Очиллов Фариддун Изатуллоевич – Докторант (PhD),
Научно-исследовательский институт педагогических наук Узбекистана им. Т.Н. Кори Ниязи.
Г. Ташкент, Республика Узбекистан*

Аннотация: *в этой статье обсуждается как использовать подход, основанный на компетентности, типы общих и научно-обоснованных компетенций, а также содержание естественно-научных знаний, приобретенных в начальной школе, и приобретение этих знаний с помощью компетентного подхода для обеспечения эффективности образования на новый уровень. Автор считает, что в начальной школе естественные науки могут быть использованы для получения всех наук в высших классах, если они основаны на конкурентном подходе. Потому что прочный фундамент прочный.*

Ключевые слова: *процесс обучения, знание, привыкание, квалификация, мастерство, активность, творчество, эффективность, компетенция, компетентность, компетентный подход, ключевых компетенций, общие научные компетенции.*

The basis of the content of biology, zoology, physics, chemistry and other subjects studied in upper classes of general secondary education is natural-scientific knowledge, which is studied in elementary grades. Therefore, it is important to further enhance the effectiveness of the “Environment around us” and “Nature Studies” courses, which serve as a basis for this knowledge, on the basis of a competent approach. In fulfilling this role, the elementary school teacher needs comprehensive competence.

Competence is a comprehensive concept, and it means “skill” in English, [3]. Consequently, competence is knowledge, ability, skill, vision, personality attributes, or ability of influence. Competence means the knowledge, skills and experience of the person, the ability to perform social-professional status and tasks, to solve problems, and the level of true compatibility.

Proceedings on the basis of a competent approach are widely covered by the Russian scientist A.V. Hutorsky’s research. He defines the concept of competence and competitive approach differently: “Competence means the predetermined requirements for the reader’s preparation for the education system and the competence is its actual qualities.” [4]. In this regard, competence includes, amongst other things, pure professional knowledge, skills and skill, independence, initiative, collaboration, teamwork, communicative capabilities, realistic assessment of the situation, logical thinking, information selection and rational use. Therefore, a competent approach focuses on developing the ability to apply them in practice, without ignoring knowledge and skill.

The general competence of the basic and sciences will be formed in according to their personality, interests for knowledge of the age and characteristics.

The basic competencies are the capabilities, capabilities and types of activities that each individual needs to have in order to succeed successful life in society, and the general competence of science is to apply the knowledge formed within the readings of the student and to apply this knowledge in social learning [2].

Basic competency includes communicative skills for competencies; work with information; self-development as a person; socially active citizenship; national and international; science and technology innovations and competencies [1].

While developing natural sciences in primary education teacher follow these criteria's: 1) observe, understand and explain natural, socio-economic processes and phenomena (in which students must know the names of planets in the solar system, natural processes and phenomena, night and day, year seasons, weather changes, nature of our Republic and its regions); 2) correct use of geographical objects, names of places (where pupils must know names of place , cities and towns in Uzbekistan); 3) Use globes, geographical maps and students should be able to show their homeland from the globe and map, show the territory of Uzbekistan on the natural map, the highest mountains, plains, rivers and so on in our country); 4) nature conservation and ecological culture (in which the student has the skills of nature, natural resources, objects, protection, and economical use) [1.].

These basic and general science competencies are the same as for elementary education, but the requirements for them are determined in each class according to the age and academic background of the students. In the elementary grades the following tasks are carried out on the basis of competency-based approach to natural sciences:

1. We must pay attention to the principle of publicity when it comes to natural science. Because this knowledge is directly related to natural phenomena that occur in the eyes of the reader. So no matter how active the lesson is the reader should be able to see, imagine and, if possible, be able to feel as clearly as he can with his hands, to have the ability to think, to have the knowledge, skills and skill level of free thinking. At the same time, students will be able to familiarize themselves with the structure, reproduction, development, distribution of species and species of plants and animals, poultry and insects belonging to different groups; learn to systematize and identify them. In addition, the earth and its structure, as well as the universe and the planets in it, have the same boundaries as the boundaries of our homeland, the human being and its structure.

2. To do this, you need to pay more attention to the use of different didactic tools and learning materials. In the elementary grades, natural and scientific knowledge includes all the didactic tools, including teaching and methodical handbooks, charts, maps, globe, optical equipment, Herbarium, animal dry and wet preparations, didactic tests, developing computer technics, nature and its events (birds and animals' lifestyle, volcanic activity, movements of celestial bodies, etc.) educational filmstrips and others. During one hour of instruction, the teacher directs and teaches students how to apply their knowledge, abilities and skills to practical use in their personal, professional and social life. This process is a competent approach. These activities forms students' to get independence, an active civic position, to realize initiative, use media, and information communication technologies, finding their professional choice, healthy competition, and global competence.

3. The task of organizing the educational process on the basis of a competent approach requires the teacher and student to be creative. The main professional-normative indicator for the creative teacher and the student is to feel and understand the role of the creator in this pedagogical process as a creative creator. As long as the teacher and the student cannot evaluate their role in reality, they never are demanded from creativity. Everyone who engages in pedagogical activity should fully comprehend on his eligibility and the ability and the interest of the profession (pedagogical labor). The most important thing is to understand the meaning, essence and purpose of the course process, and to pursue the objectives of continuing teaching. If this capability is absent in a teacher, he may be a good "performer", but he can never go to creativity. It does not encourage students to actively participate in the learning process and to increase academic responsibility. A competitive approach, from the point of setting the goal of learning continuously and evaluating its outcomes, each of the stages requires even creative activities for even the most figurative behavior.

4. It is important for the elementary school students to be guided to practical activities, to access the imagery, to create theatrical scenes, arrange debates, ask questions, express their ideas, and at the same time get the culture of debate. The teacher should see the student as an equal partner, respect the child's opinion, hear, communicate with them, and equally express the opinion of the students, not judgment. In this way, the increase of the effectiveness of the lessons on the basis of co-operation, compassion, attempts to capture, reason, evaluate, write, speak, respond to individual questions in pairs, to try to cover the issue raised by evidence and justification. As a result, the subject is kept in the memory of the students and they are critically and analytically involved in developing a new topic.

We have learned from our experiences that the teaching of natural science in the elementary grades on the basis of a competent approach and the use of them in the above order increases the efficiency of the course process. It transforms students into active participants from passive listeners, increases responsibility, and moves them with inspiration for the most vulnerable learners. Opens the new perspectives of the pupil's internal capabilities. At the same time, they develop independent work skills, increase self-esteem, increase interest in learning, develop creative thinking skills, and help prepare for future life-styles. In the course of the lesson, a competent approach should be in place as a new concept. It determines the effectiveness of science and the rise of the educational process to a new level of quality.

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