The Role of Educational Technologies in the Development of Students' Competencies

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Abstract:

This article discusses the role of educational technologies in the development of basic and linguistic competencies in the native language of 6th grade students, the importance of their application, the use of acquaintance technology to help students realize their abilities, overcome barriers to communication, and improve text analysis and communication skills.

Keywords: Basic and linguistic competence, dating technology, text analysis, communication skills, reader ability, friendliness and free thinking.

Introduction

In several advanced countries of the world and in scientific centers and higher education institutions of the Republic of Uzbekistan, the importance of basic and linguistic competence in the practice and activity of human communication, communicative approaches to the use of tests in language learning and special attention to its formation with the help of innovative pedagogical technologies being directed. By increasing the quality of education on a global scale, organizing modular education, introducing advanced methods of teaching using modern pedagogical and information and communication technologies, a system of the methodology of developing competencies in students has been developed in the conditions of education informatization. In the United Nations Educational, Scientific and Cultural Affairs Agreement on "Import of Educational, Scientific and Cultural Materials", creation of equal conditions for the quality of education of students on a global scale, education the introduction of innovative pedagogical technologies into the process is becoming an urgent task [1].

In the educational institutions of our republic, it is important to improve the quality of education in terms of free and independent thinking of students and young people, conscious attitude to the surrounding reality, further development of courage and social activity. This creates a basis for the formation of the intellectual aspects of a person, his active and successful participation in his social, political, cultural and educational life. Resolution No. 187 of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 "On approval of state educational standards of general secondary and secondary special, vocational education" improvement in accordance with the requirements of the time, is of great importance in increasing the quality and efficiency of teaching [2].

Research object and used methods

Ferdinand de Saussure states that the main task of the science of linguistics is the study of language linguistics [3]. He divided linguistics into internal and external linguistics and contrasted them, he believed that the main task of the science of linguistics should be to study

internal linguistics. This science has long served to meet practical needs such as writing, teaching, and understanding other languages. Currently, its practical importance has increased, and issues such as teaching the mother tongue, teaching foreign languages, translation, and teaching programming have become tasks of this science.

Kh.Q. Kurbanova tried to highlight the importance of using several methods in updating the content of mother tongue education in her scientific work on "Linguo-methodological basis of updating the content of mother tongue education" [4]. The more students' creative activity is developed in native language classes, the easier they will perform the mental tasks set before them. As the student learns the secrets of working on assignments, he develops the ability to think creatively. Therefore, the development of basic and linguistic competences in the 6th grade classes of the mother tongue not only creates an opportunity for students to gain in-depth knowledge, but also allows them to apply theoretical knowledge in practice. Therefore, every topic and tasks included in the mother tongue textbooks should be aimed at this goal first of all.

The state educational standard based on the competence approach, which teaches students to apply the acquired knowledge, skills and abilities directly in their daily life, is applied to the educational process. Competence education aims not only to acquire a certain set of knowledge, but also to develop personality development, understanding and creative abilities. Based on the background, it is determined that the competences for each subject will be acquired. These core competencies include:

Communicative competence means that the student can communicate in social situations in his native language and in any foreign language, adhere to the culture of communication, and have the ability to work effectively in a team in a flexible and cooperative manner.

Competency of working with information - ability to search for, sort, process, store, and effectively use the necessary information from textbooks, training manuals and media sources (radio, television, Internet, etc.), have media culture to be

Competence of self-development - continuous independent and creative development of oneself, independent study and learning throughout life, regularly increasing life experience independently, ability to make independent decisions;

Socially active civic competence - active participation in activities held in class, school, family, neighborhood and society, knowing one's duty and complying with it;

National and universal cultural competence - being loyal to the motherland, kind to people and believing in universal and national values, understanding artistic and artistic works, following a healthy lifestyle;

Mathematical literacy, being aware of science and technology news, and the competence to use it - is to be able to make personal, family, professional and economic plans based on accurate calculations, to be able to read tabular information in daily activities.

Speech and linguistic competences related to mother tongue are:

- development of speech competence aimed at making students think, understand the opinions of others, and be able to express their opinions in oral and written form;

- to develop students' acquired knowledge of grammar (phonetics, lexicology, word composition, word formation, morphology, syntax, writing and spelling, punctuation, speech styles, stylistics);

- consists in the development of linguistic competences aimed at developing the ability to express one's thoughts correctly and fluently using the wide possibilities of the native language. The main goal of education based on the competence approach is to educate a creative student who can find three or four different solutions to a problem.

The obtained results and their analysis

Today, the practical basis of pedagogical technologies is a personal activity approach, critical-creative thinking, problem-solving, decision-making, and cooperation in a team.

The use of educational technologies in the educational process allows students to think independently, freely, to search, to approach each issue creatively, to feel responsibility, to analyze, to effectively use additional tools, and most importantly, to study, study , increases his interest in his chosen profession, effective results are achieved in education. Classes using educational technologies are focused on the students' search for information, independent study and analysis, and even drawing their own conclusions.

We cite the "Tanishuv" technology [5] as an example in the formation of basic and subject-related competencies in students in the process of mother tongue education:

The purpose of the technology:

• introducing the participants of the educational team, creating a friendly and creative environment.

• to create comfortable working conditions in the classroom.

• opening creative possibilities and personal qualities of students.

Training procedure:

At the beginning of the lesson, the teacher divides the students into small groups. He includes students born in the same season of the year in each small group and gives the following task:

o describe the season you were born in (artistic-musical, dramatic, humorous, etc.);

o introduce the general character of people born in this season and the similarities and unique aspects of group participants;

o give a tariff for this season;

o create a thought or dedication dedicated to the group members of another season and express creative wishes.

The teacher introduces students to the rules of presentation. Students are given time to prepare and conditions are created for them to complete the task on time. The groups begin to prepare. This performance can also be prepared in the form of a literary-musical composition. Through the first stage of "Tanishuv" technology, the students get to know each other and have a friendly relationship.

In the second stage, the groups will present their creative performances. In this case, students comment on the texts in the exercises given in the 6th grade native language textbook. They give titles to the texts and comment on each one. First, they read and analyze the texts written according to the text types: "Story text", "Descriptive text" and "Discussion text" [6].

First group: About the text of the story

The second group: About descriptive text

The third group: About the discussion text

Group 1. The text of the story. "Pride" [7].

"Finally, we were going to fly from London to Tashkent. As soon as we boarded the aircraft, a calm and pleasant voice sounded: "Hello, ladies and gentlemen! We congratulate you on behalf of the national airline company "Uzbekistan Havo Yollari"! I honestly had tears in my eyes. These words sounded in my language, in my mother tongue! Thousands of miles away from my homeland, on a ship with hundreds of foreign passengers! At least I am ready to bow a thousand times to Istiklal for this situation alone!" (O'tkir Hashimov) The participants of the first group describe the given text with the title "Iftikhar", why it is in the text of the story and what kind of story it is given.

Group 2. Descriptive text. "The island and the river" [8].

"The island is there. If you look at it from afar, you can't get enough of it. The river, which flows like a snake, is divided into two when it comes here, and after three miles it unites again. The island in the middle of the Koshkokil river is shining. Suddenly, there was a lot of shouting and screaming as if the place had been robbed. The leaves of the tree bent over the water shine like silver. The surroundings are silent. The flow of the river and the gentle swaying of the thick forest on the island are magnificent" (Tahir Malik)

The participants of the second group explain what is given and what is depicted in the descriptive text entitled "The Island and the River".

3rd group. Discussion text. "Navroz" [9].

Nowruz is such a value of the Uzbek people that it shows the existence and greatness of the nation. Nowruz is without a doubt a holiday of living, growing and developing together with our people. Navruz, which is an integral part of the history and culture of the people, has ancient roots, but at the same time, it is renewed and re-energized every year. (Sh. Turdimov. From the book "Treasure of Proverbs").

The participants of the third group explain what is discussed in the text titled "Navroz" and what the text is about.

After each performance, other group participants can complete the creative work presented and ask questions about the topic. The questions are based on the text and are as follows:

1. What is the text of the story?

Answer: In the text of the story, a specific subject or event is reported and narrated.

2. What is descriptive text?

Answer: A descriptive text is a descriptive text in which a specific object or event is described. The descriptive text is more often used in fiction.

3. What is a discussion text?

Answer: A discussion text is a text that expresses opinions about a specific subject or event. Discussion text is more often used in textbooks and scientific books.

At the end of the lesson, the teacher asks the class the following questions and invites the students to open communication:

- Group participants, what did you learn about each other?

- What should be the behavior culture of students?

- What questions and problems were solved?
- What types of text did we understand during the lesson?
- What conclusions did each of you make for yourself?
- So, how are we?

Students express their opinions on the given questions. Through this open dialogue, the competence of free communication and self-development is developed in each student.

CONCLUSION

As a result of "Tanishuv" technology, students can realize the following abilities:

✓   ☐ students are friendly with each other;
✓   ☐ helps to eliminate obstacles in communication;
✓   ☐ the ability to analyze and deal with the text will be improved.

In this case, the student is allowed to develop, taking into account the individual characteristics of the student, without adapting him to the educational system. Student's self-development, independent reading, self-expression, activation, understanding, observation, testing in their practical activities, expressing new ideas and thoughts, solving existing problems freedom to search for effective ways, conditions are created for the development of his creative, critical thinking. In such a situation, any student strives to activate and demonstrate his unique nature and character.

Therefore, it is appropriate to make the following practical proposal.

1. In the sixth grade, the regular use of "Tanishuv" technology in the course of the lesson increases students' self-confidence and independent thinking. As a result, the state of fear and hesitation among students will be eliminated.

2. It is necessary to listen carefully to the opinion of each student and pay attention to the analysis of the text. For this purpose, the teacher should not be limited to conducting lessons using ready-made electronic resources, but should effectively use the possibilities of modern educational technologies to carry out activities as a person who has the skills to convey the content of science and the knowledge included in it to students.

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