

IMPLEMENTATION OF THE NATIONAL PROGRAM OF COMPETENCE IN SCIENCE IN EDUCATION

Mohigul Djumayeva,

*Teacher of the Department of Primary Education
Methodology of Termiz State Pedagogical Institute*

Annotatsiya

Maktab o'quvchilarining ta'lim mazmunini aniqlash va shakllantirishda matematika ta'limi-ning rivojlanish tendensiyalarini baholash muhim ahamiyatga ega. Uslubiy darslar, maqolada yozilganidek, asosan didaktik o'yinlar tizimi bo'lib, ular davomida bolalar muammoli vaziyatlarni o'rganadilar, muhim belgilar va munosabatlarni aniqlaydilar, kashfiyotlar qiladilar. Bilimlar tugallangan shaklda emas, balki bolaning o'rganilayotgan obyektlar va hodisalarining belgi va xususiyatlarini mustaqil ravishda kashf etish jarayonida uzatiladi. Dasturning o'ziga xos xususiyati uning "dunyo obyektlari va hodisalarini chuqurroq o'rganishga qaratilganligi: u bolalarni dunyoning miqdoriy va sifat munosabatlaridagi dialektik birligini idrok etish va elementar tushunishga tayyorlaydi". Mualliflar muvaffaqiyatli o'rganishning zarur sharti maktabgacha yoshdagi bolaga shaxsga yo'naltirilgan yondashuvni yaratish, o'quv jarayonida yaxshi niyat muhitini yaratish ekanligini tushunishadi.

Kalit so'zlar

aql, fikrlash, komponent, shakllanish, tushuncha, fikrlash, aql, mehnat, o'rganish.

Аннотация

при определении отбора и размещения образовательного содержания школьников важное значение имеет оценка тенденций развития математического образования. Методические занятия, как пишет автор, по сути, представляют собой систему дидактических игр, в ходе которых дети исследуют проблемные ситуации, выявляют значимые признаки и взаимосвязи, делают открытия. Знания передаются не в готовом виде, а в процессе самостоятельного открытия ребенком особенностей и свойств изучаемых предметов и явлений. Особенностью программы является ее ориентация на более глубокое изучение «предметов и явлений мира: она готовит детей к восприятию и элементарному пониманию диалектического единства мира в его количественных и качественных отношениях». Авторы понимают, что необходимым условием успешного обучения является создание личностно-ориентированного подхода к дошкольнику, создание атмосферы доброжелательности в образовательном процессе.

Ключевые слова

интеллект, мышление, компонент, формирование, понятие, мышление, интеллект, труд, обучение.

Annotation

In determining the selection and location of the educational content of schoolchildren, the assessment of trends in the development of mathematical education is essential.

Methodical classes, as the authors write, are, in fact, a system of didactic games, during which children explore problem situations, identify significant signs and relationships, make discoveries. Knowledge is not given in finished form, but through the process of independent discovery by a child of the features and properties of the studied objects and phenomena. A feature of the program is its focus on a deeper study of "objects and phenomena of the world: it prepares children for the perception and elementary understanding of the dialectical unity of the world in its quantitative and qualitative relationships." The authors understand that the necessary condition for successful learning is the creation of a personality-oriented approach to the preschool child, the creation of an atmosphere of goodwill in the educational process.

Key words

intelligence, thinking, component, formation, concepts, intelligence, labor, learning.

Preschool education remains the world model of the first stage of continuous upbringing and early socialization of children, for the continuity of the educational process connects preschool, school and subsequent years of a child's life.

Since the beginning of 2017, an active process of reforming the content of preschool education and training has been ongoing in the republic, including the specification of social and pedagogical functions based on the historical and cultural traditions of the Uzbek people and other ethnic groups living in the country [6].

Analyzing the current state of preschool education in our country, it is advisable to consider not only positive, but also negative trends:

- ever-increasing demands on the upbringing, training and development of children in the new sociocultural situation;
- insufficient pre-school education for rural children;
- decrease in the potential of the system of preschool education management, teacher training, as well as preschool teacher science;
- insufficient involvement of adults and parents in the educational process;
- lack of equal starting opportunities for preschool education of children with special educational needs;

- insufficient equipment of the material and technical base in the organizations of preschool education and training;
- lack of preschool industry.

The above trends indicate the need for the development of the Concept of preschool education and training.

The purpose of the concept is the development of scientific and methodological foundations of preschool education and training.

The concept of preschool education and training of the Republic of Uzbekistan includes the following sections:

- I. The relevance of preschool education and training.
- II. Methodological principles.
- III. Goals and objectives of the content of preschool education and training.
- IV. The main directions of the content of preschool education and training.
- V. Mechanisms for the implementation of the Concept of preschool education and training.
- VI. Conditions for the implementation of the Concept of preschool education and training.
- VII. Expected results of the content of preschool education and training.
- VIII. Conclusion

I. The relevance of updating the content of preschool education and training

At the present stage, the system of preschool education in the Republic of Uzbekistan is being modernized in a number of areas:

- * determination of the conceptual foundations of the activities of the preschool education system;
- * introduction of the new State standard for preschool education and training;
- * the creation of scientific and programmatic support for preschool education;
- * updating goals, objectives, priorities, content, forms and methods, key results of preschool education.

The transition of the Uzbek school to the model of 10 + 1-year education, the introduction of a competency-based approach to assessing educational outcomes at all levels of education necessitated updating the content of preschool education and training of the Republic of Uzbekistan. Innovative changes in the content of preschool education are caused by the following factors:

- in accordance with changes in the surrounding world and the achievements of basic sciences, educational material is updated: new sections, topics, concepts necessary for life in modern society, of general cultural significance, are excluded and outdated sections and topics are excluded;
- in modern conditions, the education system is the main social environment for the

younger generation. The main condition for the functioning of this environment is health saving. Health and a healthy lifestyle are recognized as the most important key results of quality education, and therefore, the valueological component should be included in the content of preschool education;

- the influence on the content of preschool education of new means and technologies of activity has intensified, which has created a new learning environment for children from an early age. Modern information technologies constructively affect the content of preschool educational programs.
- the activity component of the content of preschool education is being developed : the mandatory minimum of the content of preschool education includes specially selected methods of activity, techniques and technologies, key competencies and other procedural elements that a preschooler needs to master.

Along with updating the content of preschool education, this Concept implies the further technologization of the pedagogical process, which will contribute to a different approach in preschool education, fundamentally changing the content of interaction between an adult (parent, teacher, educator) and a child. Today, technologies of personality-oriented, differentiated, projected learning, health-saving technologies, interactive, socio-game techniques and many others are being tested and effectively implemented in the process of educating and educating preschool children.

The use of new information and educational technologies by teachers leads to the creation of a specially organized development environment aimed at children acquiring certain knowledge, skills, competencies, in which the goals, content, methods and organizational forms of learning will be mobile and accessible for change within the framework of the preschool organization.

The innovative processes provided for in the content of preschool education are primarily aimed at creating a comfortable educational environment that allows children to be healthy, acquire psychological, personal confidence and successfully socialize in the world around them.

II. Methodological foundations and principles

The methodological basis of the study were:

- regulatory legal provisions on the upbringing, training and development of preschool children;
- philosophical theories in the field of education;
- psychological concepts;
- pedagogical theories;
- the work of foreign researchers;
- general scientific research methods;
- methodological approaches.

A systematic approach means the continuity of pre-school education and training programs and the State compulsory standard of preschool education, which implies the interconnection of the components of the educational process.

The personal– activity approach involves helping the child to become aware of himself as a person and contributes to self-affirmation in the process of including him in a variety of activities.

A personality-oriented approach is based on the construction of a special kind of educational process (with specific goals, content, forms, methods and technologies), which is focused on the development and self-development of the child's personal properties.

A competency-based approach allows you to identify the problem, make a responsible decision, determine the conditions necessary for its implementation, plan and organize the process of its achievement, evaluate and self-evaluate your activities and its results.

The concept of preschool education and training is based on the following principles:

1. The principle of development guides, stimulates and supports the emotional, spiritual, moral, intellectual development and self-development of the child, creates the conditions for the manifestation of independence , initiative, creative abilities of a preschooler in various activities.
2. The principle of nature-friendly education and training is based on a scientific understanding of the relationship between natural and sociocultural processes and the need for education and training of preschool children, taking into account their nature-like qualities, individual and age characteristics.
3. The principle of the humanistic orientation of upbringing and training presupposes the development of creative abilities, the strengthening of faith in oneself and the possibility of achieving an "ideal self" and establishes truly equal and partner relations with adults.
4. The principle of culture of conformity states that education and training should be based on universal values, be built in accordance with the traditions and norms of national culture and regional characteristics.
5. The principle of variability provides a wide variety of educational programs implemented in preschool organizations, aims to determine the individual trajectory of the development of the child's personality.
6. The principle of the value and uniqueness of a person is to recognize the intrinsic value of the person and the unique individuality of each child ("All children are loved – all children are equal!").

III . Goal and tasks updating the content of preschool education and training

Purpose: the establishment and development of pre-school education and training - the first stage of the continuing education system of the Republic of Uzbekistan on a

competency basis;

Tasks:

- Ensuring compliance of the content of preschool education and training with the expectations and educational needs of the state and society;
- ensuring the continuity of the content of preschool education and training and the content of education;
- updating the content of preschool education and training on a competency basis;
- inclusion of a valeological component in the content of preschool education (enrichment of the content of the educational field "Health" in order to ensure the protection of the life and health of the child, full physical development, the formation of values of a healthy lifestyle from an early age;
- inclusion in the content of preschool education and training of a variable component (individual educational programs and trajectories within the educational areas of "Health", "Communication", "Cognition", "Creativity", "Socium") in accordance with nature-friendly qualities of a child's personality and for ensuring individual development of a child of preschool age;
- inclusion in the content of preschool education and training of the most important moral norms and provisions with the aim of forming a preschool child's valuable moral orientations, fostering a humane attitude to himself, to his family, to people, to the world around him;
- inclusion in the content of pre-school education and training of the humanitarian component (primarily enrichment of the content of the educational areas "Health", "Communication", "Cognition", "Creativity" with knowledge from the humanities), a multilingual component (state, Russian, foreign languages) in order to form the spiritual potential of the individual, the multilingual capabilities of the child of preschool age and ensure the effective socialization of the child in modern society;
- ensuring the holistic content of educational programs for pre-school education and training with the aim of creating a full-fledged developing space and providing comprehensive support for the individual development of a young child.

IV . Key areas for updating content pre-school education and training

1. Health and physical development of the child:

- To educate children the interest and desire to lead a healthy lifestyle;
- instill cultural and hygienic skills;
- educate children in a careful attitude to their health;
- improve motor activity of children,
- develop interest in various sports;
- develop physical qualities (will, determination, endurance, courage).

2. Communicative-linguistic development:

- improve and enrich the speech of a preschooler;
- To raise interest in the state language and the need to learn it;
- use a variety of means of verbal communication in their native and other languages to build relationships and interaction;
- To raise interest in the word of art and respect for the book;
- to form a culture of communication and ensure the interaction of preschoolers in the process of joint activities with peers and adults;
- to educate the multilingual personality of a preschooler who has mastered his native language, is ready to interact in the state and other languages, able to communicate with the outside world through verbal and non-verbal means.

3. Cognitive development:

- to form in children a system of elementary knowledge about objects and phenomena of life as a condition for mental growth;
- develop skills and cognitive activities;
- form a system of basic mental actions (analysis, synthesis, comparison, generalization, classification, etc.);
- to develop in children of preschool age curiosity, initiative, independence in obtaining new impressions, search and testing of alternative different methods of action, finding answers to questions and solving problem situations;
- to expand the general ideas of the child about the world, himself, other people.

4. Social and personal development :

- To cultivate a humanistic attitude to the surrounding social and natural world;
- cultivate respect for the symbols of the Republic of Uzbekistan (coat of arms, flag, anthem);
- to form moral qualities in preschoolers (feelings of national pride, humane attitude to people, moral behavior);
- To cultivate love for their people, their spiritual culture and the culture of the nationalities living in the Republic of Uzbekistan;
- To cultivate tolerant behavior through harmonization of relations: child ↔ child, child ↔ adult, kindergarten ↔ family, family ↔ child ↔ kindergarten ↔ society;
- Form a responsible attitude to the family, their people and the Republic of Uzbekistan ;
- familiarize children with the history and culture of the Uzbek people and the peoples living in the country;
- to form a positive attitude to work, a responsible and creative attitude to different types of labor;

- To cultivate a caring attitude to adult work, to people of any profession, awareness of the importance of their work for others.

5. Creative education:

- to form an artistic and aesthetic attitude of children to the environment;
- acquaint children with different types, genres of art, Uzbek folk art;
- to form artistic and aesthetic representations, concepts and judgments ;
- to introduce children to active artistic and aesthetic activities;
- to develop the artistic and aesthetic perception of children through the knowledge of the customs, traditions and life of the Uzbek people and other ethnic groups inhabiting the republic;
- to develop in preschoolers with the help of the game the need to transform the surrounding reality, the ability to create new things;
- form ideas about the world, develop taste and moral feelings with the help of children's toys;
- develop the creative abilities of the child in various types of children's games.

6. Work with parents :

- organize interaction with the family in a triad of subjective relations "child + parent + teacher";
- assist parents in mastering the methods and technologies of raising children of preschool age;
- help parents acquire pedagogical knowledge in order to form the qualities of an educator;
- establish an open and trusting relationship with parents based on:
- honest and open communication;
- mutually agreed educational goals;
- open bilateral cooperation.

The V . Mechanisms for implementing the development concept pre-school education and training

Training of highly qualified teaching staff.

Material and technical equipment of preschool organizations.

Software and methodological support.

The introduction of new educational and information technologies.

Material and moral stimulation of participants in the pedagogical process.

VI . IN words the realization of the concept of preschool education

Organizational and managerial support consists in creating comfortable conditions for the upbringing and education of preschool children; in the study, generalization and dissemination of pedagogical experience of the best educators.

Scientific and methodological support is carried out by improving the qualifications of teachers in the system of preschool education. Definition of the conceptual foundations of preschool education. Development and introduction of a scientific base for modernization in the processes in the system of preschool education. Development and implementation of variable programs, educational and information technologies.

Psychological and pedagogical support consists in partnership and cooperation of teachers - educators with the teaching staff of pedagogical universities and colleges, the community of parents and public organizations in preschool education of children.

VII . Expected Content Updates pre-school education and training

Formation in the Republic of Uzbekistan of an integrated system of preschool competency-based education - the first stage of the national education system, to the greatest extent:

- taking into account the educational needs of the state, society, various categories of the population, the personality of the child;
- providing high-quality educational and additional services;
- effectively adapting to the changing conditions of the modern world.

Quite honestly, many elementary teachers are much more comfortable teaching literacy than they are in elementary classroom representing place value

Approaches to teaching place value differ depending upon grade level. In the primary grades, place value is taught using many techniques; one of the most-effective is using base-10 manipulatives, which come in different shapes for different place values.

After the focus of the early grades, in general, students possess an understanding of place value by the time they arrive in the intermediate grades.

As a result, we are no longer focusing on identifying 1's, 10's, or 100's places in a number; instead, we focus on applying place-value understanding for everyday applications and solving problems.

Simple games for repetition

All students need to understand how to apply place value to verbally say a large number. This is tough for students and takes a lot of repetition and practice.

But repetition can be fun! Here's how I handle it in my classroom.

This "game" is simple and can be fit in between other elementary math activities. I write a large number on the board, something in the millions or even higher if I feel they need more of a challenge.

Then in the morning, as they're putting their personal whiteboards away after number strings, they must file by me and read the number correctly. If they don't read it correctly, they go to the end of the line and come back through.

The children love it! It's a fun challenge, but most importantly they get a little bit of that one-on-one time with their teacher, which is always a huge motivator teaching math.

Literacy is like a sprawling vine that covers all kinds of different skills. Therefore, it can be taught through multiple methods and generally arrive at the same goal.

Math, on the hand, is very linear/sequential. It must be taught in a logical and organized, step-by-step approach. A lot of elementary teachers are not comfortable with that and tend to move on before the children have an extremely solid understanding of foundational concepts.

Of course, readers of my website will understand that I believe our future mathematicians will suffer from this approach... as will your end-of-year test scores!

The articles in this section will help you create great mathematicians who will be well-positioned for success in middle and high school.

Comparing numbers

Place value in intermediate grades really comes into play when we are comparing two numbers. For example, when comparing the number 400,000 with the number 400, students need to be able to express how much bigger the "4" is in the first number than it is in the second number (it's 1,000 times bigger).

I often mix in other numbers just to confuse them, such as having to compare 435,672 with 419. Of course, the answer is the same.

When teaching place value, we are trying to instill an awareness of size versus an awareness of digits. The digits are simply mathematical symbols that must be placed within the context of their position.

Recommendations for developing basic competences in students through specific sciences in the general secondary education system, students are required to develop basic competencies along with science competencies. The formation of basic competencies in students through the disciplines of the specific block of sciences should be aimed at applying the skills and abilities acquired on the basis of the knowledge they have acquired in different situations.

In particular, it is necessary to teach the correct pronunciation, interpretation and free communication of terms of specific disciplines in the formation of communicative competencies in the formation of the state language, independent, creative thinking, written and oral fluency in foreign languages.

Regular use of modern information and telecommunications means to expand the opportunities for effective development of information competence in science teaching. Students are encouraged to use mobile devices (phones, tablets and other gadgets) to develop the skills of searching, analyzing scientific information from a variety of sources, and working with information while maintaining information security.

In the formation of competence for self-development to have universal qualities,

love of country, legal, economic knowledge, aspiration to innovation and independent decision-making on the basis of acquired theoretical knowledge, progressive and innovative approach to society. It is important to be aware of changes and learn to use them in everyday life.

Civic duty in the formation of socio-emotional and civic competence includes knowledge of social and political development, emergencies, environmental problems, as well as the development of organizational skills in understanding and preserving works of art, science and art.

VIII . Conclusion

The concept of development of preschool education and training is the most important component of the modernization of the national system of preschool education, due to a number of factors:

- updating the role and purpose of preschool education in the system of continuing education;
- updating goals, objectives, principles, approaches, priorities in the system of preschool education;
- A new vision of the key results of preschool education;
- transition to a competency-based model of preschool education.

This Concept outlined the strategic guidelines for the development of preschool education and training, following which will contribute to:

- improving the resource support of the process of education and training of preschool children (financial, material, technical, personnel, software, scientific and methodological, technological);
- modeling of a high-quality, developing, health-saving, sociocultural environment in preschool organizations;
- technologization of the educational process in preschool organizations;
- achieving the quality of preschool education in the Republic of Uzbekistan.

Foreign language lesson has its own specificity, unlike other school subjects; the main objective of a foreign language lesson is the formation of intercultural communicative competence of learners. At the present moment the global aim of teaching foreign language is involvement to other culture and participation in dialogue of cultures. This aim is gained by the way of formation the ability to intercultural communication. The process of teaching foreign language is organized on the basis of communicative character tasks; teaching foreign language communication using all necessary for this work means is a distinctive feature of a foreign language lesson.

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