

## Content of Experimental Works on Teaching Students to Think Independently on the Base of a Competent Approach

**Abdirashidova Maftuna Ilhomovna, Azimova Dilfuza Usmanovna**

Master of Pedagogical Institute of Termiz State University

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**Annotation:** In the article, teaching elementary school students to think independently on the basis of a competency-based approach, independent thinking as a way of perceiving reality, is the product of the process of thinking - the highest result.

**Keywords:** competence, independent thinking, education, interactive methods, practical content.

Research on the issue of students' attitude to the educational process, the correct organization of the process of interaction between the teacher and students, the selection and organization of educational materials, and the improvement of the process of knowledge acquisition showed that it depends on the methods and the evaluation system for educational results.

Creativity and collaboration are closely related. After all, cooperation is created only through creativity, and creativity finds its expression in this cooperation. Pedagogical creativity should not be understood only as a desire for innovation and experiments. This aspiration also represents the victory of common sense over formalism. In the absence of democracy and transparency, if the independent thinking activity of students is hindered in the course of the lesson by the will of the administration and the teacher, creative cooperation will end. In the native language lessons of elementary grades, working on tasks that serve students' creative thinking activity has a special place. The student performs thinking activities through oral or written speech based on his life and educational experience under conditions convenient for him. Mental preparation for active cooperation with the teacher regarding unknown aspects of the native language appears in him. He tries to do independent creative research in order to give appropriate answers to the questions asked about the topic.

In the process of such cooperation, the teacher, along with developing the students' speech, also performs a diagnostic task, that is, he determines the vocabulary of the students, the scope of their interests, and assesses their creative talent. This is very important in the process of working on creative tasks.

Interaction in the process of mother tongue training helps to increase the effectiveness of education. In communication with students, it is permissible to direct their interest to a specific goal, and take their opinions into account. The teacher should be able to listen to the opinions of the students without speaking alone during the formative dialogue. The teacher's questions should be asked in such a way that they invite the student to express his opinion and reflect.

Each participant of the dialogue should be interested in continuing it. Firstly, the diversity of opinions, secondly, the diversity in evaluating and understanding the topic, and thirdly, the commonality of language tools can have an effective effect. It is very difficult to come to an opinion when there is no "monolingualism" during communication. In particular, in some cases, as a result of the propagandist's use of complex and unfamiliar terms in explaining the issue, students do not understand his point of view. If the dialogue does not take place during the educational process, the teacher is considered to have failed to find the necessary form of conveying the material to the students. Therefore, full-fledged cooperation will not take place if students with poor communication skills do not participate in the conversation.

According to observations, the effectiveness of bilateral cooperation is determined by the level of students' interest in science. If the student completes the assigned tasks on time, cooperation will be easier.

According to Sh.A. Amonashvili, the following requirements should be observed in order to establish humane relations between the pedagogue and students:

In managing the educational process and students' activities, it is necessary to proceed from the students' interests. It is necessary to show confidence in the possibilities and future of every student.

In the process of solving educational tasks, the teacher should cooperate with students, combining their efforts and interests.

It is necessary to observe moral standards in dealing with students, pay attention to their achievements and support them. This is to establish relations with students on the basis of mutual trust, to raise the reputation of each student among his friends and family, to create mutual respect in the team, to form a culture of behavior, it means paying attention to their interests [22, 15].

In mother tongue classes, the atmosphere of discussion in classes on the topic of sounds and letters, syllables, words, sentences, and text plays an important role in ensuring the effectiveness of cooperation. It is better to use a problematic situation for this. For example: count the characteristics of sounds and letters. Syllables consist of letters (sounds). What about words and phrases? What words are capitalized even if they come in the middle of a sentence? and so on.

Finding answers to such questions requires knowledge from students.

Establishing a subject-subject relationship in the educational process is considered one of the important factors of the issue, and the student has the opportunity to gradually turn his cognitive activity into a personality. It is one of the important tasks of the teacher to prepare students to draw appropriate conclusions through exercises aimed at developing the logical and independent thinking skills of students during the lesson. In this case, the teacher also controls the qualitative acquisition of knowledge by performing diagnostic tasks.

Organization of mother tongue education on the basis of equal relations between teachers and students is one of the important requirements of the period when fundamental changes are taking place in society and science and technology are rapidly developing. The use of active methods of education in the classes of the primary language of the mother tongue leads to the formation of an equal relationship between the teacher and the students, and on the basis of this equal relationship, students' creativity, written and oral speech, free and independent observation, spelling and literacy there are opportunities to develop skills.

"Brainstorming". In this method, each participant expresses an opinion on a problem. Every opinion is recorded and taken into account. The difference between this method and debates is that the disputants give informed, well-reasoned opinions, while the participants express whatever ideas come to mind without reasoning, and the opinions are not criticized.

R. J. Ishmuhamedov shows the following basic rules of the "Brainstorming" method:

1. All the mentioned ideas are equal in importance to each other.
2. The presence of criticism of the introduced ideas.
3. Do not interrupt the speaker while presenting the idea.
4. There is no evaluative component in relation to the speaker [42, 24].

Compliance with these rules increases the effectiveness of the method.

The use of this method in elementary school mother tongue classes increases students' speaking skills, helps them to communicate freely with the teacher and, on this basis, to teach them to think independently. For example, the teacher asks the following question:

"What colors can we find in nature in spring?"

Answers: blue, blue, red, pink, etc.

Answers should be short and do not need to be justified. This method encourages creative thinking, full participation and cooperation.

Explaining to the students that verbs increase due to the formation of other word groups when passing the topic "Verb-forming adverbs", encouraging them to compose a text for their use is considered important in the development of speech.

In the 3rd grade textbook, the suffix -la, -illa is given. From it: "look", "speak", "hand", "knock", "clap", "meow", "think", "sing", "snap", "knock", "akilla", "laquilla" verbs are shown. In our opinion, if we assume that nouns and adjectives are studied in the primary class, and imitation words are not studied, it is necessary to give noun and adjective types of verbs. Because the reader does not understand the meaning of the root when the root separates the additional part. As a result, the construction of the verb cannot be explained to the student by explaining: shaq+illa, ak+illa.

Compare: aq+la, soz+la

We believe that it is better to limit ourselves to giving the suffix -la in the subject of "Verb formation" in elementary grades. Many verbs can be formed with this addition.

"Controversy". The purpose of "debates" is to invite participants to express their opinions freely, to cooperate and to think independently. The task of the teacher is to clearly define the problem and explain its essence. Before the debate begins, theoretical information and facts related to the problem are recalled.

"Guest speaker". The difference between this method and other educational methods is that the educational process is combined with theater art. Interactions are carried out by students in the form of historical figures, heroes of fairy tales or in some other role. The advantage of this method is that it changes the stereotype of the audience. The task of the teacher is to communicate with the speaker, introduce them correctly and manage them. The "guest-speaker" method is interesting for students. At the same time, they engage in free communication with the teacher or "guest-speaker".

We used this method extensively during our research and created several lesson plans. We will talk about them in the next paragraph.

"Teach your companion." This method was recommended by Dr. Fred Jones. Here's how to use it:

1. The class is divided into the first and second partner parts.
2. Using the lesson transition model, the first partner teaches the second partner, and the second partner teaches the first part of the model.
3. The teacher teaches the parts of the model by modeling the educational method to the students first by listening and then by showing them. Then the students accurately repeat what the teacher said and showed.
4. The teacher chooses two voluntary partners to monitor the class. He tells them the first part of the model and asks them to do it. In this way, the teacher teaches the model step by step to the partners.

5. The teacher tells the partners in the class to teach each other about the first part. It monitors, evaluates, and corrects errors. The teacher's partners help him in monitoring and evaluating the class.
6. This method of work is continued to perform other parts of the model [125, 28].

This method teaches students to be demanding of each other and themselves, to work in cooperation with the teacher, to eliminate mistakes independently.

In addition, in the process of using the method of problem-based research and independent work, didactic games, it is advisable to organize the relationship between the teacher and the student in accordance with the following requirements:

- in the process of applying the method of problem-based research and self-study, the teacher should set such requirements for the students regarding the development of speech, words, sentences and texts, so that the students understand the given exercises. let them try to think independently without performing a role;
- in the acquisition of grammatical knowledge, it is necessary not only to introduce the topic for selection or discussion by the teacher, but also to bring students deeper into the topic and problems;
- the educational process should be organized in such a way that students learn to discuss it and draw conclusions independently without directly accepting the teacher's opinion;
- when solving problems, the teacher should respect the opinion, attitude and views of each student;
- it is necessary to create comfortable conditions for students to communicate freely with the teacher, i.e. to achieve that students express their thoughts freely without fear of making mistakes;
- allowing students to correct their mistakes, as well as teaching them to think independently, ensures that such mistakes are not repeated;
- in the process of using didactic games, the teacher should keep himself in the same position as the students, participate equally with them;
- the teacher should interact with students in such a way that they can freely discuss each topic studied;
- the teacher should be a partner in every student's success and help them solve their problems.

Education is not a process that takes place in a certain framework, separately from society, but it is a pedagogical process that takes place under the influence of several external factors. Therefore, what factors affect the cooperation between the teacher and the student, which is the basis of the educational process? several factors are exemplified below.

First of all, let's think about the general social situation. The social situation, economic, political, moral and similar events and phenomena in the society are reflected in the consciousness of the teacher and the student as a member of the society, and in turn, have an important place in the relationship between them.

Parents, relatives, friends, colleagues, neighbors and others play an important role in the relationship between a teacher and a student. As a result of communication with people of different professions and worldviews, teachers and students have appropriate opinions. These considerations can have a positive or negative effect on the relationship between the teacher and the student.

Taking into account the teacher's knowledge of psychology, pedagogical skills, especially in primary grades, the age and individual characteristics of students in relation to their oral and written speech, finding a way to their hearts and thereby developing their speech. , allows to improve creative thinking.

Based on the above, we tried to create an independent educational system in the native language class of primary classes.

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