THE COMPETENCE OF THE TEACHER IN ENSURING THE INTEGRATION OF INFORMATION AND RESOURCES IN THE LESSONS OF THE NATIVE LANGUAGE AND READING IN PRIMARY SCHOOL

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Annotation

The state considers the improvement of the system of speech ethics in various communicative situations in which language and speech culture are formed by a person, the competence of a teacher is a requirement of a competence-based approach to education, full integration of the content of education, the urgent importance of ensuring harmony of the elements of competence in this content.

Keywords: competence, communicative competence, competence, information, resource, mulocot, speech.

Introduction.The main purpose of teaching the subject "Native language" in educational institutions is "education of a competent person with a developed culture of communication and speech, who correctly, fluently formulates his opinion both orally and in writing, thinks independently and creatively, is able to realize the opinions of others and express his attitude"[1].

The requirement of a competence-based approach to education educates students to crave science, research, and the quality of the desire to create innovations. The concept of competence comes from the Latin word "competentia", which in the Explanatory Dictionary means "legally possessed", "right", stands close to the concepts of "ability", "skill", "talent", which are widely used in general consumption[2]. O.I.Okulovsky, reflecting on competencies and competence education, emphasizes that "competence is the ability to conduct successful activities in a certain direction based on knowledge, skills, qualifications and personal qualities."

The opinion of A.V. Khutorsky on competence deserves attention. The scientist evaluates competence as "a complex of interrelated qualities (knowledge, skills, skills and qualifications, methods of activity) of a person, which is formed in relation to a certain range of subjects and processes, which means a qualitative and effective impact on them[12]."

In the Explanatory Dictionary of the Russian Language, S.I.Ozhegov and N.Y. Shvedova define it as follows: "competence is a circle of sufficiently informed questions of a particular person" [3].

I.A.Zimnaya defines competence as "knowledge related to a person's socio-professional activity, as well as experience based on mental and personal characteristics of a person" [4], while the concept of "competence" is considered as an "unused", "hidden", "potential" reserve.

Methods: according to the reviews of scientists and teachers
coming out, this term was interpreted as follows: communicative competence is "a system of speech morality in various communicative phenomena and situations formed by a person on the basis of knowledge of the language and culture of speech." The structure of this system includes the acquisition of communicative roles (speaker and listener), as well as social roles, speech strategies and tactics, ethics and etiquette, in which a person adopting this culture is expressed through ways of communicating with representatives of different social groups for different reasons and situations[13]."

The term "competence", on the other hand, gives the meaning of a "Master of Skill" who has a certain type of competence, is searchable, knows his field, places his presentation for others. Note the use of concepts such as "ep" (EP) in our language, "valor" as the meaning in this word darkor. Having certain skills, knowledge and abilities, the quality (recognition) of "epli" is applied to those who are able to apply them in various life situations[14].

The proverb "the bride of epli is the bride of sepli", which is spoken about in our people, is also used in relation to brides who, relying on what they know in an unfamiliar environment and conditions, place each work so that everyone likes it, show the potential of creativity in a creative approach, when the situation requires it, then there is to have vital competence. It is noted that in European science, in particular, in Russian pedagogy, the problem of competence and solvency has been studied much more widely than in our country. We are witnessing that this problem has been developed in our country mainly in research work, not so much related to the teaching of foreign languages, as in research related to general teaching methods and technologies[15].

There are very few works, even articles, devoted to the problem of the competence approach in teaching the native language. In this regard, the outstanding linguist A.Nurmonov and G.An article by Ziedullaevas deserves special attention[5].

It is not exactly the same in the countries of the world, although there is a commonality, similarity in the competencies established for secondary school teachers. Some scientists recognize three-stage competence (general (basic) competence, general subject competence, subject competence).

The latter competence is considered private compared to the two previous competencies[16].

In British schools, six basic competencies were taken as a basis. They can be conditionally combined into several groups. "Basic competencies: engage in dialogue; make calculations; information literacy; large-scale basic competencies; be able to work with others; knowledge acquisition and improvement skills; skills to solve various issues and problems."
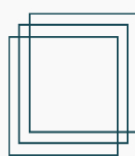
In Uzbekistan, the system of general competencies in the basics and natural sciences for the native language, as in other disciplines, defines competencies for communication, information work, self-development, socially active citizenship, national and universal, mathematical literacy, awareness of technical innovations and use. These competencies are instilled in students through the science of their native language[17].

In the mentioned article by A.Nurmonov and G.Ziedullayeva, it is noted that the concept of competence education presupposes the formation of such competencies as speech, linguistic, creative and pragmalinguistic among students before receiving language education. They are among the subject competencies of a private nature.

The paradigm of "proper use of knowledge in problem situations" instead of the "paradigm of cognition", in which the content of education is based on a competence-based approach in DTS, curriculum and school curricula approved by Cabinet of Ministers Resolution No. 187 of April 6, 2017, prevails "in traditional education"[5].

Result and feedback. Of course, this approach does not cancel the paradigm of cognition, since the genesis of any practical activity is knowledge. Only such an approach reduces it to the status of a paradigm in the background, which obeys the paradigm of the ability to apply it in problematic situations[18]. Let's imagine that a person has a car[23]. What is the use of having a car to a person if this person knows the internal and external structure of the car, the details and their functions, the rules of the road, but does not have the practice of driving a car in it? In such an educational process, a student, not knowing when, where and how to apply them, memorizing the law, rule, definitions in the sciences, cannot use them in their place in life and gradually even disappears from his memory.

In the system of general competencies in the field of natural sciences for the native language, among other subjects, "communicative competence" is mentioned for the first time[22]. This "competence implies the ability to interact in social situations in their native language, as well as in any foreign language, to follow the culture of communication, to develop social flexibility, the ability to work effectively in a team." "Communicative competence" is a skill that is formed in the process of acquiring a person's social and communicative experience, which is not an innate ability[19]. The communicative and social experience manifests itself, first of all, in the stylistic application of speech in various variants, including the mechanism of changing relationships."

On the importance of communication for the full-fledged formation of a person as a subject of activity, researcher L.P. Grimak writes: "another reason why a person is a person is that he actively communicated with those who looks like him … being in constant communication with people from the first days of their birth …".
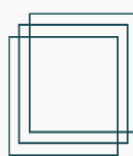
In the process of communication, pragmatic ability implies such requirements as a communication environment that is introduced every day, every hour and minute of a person's life, the ability to find an effective alternative in accordance with the purpose of communication, to be able to use language tools more effectively. In accordance with the fulfillment of the same requirements, the result is derived. "The word is so great," said the Russian writer L.N. Tolstoy, "it unites people. You can achieve affection in words. It is also possible to distinguish people by the word. He gets also because of enmity and hatred, man. Avoid a word that divides people[20]."

Language serves first of all, first of all, the personal desire, the benefit of the speaker. Based on this, it is important to study the aspects related to the creator of speech. Because "language proficiency consists not just in making sentences in this language, but also in performing a certain type of social activity."

V.V.Shakhovsky believes that "the content and expression of emotional speech structures used by different native speakers are related to the need, the purpose of the communicative expression of emotionality[21]. This need is determined by the speaker's attitude to reality, the purpose of his perception.

Linguist U.Rakhimov in his article expressed the opinion that communicative communication and linguistic competence become richer under the influence of the factor of social attitude, and the development of competence is influenced by several factors.

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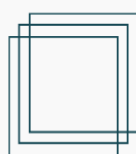
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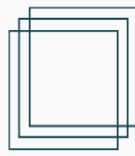
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