

METHODOLOGY OF FORMING ANALYTICAL COMPETENCE OF STUDENTS IN GENERAL EDUCATION SCHOOLS

Ravshanov Jamshid Faizullaevich

Chirchik state pedagogy

University researcher

ABSTRACT

In all normative documents regulating the educational process, one of the main goals of education and upbringing is to prepare students for everyday life. Rapidly developing changes in society and the economy today require a person to be able to quickly adapt to new conditions, to find an optimal solution to complex issues, flexibility and creativity. The article talks about the content development of didactic support for the formation of students' analytical competence in general education schools, the development of a methodological model based on the organizational-functional model, and the levels of competence.

Keywords: Competent approach, theoretical knowledge, problem, research, competence, assessment system, literature.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Education is one of the main factors that ensure the development of the world. Today, various approaches and activities are being implemented to eliminate the problems in ensuring the quality of general secondary education. It is of particular importance to develop didactic support for the formation of analytical competence of students in general education schools, to develop a methodological model based on the organizational-functional model, to improve the teaching methodology, to clarify the levels of formation of analytical competence of students in general education schools, and to improve the evaluation criteria. Therefore, it is necessary to form the analytical competence of students in general education schools.

In all regulatory documents regulating the educational process, special attention is paid to the fact that one of the main goals of education and training is to prepare students for everyday life. Rapidly developing changes in society and economy today require a person to be able to quickly adapt to new conditions, to find an optimal solution to complex issues, to show flexibility and creativity, not to get lost in conditions of uncertainty, to establish effective communication with people. The task of the school is to prepare a graduate who has the necessary modern knowledge, skills and qualities that will allow him to feel confident in his independent life. The strategy of modernization of education in New Uzbekistan is called "competent approach" as one of the directions of renewal. The updated content of general education is based on the formation and development of students' basic competencies.

In our country, special attention is paid to the issues of bringing educational processes to a new quality level, forming analytical competence of students, and optimizing innovative pedagogical technologies for the development of thinking. In the development strategy of the seven priority directions of the development of the Republic of Uzbekistan in 2022-2026, the priority task is to "build a people-friendly state through the further development of human dignity and free civil society". In this regard, it is of particular importance to clarify the pedagogical and psychological characteristics of the formation of analytical competence in

students of general education schools, to develop and improve knowledge, skills, competences and personal qualities.

Competence is a general ability based on knowledge, experience, inclinations, which are acquired through training. Competence is knowledge and experience in a specific field. Practical activity has shown their interdependence. The central core of learning includes more specific and subject-oriented core competencies that form the basis for others.

In the use of a competent approach, the school must solve the problem specific to the school, in which students can master a set of theoretical knowledge well, but have significant difficulties in activities that require the use of this knowledge to solve specific problems or problems. At the same time, many researchers associate one of the problems of the competency-based approach in the modern school with the development of a system for evaluating the formation of competencies.

As a result of studying and analyzing the psychological-pedagogical literature, we determine the following in the formation of analytical competences of schoolchildren:

- lack of scientific data in pedagogical and psychological research on the formation of analytical skills based on the study and mastery of science in the student; There is a need to clarify the concept of "analytical skills" (to separate them into separate groups when we talk about the qualities of a student's personality). Therefore, we define the concept of "analytical skill" of the student in the pedagogical process as follows: Analytical skill of the student is the ability to analyze the knowledge acquired within a subject, data by applying it in practice, to express one's opinions in an independent manner, to have independent work.

- the importance of combining theoretical and practical scientific research in the field of formation of analytical skills in schoolchildren, the need to turn them into pedagogical diagnostic objects;

- incomplete coverage of this problem in research in the field of pedagogy and psychology, as well as insufficient theoretical and practical development;

- in the theory and practice of pedagogy, there is a need to develop analytical skills of schoolchildren, diagnostic ideas of the educational process and its components and methods.

The inclusion of competencies in the normative and practical component of education allows to solve the problem specific to the school, in which students can master a set of theoretical knowledge well, but face significant difficulties in activities that require the use of this knowledge to solve specific problems in life. Today, educational competencies can be expressed as a combination of mobility of knowledge, flexibility of methods and critical thinking.

The dictionary meaning of the English concept of "competence" is "ability", but the term "competence" serves to express knowledge, skill, skill and ability.

According to the tradition formed in Western countries, the professional qualification of a specialist is measured by his competence, and the educational system is measured by the level of knowledge, skills and qualifications.

In foreign countries, work is carried out on the basis of qualification standards that reflect only the result to be achieved, embodying specialist knowledge and skills.

If we look at the etymological analysis of the concepts "competent" and "competence", we can understand that they did not arise by chance.

Competence does not mean the acquisition of separate knowledge and skills by the student, but the acquisition of integrative knowledge and actions in each independent direction.

According to the essence of the national state education system of our republic, the minimum requirements of the educational content are based on the following main units: knowledge, skills and qualifications.

From the point of view of the requirements for the level of professional training of graduates, competence means the ability of students to use a set of knowledge, skills and methods of activity appropriately in certain situations.

Competence is expressed by the student's acquisition of knowledge, skills and abilities necessary for the implementation of personal and socially significant activities and their ability to apply them in their work. In this place, the essence of the concept of "competence" is fully revealed, it is manifested in the following two forms: competence is manifested as a set of personal qualities of students and basic requirements of the professional field.

Due to the fact that the educational content is grouped in the curriculum in blocks of subjects (for all subjects), interdisciplinary (for a set of subjects) and subjects (for a specific subject), we recognize the following three levels of competence:

1. basic competence (according to the humanitarian, socio-economic content of education);
2. interdisciplinary competence (according to the relevance of general professional training to educational subjects and educational blocks);
3. Competence in one subject (subject) (according to having a clear and certain opportunity within a special academic subject).

General education schools, higher education institutions and all educational institutions have the sole purpose of forming the competence of graduates, preparing personnel who can quickly adapt to the next stage of education or production, and having the skills to apply the acquired knowledge in life without difficulty. And this is the main factor in having highly qualified teachers in educational institutions, changes in the field of education and improvement of its quality. With this in mind, most countries pay special attention to the professional competence of graduates.

REFERENCES

1. Decree of the President of the Republic of Uzbekistan "On the Development Strategy of New Uzbekistan".// Collection of Laws of the Republic of Uzbekistan. -T., 2022. -B.39. www.lex.uz
2. Muslimov N.A. Professional formation of future vocational education teachers. Monograph. - T.: Science, 2004. - 128 p.
3. Levina M.M. Teaching technology, role in the structure of pedagogical knowledge // Development and implementation of flexible teaching technologies for pedagogical disciplines. - M.: MGPI, 1991. - p. 6.
4. Ravshanov J.F. Formation of key competencies in history lessons // Scientific-methodological and scientific-methodical journal of socio-humanities in the educational system, May-June 2021, issue 3, pages 21-25. ISSN 2181-7286

5. Ravshanov J.F. Formation of some key competencies in history lessons // Scientific-methodological journal of Mughallim and Continuous Knowledge, 2021 No. 2/1, ISSN 2181-7286, pp. 156-159.
6. G.Ilyashova, L.Makhova, P.Trifonov, D.Khimmataliev. Self-employment trends amid the pandemic// Journal Business and Society Review (2021) Scopus <https://onlinelibrary.wiley.com/doi/10.1111/basr.12221>
7. Yuliya Gavrilova, Yuliya Bogdanova, Raissa Orsayeva, Dustnazar Khimmataliev, Irina Rezanovich. Peculiarities of Training Engineering Students with Disabilities// International Journal: Engineering Pedagogy, Volume 11, No4 (2021)-pp148-164. Scopus <https://doi.org/10.3991/ijep.v11i4.21361>
<https://online-journals.org/index.php/i-jep/article/view/21361>
<https://online-journals.org/index.php/i-jeb/article/view/21361/9527>
8. Milena Tsvetkova, Natalya Saenko, Victoria Levina, Larisa Kondratenko, Dustnazar Kyimmataliev. Organizing Students' Independent Work at Universities for Professional Competencies Formation and Personality Development// International Journal of Instruction, e-ISSN: 1308-1407 www.e-iji.net Scopus October 2021, Vol.14, No4 p-ISSN: 1694-609X, pp.503-528
9. D.Khimmataliev. Preparation of Future Teachers for Professional Activity on the Basis of Competent Approach// European journal of life safety and stability (EJLSS) ISSN 2660-9630 www.ejlss.indexedresearch.org Volume 11, 2021. - pp.1-4