



Improving The Methodology Of Teaching Social And Humanitarian Sciences To Students On The Base Of A Competent Approach (Example Of Pedagogical Diagnostics And Correction Science)

Khalmatova D.A.

Chirchik State Pedagogical University

Abstract: This article talks about what competence students of the Pedagogical University have in the conditions of development and what teaching methods they choose in practice. Pedagogical qualities and content of training that should be acquired for future pedagogues are highlighted.

Key words: Student, socio-humanitarian, sciences, competence, approach, basis, teaching methodology, improvement, Professional training, professional, expert, competence.

Introduction.

The changes taking place in the social and economic spheres of modern society place new demands on the pedagogue. It should be a specialist with a wide range of general cultural, professional and special competences, able to adequately respond to new professional requirements and working conditions. Training a professional teacher who is ready to live and work in a rapidly changing society is a strategic task facing the professional pedagogical education system. Therefore, the transition to the competence paradigm of education is becoming more relevant today.

The Decree of the President of the Republic of Uzbekistan No. PF-60 on the Development Strategy of New Uzbekistan for the years 2022-2026, the Concept of the Development of the Higher Education System of the Republic of Uzbekistan until 2030 is a programmatic implementation of our research work. Systematic reforms are being implemented in the organization and development of vocational education in our country. One of the most important tasks of higher education institutions in this regard is the formation of professional training of future specialists. Professional training is necessary professional knowledge. , is interpreted as a specific form of social competence



of a person, which occurs based on the acquisition of skills and competencies. Professional training does not occur by itself, but covers specific stages planned based on specific goals.

In the Republic of Uzbekistan, based on the continuity and integrity of education, the priority of the student's personality and interests, the following basic competencies are formed in accordance with their age characteristics. Currently, with the initiatives of our President, systematic work is being carried out in our country aimed at educating the young generation in a perfect manner, in order for the young generation to grow up mature in all aspects, physically healthy, intellectually capable, and intellectually complete, as well as encouraging young people according to their hard work and achievements. is increasing. The only way out of this problematic situation is to introduce a new, i.e. competent, approach to higher education. A competent approach requires the student to acquire knowledge and skills not separately, but as a whole. In connection with this demand, in turn, the system of choosing teaching methods is also changing. The selection and practical application of teaching methods requires the improvement of competencies and functions that meet the requirements of the educational process. The only way out of this problematic situation is to introduce a new, i.e. competent, approach to family education. Competent approach requires the listener to acquire knowledge and skills as a whole, not separately. In connection with this demand, in turn, the system of choosing teaching methods is also changing. The selection and practical application of teaching methods requires improvement of competencies and functions that meet the requirements of the educational process.

Literature analysis.

It is not justified to implement a competency-based approach, based on international experience, neglecting the achievements of local pedagogy and psychology. It should also be remembered that foreign scientists relied on the works of P.Ya.Galperin, A.N.Leontyev, and S.L.Rubinshtein in the scientific justification of the integral constructions of education. Professionalism and competence are similar terms, but they have different meanings. Professionalism means not only certain knowledge, but also the attitude to work, specific features of work. The developed competences are immediately felt, because the professional pedagogue tries to develop his skills, strives to achieve certain goals and results, produces workable values, and these usually correspond to the standard of the work process. Competence has a somewhat



complicated content, because it requires not only the presence of knowledge, but also the ability to apply it. Competence can only be determined during extensive evaluation and observation. The main thing for the formation of the teacher's competence is special professional education.

Scientific approaches aimed at increasing the quality of educational and methodical provision of students' competence, introduction of virtual forms of practical training, competence approaches in teaching profession-oriented subjects, training based on practical training reflecting interdisciplinarity The school serves to increase the quality and efficiency of education. Abdullayeva B.S., Sarimova D.S. from Uzbek scientists. Development of competences in the use of information and communication technologies among pedagogues, Ganiyeva S.A. Development of environmental competence of future teachers, Khasanov A.A. Structure of communication competence, Nurillayev B.N., Kurbanazarov I.T. Formation of creative and practical competencies in students through experimental problems, O.K. Musayev - improvement of the complex of pedagogical skills based on the competence approach (in the example of teachers of higher education institutions) worked.

In the example of these subjects, the educational content aimed at improving the teaching methodology and the necessary basis for the development of students' competence and the need to clarify the content of subject-related competencies, the need to improve the model and methods of developing students' competence on the basis of general competence approaches related to the basis and subjects Associate professors S.B.Korayev, N.I. Tirkashev in their research studies, "considered a number of aspects of education based on competence approaches" and discussed the types of professional and practical competences and their development stages. In their research work, Modern Approaches envisages the formation of special competences related to science in students through the mutual integration of pedagogical and information technologies in the teaching process. The principles of including the competence approach in the content of the standards of professional education and general education in the world's leading scientific centers and higher education institutions, their influence on changes in the links of the pedagogical system, psychological and methodological bases and features, independently the concept of achieving educational results, the interpretation of the competence approach, scientific researches are being carried out on the competences for personal development, social and activity in a certain field. On the basis of



scientific approaches aimed at improving the quality of educational and methodical support of teachers' competence, introduction of virtual forms of practical training, competence approaches in teaching profession-oriented subjects, practical training reflecting interdisciplinarity who said that teaching serves to increase the quality and efficiency of education.

Candidate of Pedagogical Sciences Kuliyeva Sh. X and science teacher Sharopova M.R. In their research work, they are conducting their research work on the basis of the Competency approach in training future vocational education teachers. they put forward the opinion that it is appropriate to conduct it in parallel with the formation of related competencies. Kuliyeva Sh.Kh. and science teacher Sharopova M.R. the important aspects of the competence approach in the training of future vocational education teachers are presented in the scientific works. The concept of competence is described. Aspects that the future teacher should pay attention to in the development of competence are based.

V. I. Baidenko I. A. Zimney reveals the essence of the competence-based approach based on its correspondence to the levels of methodological analysis, and justifies its connection with other approaches. The following conclusions of scientific and practical importance are made for the further development of the problems of introducing the competency approach to higher education:

- competence-based approach is a unique, unique approach of the third (concrete-scientific) methodological level.
- competency-based approach can be interpreted as a systematic approach;
- multi-approach in education is the most important feature of modern education.

In the technology factors of training future teachers for professional activities based on the competence approach, the following factors play an important role:

The basics of psychological training. These basics are based on the following:

- providing knowledge on child psychology;
- arming with a method for developing child psychology;
- preparation for psychological work with the child.

Such an approach allows relying on psychological factors in preparing future teachers for professional activities based on a competency approach.

Basics of pedagogical training. The most important bases of these bases are the following:

- introducing the child to the basics of mental development;



- arming the child with the basics of socialization;
- prepare the child with the basics of school preparation.

These pedagogic principles provide the pedagogical basis for preparing future teachers for professional activities based on the competency approach.

Thus, the psychological-pedagogical factors of preparing future educators for professional activity based on the competence approach are important with their own characteristics.

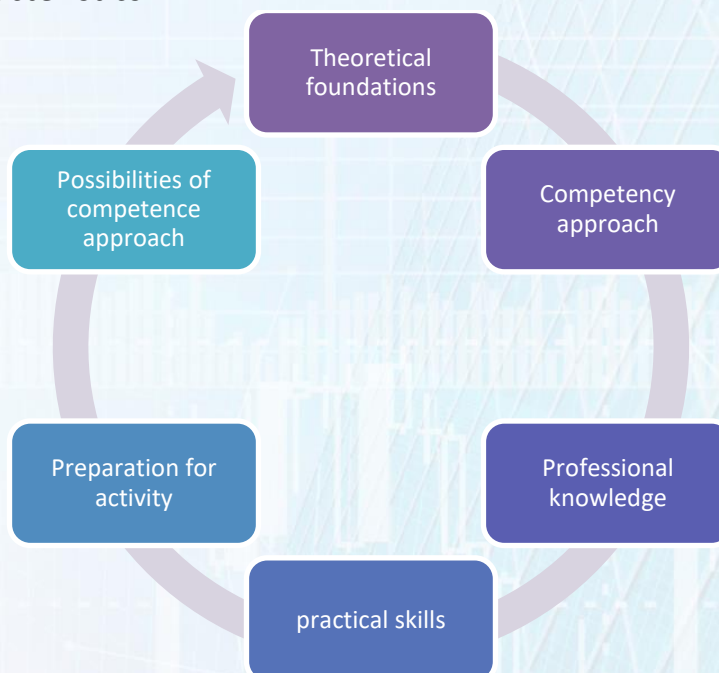


Fig. 1. A theoretical model of the technology of educating future teachers for professional activity based on the competence approach.

Based on the research analysis, we can note that the professional competence of the teacher is evaluated by the level of his professional (educational, technological, methodological) preparation and the strength of the students' motivation to learn. In the formation of functional literacy in students, it is necessary to study the competence of the teacher in the following three directions: - according to the structural structure (interdependence of the concepts of functional literacy, teacher, professional competence); - according to functionality (actual application); - genetic (developing the teacher's competence on the basis of past, present and future study of activity).

Approaches defined in accordance with the main components of the educational process (goal, content, methods, forms and tools, learning



outcomes) coexist and complement each other. The researchers note that the competence-based approach is one of them and contributes to the practice-oriented educational process, "... significantly expands its content with specific personal components, which makes it more humane".

Summary. In conclusion, it can be said that in the conditions of today's modernization of education, we believe that it is appropriate to develop the competence of managers and pedagogues of higher education institutions and to pay special attention to the following areas in this process:

- development of motivation for active acquisition of new competences and skills related to professional activity and field in pedagogic personnel;
- developing a creative approach and innovation to the pedagogical process by emphasizing quality in the educational process;
- wide introduction of the concept of "education through research" into practice, including elements of cooperative education, project-based and problem-based education;
- development of collaborative research activities of pedagogues and students through the organization of creative seminars, castings, master classes and development of necessary skills and qualifications of pedagogues in the field of organization and management of research activities;
- the development and implementation of special courses that serve to develop innovative ideas and research skills of pedagogues is considered one of the important directions.

References:

1. Allayorova, S. (2023). Theoretical and methodological basis of the cluster approach in education as the basis of pedagogical innovations. *Science and innovation*, 2(B5), 215-218.
2. Baxtiyorovna, A. S. (2023). Ta'lim jarayonidagi klaster yondashuvi hamda uning nazariy asoslari. *Fan, ta'lim va amaliyotning integratsiyasi*, 4(6), 28-34.
3. Allayorova, S. B., Mirsodiqova, R. L. (2023). Oila jamiyatning boshlang'ich ijtimoiy bo'g'ini sifatida. *Konferensiya*, 1(1), 38-40.
4. Allayorova, S. B. (2023). Ta'lim klasterida pedagogik innovatsiyalar tushunchasi. *Mugallim*, 1(1), 219-223.
5. Allayorova, S. B. (2023). Ta'lim samaradorligini o'stirishda integratsiya sharoitining didaktik imkoniyatlari. *Mugallim*, 1(1), 213-218.



6. Allayorova, S. B. (2023). Ta'limda innovatsion uslublarni ishlab chiqish hamda amaliyotga joriy etishning nazariy asoslari. *NamDU xabarlar*, 2(2), 453-460.
7. Allayorova, S. B. (2022). Ilmiy tadqiqot klasterning nazariy asoslari. *Konferensiya*, 3(3), 174-176.
8. Allayorova, S. B., Ximmataliyev, D. O. (2022). Ta'lim tizimida integratsiya pedagogik innovatsion klasteri. *Konferensiya*, 2(2), 125-127.
9. Allayorova, S. B. (2022). O'quvchilarda didaktik o'yinlar orqali kreativ fikrlashni shakllantirish. *Konferensiya*, 1(1), 431-433.
10. Allayorova, S. B., Janbayeva, M. S. (2022). Formation of Creative Activity in Students Through the Use of Problematic Education in the Educational Process. *International Journal of Development and Public Policy*, 2(3), 110-114.
11. Аллаёрова, С. Б., & Қораев, С. Б. (2021). Ўқиш саводхонлигига кўйилаётган замонавий талаблар (PIRLS халқаро баҳолаш тадқиқотлари мисолида). *Academic research in educational sciences*, 2(CSPI conference 1), 1538-1541.
12. Allayorova, S. B. (2021). O'quvchilarning tadqiqotchilik va ijodkorlik qobiliyatini shakllantirish. *Eurasian journal of academic research*, 1(8), 411-414.
13. Allayorova, S. B., Turg'unova, M. Q. (2020). Boshlang'ich ta'limda axborot texnologiyalaridan foydalanishning pedagogik asoslari. *Konferensiya*, 1(3), 10-11.
14. Khalmatova, D. A. (2023). Improvement of independent creative activity of students based on competence approach. *Science and Innovation*, 2(5), 219-223.
15. Xalmatova, D. A. (2023). Aralash ta'limning pedagogik va psixologik asoslari. *Konferensiya Ural*, 1(1), 293-296.
16. Xalmatova, D. A. (2023). Pedagogical and psychological foundations of mixed education. *Konferensiya Ural*, 1(1), 297-300.
17. Xalmatova, D.A., Inomova, Z. I. (2023). Talabalarning mustaqil ijodiy faoliyatini kompetensiyaviy yondashuv asosida takomillashtirish. *Konferensiya Ural*, 1(1), 289-293.
18. Alimjanovna, D. X., & Qizi, I. Z. U. (2023). Talabalarning mustaqil ijodiy faoliyatini kompetensiyaviy yondashuv asosida takomillashtirish (oliy ta'lim muassasalari pedagogika misolida). *Science and innovation*, 2(Special Issue 5), 290-294.



19. Xalmatova, D. A. (2023). Aralash ta'limning pedagogik va psixologik asoslari. *Mugallim*, 1(7), 253-262.
20. Xalmatova, D. A. (2023). Aralash ta'limning pedagogik asoslari. *NamDu xabarlari*, 1(2), 574-579.
21. Rustamovna, A. S., & Baxromovna, A. M. (2022). OTMda bo'lajak o'qituvchilar o'zini-o'zi rivojlantirish kompetensiyasini shakllantirish. *Journal of new century innovations*, 16(1), 13-15.
22. Dusnazarova, M. I. (2022). Legal Regulation of Marriage-Wedding Traditions in Modern Uzbekistan. *Modern Journal of Social Sciences and Humanities*, 1(11), 23-29.
23. Elamanovna, D. M. (2021, March). Works and environmental education. *Archive of Conferences*, 17(1), 79-80.
24. Astanova, G. A. (2020). Historical truth in the images of women in shakhrizad stories. *Scientific reports of Bukhara State University*, 4(1), 204-207.
25. Aminovna, A. G., & Ozjan, A. O. (2023). Hindi spirit in the tales of one thousand nights. *Journal of education, ethics and value*, 2(4), 47-49.
26. Akhmedov, B. A. (2024). Dialogue Leading to a Problematic Situation and Its Place In School Education. *Journal of Pedagogical Inventions and Practices*, 28, 17-21.
27. Akhmedov, B. A. (2023). Socratic methods in education based on conflict dialogue. *Sciental Journal of Education Humanities and Social Sciences*, 1(3), 1-7.
28. Akhmedov, B. A. (2024). Reorganization of teaching manual in higher education in Tashkent region. *Uzbek Scholar Journal*, 24, 13-25.
29. Akhmedov, B. A. (2024). Methods Of Improving the Quality of Dissertation Works in The Exact Sciences of The Tashkent Region. *Pedagogical Cluster-Journal of Pedagogical Developments*, 2(1), 39-57.
30. Akhmedov, B. A. (2023). Socratic dialogue as a response to the challenge of the Epoch. *Sciental Journal of Education Humanities and Social Sciences*, 1(1), 1-9.
31. Akhmedov, B. A. (2023). Physics is a Science Forming Knowledge About Health. *Diversity Research: Journal of Analysis and Trends*, 1(3), 350-355.
32. Тангиров, И. Х., & Ахмедов, Б. А. (2021). Перспективы развития правового государства. *Политика и общество*, 7(18), 178-186.
33. Axmedov, B. A., & Muxamedov, G. I. (2021). Klaster Mobile DGU 09834.



34. Akhmedov, B. A. (2023). Use of information technology in medicine, history, biology, literature, physical education. *Uzbek Scholar Journal*, 22, 17-29.
35. Inomjonov, N., Axmedov, B., & Xalmetova, M. (2023). Kasbiy faoliyatida axborot-kommunikativ kompetentlikni oshirish usullari. *Academic research in educational sciences*, 4(CSPU Conference 1), 580-586.
36. Akhmedov, B. A., & Khimmataliyev, D. O. (2023). The emergence-theoretical aspects of dialogue in education. *Sciental Journal of Education Humanities and Social Sciences*, 1(2), 1-7.
37. Inomjonov, N., Axmedov, B., & Xalmetova, M. (2023). Kasbiy faoliyatida axborot-kommunikativ kompetentlikni oshirish usullari. *Academic research in educational sciences*, 4(CSPU Conference 1), 580-586.
38. Akhmedov, B. A. (2023). Prospects and trends of digital twins in education. *Uzbek Scholar Journal*, 23, 6-15.
39. Akhmedov, B. A., Makhmudova, D. M., & Akhmedjonov, D. G. (2024). Using the Socrates method in improving the quality of education in pedagogical universities. *Sciental Journal of Education Humanities and Social Sciences*, 2(1), 16-24.
40. Samiyeva, M. (2023). RAQAMLI IQTISODIYOT SHAROITIDA SOLIQLAR VA BOSHQA MAJBURIY TO 'LOVLARNI AMALGA OSHIRISHDA RAQAMLI TEXNOLOGIYALARDAN FOYDALANISH. *YASHIL IQTISODIYOT VA TARAQQIYOT*, 1(10), 284-287.
41. Самиева, М. Парпиева, Р. (2023). Зарубежный опыт развития системы системы цифрового образования. Та'лим тизимida zamonaviy axborot texnologiyalari resurslaridan foydalanish istiqbollar, 356-358.
42. Самиева, М. (2023). BARQAROR XIZMAT KO 'RSATISHGA ASOSLANGAN SANOAT KORXONALARIDA RAQAMLI TEXNOLOGIYALARNI SAMARALI QO 'LLASH. *International Journal of Economics and Innovative Technologies*, 11(2), 353-359.
43. Qizi Samiyeva, M. F., & qizi Madyarova, M. A. (2023). Text mining and it is development stages. *Science and Education*, 4(4), 1346-1352.
44. Sadinov, A., Rajabov, S., & Samieva, M. (2023). Improving waste recycling in Uzbekistan in digital technologies. In *E3S Web of Conferences* (Vol. 452, p. 05023). EDP Sciences.
45. Samiyeva, M. F. Q. (2023). Barqaror xizmat ko'rsatishga asoslangan biznes modellari sanoat kompaniyalarida raqamli texnologiyalar salohiyatini o'rganish. *Science and Education*, 4(3), 823-828.



PEDAGOGICAL CLUSTER

JOURNAL OF PEDAGOGICAL DEVELOPMENTS



Website: <https://euroasianjournals.org/index.php/pc/index>

-
46. Narzullaeva, M., Nabieva, F., & Samieva, M. (2022, December). A DATA ANALYTICS APPROACH FOR ASSESSING THE ROLE OF CHAIN SUPERMARKETS IN THE ECONOMY. In Proceedings of the 6th International Conference on Future Networks & Distributed Systems (pp. 387-394).