

IMPROVING METHODOLOGICAL PROVISION OF DEVELOPMENT OF SUBJECT-RELATED COMPETENCES IN TEACHING ARTS IN PRIMARY GRADES BASED ON A SYNERGETIC APPROACH**Abdullayeva Feruza Nurillayevna**

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Annotation: The article discusses the use of new pedagogical technologies in the analysis of works of art in the classroom in the native language and reading literacy. Important aspects of the effective use of educational technologies have been increased. On the basis of examples, the necessity of taking into account the psychological and age characteristics of students when using didactic means is proven.

Key words: pedagogical technology, innovative technology, teaching, didactic tools, teaching effectiveness.

The role and importance of the subject of the mother tongue in the development of speech abilities in students is incomparable. In general secondary education, the subject of the mother tongue provides for the development of speech competence in the student, aimed at thinking, understanding the opinions of others, and expressing his thoughts correctly and fluently in oral and written form in accordance with the speech situation.

Today, in elementary school textbooks, we can find many exercises aimed at developing the student's creativity, his creative abilities, as well as developing logical thinking in the student. In addition, it would not be an exaggeration to say that giving exercise books along with books in elementary schools is one of the most effective ways to reinforce the subject. Today, we can find many texts in textbooks that test the student's listening comprehension skills, phonetically pronouncing vowels and consonants, and the ability to use them correctly in oral and written speech.

Reading literacy aims to develop the skills of reading correctly, quickly, consciously, and expressively in students, raising them from an ordinary book reader to a deeply reflective, creative reader; expanding their knowledge of the world around them and existence through reading, enriching their worldview; forming elementary literary concepts in their thinking; reading and understanding texts of any style, and improving their critical and creative thinking skills.

The synergetic approach is a theory that studies complex, self-organizing systems, which can be applied to the analysis of works of art. This approach helps to understand the interrelationships between the various elements present in the work, their change and development. Synergetics mainly studies the process of systems moving out of equilibrium and into a new qualitative state, and in a work of art this process can be seen in aspects such as the inner world of the characters, conflicts, and the development of events in the work.

To apply a synergetic approach to the analysis of a work of art, the following aspects should be considered:

Interrelationships between elements: The relationships between the various elements within a work of art, such as images, motifs, and events, are analyzed. How these elements interact and contribute to the overall meaning of the work is determined.

System development and dynamics: Consider how the events and characters in the work develop through changes. These changes create new situations that complement the content of the work or provide a new perspective.

Points of Limit and Instability: In any synergistic system, there will be points of instability and new equilibrium. In a work of fiction, these points are observed when characters make decisions or where unexpected changes occur.

Self-organization: Analyze how characters or events in a work develop and form independently. How do they arrive at their new states without external influences, encountering changes?

For example, in analyzing Fyodor Dostoevsky's *Crime and Punishment* from a synergetic perspective, one can see Raskolnikov's processes of re-understanding himself and his place in society, starting from his own views, through mental anguish and internal struggles. His personal development is viewed as a synergetic system, and the points of instability of this system are associated with his crime and, ultimately, with the processes of remorse and self-realization.

In general, a synergistic approach allows for the analysis of a work of art not only in a static state, but also as a dynamic system, which contributes to a deeper understanding of the content.

The role of literary works in developing a student's speech is undoubtedly invaluable. A child who is interested in reading stories and small texts in elementary school will certainly begin to read larger works in high school, and this will become a skill. We can also find a number of stories in elementary school native language and reading literacy textbooks. Let us ask ourselves, what does reading a text or a story give a child? In what ways can we convey it to the student, we will achieve effective results.

Nowadays, the interest and attention to increasing the effectiveness of education using interactive methods in the educational process is growing day by day. Classes using modern technologies are aimed at students finding the knowledge they are acquiring on their own, studying and analyzing it independently, and drawing erroneous conclusions on their own. In this process, the teacher creates conditions for the development, formation, acquisition and education of the individual and the team, and at the same time performs the role of management and guidance. In such an educational process, the student becomes the main figure. The main reason why educational institutions today pay special attention to the use of pedagogical technologies in the educational process is the following: Firstly, the breadth of possibilities for implementing personal development education in pedagogical technologies. The Law on Education pays special attention to the issue of implementing developmental education. Secondly, pedagogical technologies provide an opportunity to widely introduce a systematic approach to the educational process. Thirdly, pedagogical technology encourages the teacher to design a technological chain in advance, starting from the goals of the educational process, to the establishment of a diagnostic system and monitoring the course of this process. Fourthly, since pedagogical technology is based on the use of new tools and information methods, their use leads to the teacher acting as the main organizer or consultant in this process, the correct introduction of pedagogical technologies into the educational process. This requires more independence, creativity and willpower from the teacher. Classes based on pedagogical technology satisfy the desire of young people to express their attitude to important life achievements and problems, provide them with an opportunity to think and justify their points of view. In the current innovative processes, in order to solve the problems facing the education system, independent and free-thinking individuals are needed who are able to assimilate new information and evaluate the acquired knowledge on their own, make the necessary decisions. Therefore, the role and importance of modern teaching methods, interactive methods, and innovative technologies in the educational process of educational institutions are incomparable. Knowledge and experience in pedagogical technologies and their application in education ensure that students acquire knowledge and mature skills.

Thus, these interactive methods used in the educational process help to develop the independence, efficiency, organization, courtesy, and creative qualities of students. If we define interactive methods in another way, then in the interactive educational process, the lesson is carried out on the basis of mutual communication between students. Interactive method - by increasing the activity between the teacher and students in the educational process, it serves to ensure the assimilation of knowledge under their mutual influence, and to develop personal qualities. The use of these methods helps to increase the quality and effectiveness of the lesson.

Its main criteria are informal discussions , free presentation of educational material, independent reading, learning, seminars, creating opportunities for students to take the initiative, giving assignments, tasks for working in small groups, large groups, class teams, completing written work, etc. Interactivity is the activity of two people, that is, in which the learning process takes place in the form of a conversation, in the form of a dialogue (computer communication) or on the basis of teacher-student interaction. Interactivity is mutual activity, action, influence, occurs in student-teacher, student-student (subject-subject) conversations. The main goal of interactive methods is to create an environment for active, free, creative thinking of the student, to use his needs, interests, and internal capabilities by creating the most favorable environment for the learning process. Such lessons are held in such a way that no student is left out in this process, and they have the opportunity to openly express their opinions and thoughts about what they have heard, read, seen, and known. A process of mutual exchange of ideas takes place. Children's desire and interest in learning increases, and friendly relations are formed. Interactive education, by its nature, includes methods of implementation through didactic games, through the design of a heuristic (thinking, searching, finding) conversation-lesson process, through the creation and solution of a problem situation, on the basis of creativity, and with the help of information and communication technologies. Therefore, interactive educational technologies and interactive methods, which are its important structural element, ensure a change in the indicators of the organization of the educational process. After all, modern education requires constant updating of the goals, content, forms, methods and means of education in connection with the development of science and technology.

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