# FORMATION OF LEARNING AND EDUCATIONAL COMPETENCES OF STUDENTS IN PRIMARY CLASSES

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## ANNOTATION
*This article deals with didactic, intellectual games, as well as interactive methods in the formation of educational and cognitive competencies of primary school students, their types and methods of conducting.*
**KEYWORDS:** *education, knowledge, skills, pedagogical technology, competence, plot, game, role, phone, ball, telegraph, element, rule, relay race, exercise, time, movement, method, technique, psychological, pedagogical, form, means and etc.*

**Аннотация.** В данной статье речь идёт о дидактических, интеллектуалных играх, а также интерактивных методах в формирований учебно-познавательных компетенции учащихся начальных классов, их видах и методах проведений.
**Ключевые слова:** образования, знания, умения, педагогическая технология, компетенция, сюжет, игра, рол, телефон, мяч, телеграф, элемент, правило, эстафета, упражнение, время, движение, метод, методика, психологический, педагогический, форма, средство и. др.

## INTRODUCTION

The famous philosopher Confucius said that what a person forgets to hear and what he sees, what he does, what he does understanding is close to the truth. Therefore, competence-based approach helps to develop students' practical skills. For this purpose, the use of methods that require students to be active in the learning process is most effective. One of these methods is game technique.

Didactic games help to shape students' emotions, especially the activation of their sensory organs (sense, sight, listening). Teaches the brain to "exercise", deepen one's thinking. Perception, intelligence, memory, will, desire and need for knowledge are strengthened. Increased ingenuity, voluntary attention, ingenuity and initiative. The student's talent and creative abilities begin to manifest and he or she is given the opportunity to test what they have learned in their work, work and play. Games should be widely used in order to build effectively students' competencies.

During the game, students will learn to live together, be organized, collaborate, collaborate and think independently. Students form moral qualities, understanding of nature and society, human qualities.

They learn to adhere to the rules of the game, discipline, develop friendships, friendships, solidarity, increase their interest in different professions, and develop their worldview and thinking skills. Didactic games are subdivided into plot and exercise types. The plot games are linked to a familiar plot where roles are shared. These include games such as "Phone", "Who to carry the ball", "Telegraph". In the game, however, only the elements of the game are incorporated into the game, which requires more conditional adoption. This includes a game rule action. Examples of such games include "Jim" and "Mathematical Relay". Exercise games require less time and effort, but plot-based games are more appealing.

Organizing didactic games during the classroom helps students to communicate, focus, and, in turn, develop responsiveness, and the use of these games creates a natural environment for learning. This will encourage students to work freely throughout the classroom. The use of the game effectively and in accordance with the content of the lessons will help the student to independently absorb the information provided during the lesson and develop his or her creative thinking. The game

reveals students' hidden abilities and their interest in science.

Didactic materials are prepared by the teacher individually for each lesson, which should be used to fully reflect the content of the lesson and to help students better understand the content of the lesson. These include various visual aids, devices for creating different situations, toys. Didactic materials are created according to didactic principles. It should be noted that it is important that the didactic game used during the lesson be chosen according to the theme of the lesson. The use of didactic games in math speech development in elementary school students is effective. It is also desirable to use didactic games to enhance the vocabulary of students and to pronounce numbers and numbers correctly. So in our lessons, we need to teach students to think independently, to increase their mental and speech activity.

**Review.** This requires effective use of interactive techniques and intellectual games. Through their effective use, students' knowledge is enhanced, ideas for independent thinking are formed and activity is increased.

One of the most pressing issues of our time is to bring up a fully developed, fully developed, fully developed, fully educated person, which is largely the responsibility of teachers. Unlike other disciplines, it is given more attention in the lessons of mother tongue and literature. Because every book in the textbook, excerpts from the works, poems, and texts of the exercises in the native language are the perfect characters, and they serve as examples for the students.

A person must be able to think independently in order to be perfect. People who are able to think independently become creative.

Therefore, the teacher's main task is to develop students' independent thinking skills [1].

## RESULT AND ANALYSIS

Starting with a "Wisdom Lesson" or "Wisdom of the Day" lesson is a good idea. In this case, the teacher may ask the students to give examples and quotes, using proverbs or proverbs, hadiths, examples of well-known people, related to the subject matter.

For example, commenting on the hadith of the virtue of science will increase students' interest in science as well as increase their oral speech. The proverbs, respect, friendships, and diligence of parents are also important factors in the formation of students' human qualities.

One of the ways that motivates students to think creatively and independently is to keep the mind going.

For example, it is desirable to create text in native language classes and use it when working on the text. For example, a teacher instructs her to write a related text, independently of the topic

"Homeland": The first reader says, "Homeland is a land where our navel is shed." the second student says, "Everyone loves and cherishes their country." The third reader says, "For, in the hadith," Loving one's motherland is an act of faith. In this way, all students are required to give their opinion on the topic. This method positively influences them to think independently, to think quickly and to expand their expression.

The game "Yes and No" will be held to better understand the past and new topics. This game also encourages students to be active and resourceful. To do this, the class is divided into three groups and each group is asked the following questions, for example: questions for the first group: Are the numbers 1, 12, 10, 7 fractional? (No). Is the number dividing the number of items called a distribution number? (Yes)…. Questions for the second group: Is 0.5 0.5? (Yes.) Do the integer numbers appear in the sentence as a determinant? (Yes.) Questions for Group Three: Can the number of decimal places be read as half as well? (Yes.) Are the numbers five, the number hundreds? (No). Memory Exercise teaches students to think, to think clearly and to speak fluently. Before applying this method, students are grouped into small groups and are told that a competition will be held, which requires speed, memory and knowledge. The teacher then tells the students, for example, 10 words in their native language or literature (for example, poems, ghazals, ruboi, lyrics, tragedies, stories, novels).

Pupils write down their memorized words on a blackboard, fill in the forgotten words with group members and give them examples and examples. Whichever group members have good memories and answers that group wins.

## DISCUSSION

We will talk about the content and methods of preparing students for text creation. For example, in the class 1 Mother tongue, in Exercise 3, there is a picture of a winter scene and a winter children's game. Based on this exercise, the instructor will do the following: Provide assignments for follow-up: Identify winter signs, change in nature. Observe sharp cold weather, snowfall, freezing water, shortening of days and keep a note in your notebook; exercise based on the image given to the exercise: watch the picture. What did the artist want to tell us? Why did you think that the artist described the cold winter days when looking at the picture? (It was snowing heavily. Trees were bare. Children wore coats, boots, hats and scarves); Why are children happy? What did the artist want to draw your attention to? (The artist wants to show the joy of children through winter games, winter activities) find a title that clearly and completely illustrates the content of the picture (Winter Games, Snowy Hill, Winter on the Hill); speech preparation. Find words

describing snow (white, soft, sticky, cold, icy, glossy); find words describing the appearance of trees (bare, leafless, snow-horned, body with brown); find words describing the sky (cloudy, dark clouds, clear, blue); find words describing snowball (white, nose red, eyebrows and eyes, round head); What words can describe the movement and condition of children? (running, building, flying, shooting, sliding, cheering, rejoicing); find words that represent the colors of children's clothing; find words of greeting, appeals, gratitude that the children in the picture can use in their conversation; identify, summarize, and describe the links between what students observe and what they see in the picture [2]

This step-by-step method allows students to form a speech culture. Work on painting is complicated by the following queries: Task 1. Follow the picture. What time did the artist describe it? What can you learn by looking at the picture ?. Task 2 Why is the classroom and course process described?. Task 3 Use sentences to describe the student's behavior and position in the lesson. The more didactic the game is, the better it will be, the didactic purpose is so cleverly concealed. The knowledge that is embedded in the game is absorbed by the learner, unknowingly and unwittingly, while playing.

"I will investigate." When conducting such games, a small amount of dictation text is selected, which is arranged at the beginning of the lesson. The teacher writes to students a small dictation. When all the students had finished writing, the teacher wrote the dictation on the blackboard. If the dictator first wrote the letter on the blackboard and covered it, the teacher would open the curtain. Students will look at the dictator who wrote it. Such dictation can be used even in alphabetical terms, when the teacher writes dictation in the following variants, consisting only of letters, then of syllables (after introducing consonants), students' cognitive competences are formed. Option 1: O, o, I, i, U, u, A, a, u, u. Option 2: -Lo, -no, -to, -mi, -un, -in. Option 3: Baby, tulip, mother, dice, par. Option 4: Today it's hot.

"The Crows." The teacher asks a question based on a mark. Pupils name the items on which this symbol is displayed. The students who have the most correct answers are the winners. The students who have the most correct answers are the winners. Conducting this game facilitates the process of providing students with basic information about word constituents. It also shapes responsiveness, independence, discernment, and creativity. Q: What is white? Answer: paper, notebook, cloud, curtain, snow, grandmother's hair.

"Wrong sentence." This game is based on pictures. The teacher also uses words that are not relevant to the picture during the image description. "Students should be careful to find the phrase. "Students should be careful to find the phrase. They are required to be careful, attentive, observant and attentive throughout the game. As well as carefully observing the picture, they listen to the teacher's story. Finding every wrong phrase will increase their self-confidence and interest in the lesson. This game can be used for all lessons.

"Find the letters". This game can also be played with colored rectangles that can be used for verbal or image tests. It takes two colored sheets of paper. The teacher reads the words. Pupils show the same sound location that they need to find independently, and the rest of the volume with a different sheet of paper. This game can be used by the teacher as an effective way of promoting students' literacy. The game can also be conducted orally to develop students' speech. For example: The word "a" should be replaced by the word "school". The word "a" in the word "school" is followed by "m" in the first syllable, and the second in the second syllable after "t".

"Go ahead." In this game the teacher starts the story. Students will continue it independently. They will develop creativity, independent thinking, develop writing skills, such as an essay or essay, and increase their vocabulary. They also develop a sense of self-confidence. This game can be used for native language, reading lessons or extracurricular activities. For example: "Today, when I get to school early."

"Travel". Pupils are asked to describe the road from school or home to a specific location. They observe the object for several days and describe it verbally. This game, which requires calmness, discernment, observation, and attention to the environment, can instill a sense of faith and love for the country. This game, which requires calmness, discernment, observation, and attention to the environment, can instill a sense of faith and love for the country. In addition, pupils' speech develops, vocabulary increases, and independent thinking skills are formed. It is also possible to determine how well they know the traffic rules. This game can be used for strengthening lessons or extracurricular activities. For example: the road from home to a sports complex. I go to the wrestling club after the lesson. To get there, I leave the house and walk to the left of the lake. To cross the highway, I will go along the sidewalk and cross the special lane when the green light of the traffic light is on. It looks like a sports complex.

## CONCLUSION

If the didactic games we cited above meet all the rules and principles, there will be no doubt that an effective approach to teaching students' thinking will be effective.

Problems of teaching, discussion, didactic games, special creative assignments, combining tasks of different age, team, group and group, which encourage students to learn independently, should all

be appropriate in the pedagogical process.

The teacher should be fully aware of what method the teacher will use in the course of each lesson, what methods and techniques will be used to implement it, and the tools and forms of the learning process.

Here are some of the elements that make the teacher an interesting and scientific conversation in a teacher's career, conveying information effectively and persuasively to students, effectively using visual aids or techniques, and using their own and others' experiences in a logical and aesthetic manner. it is permissible.

At the same time, teacher opportunities should also depend on students' level of knowledge, level of knowledge and skills, interest in the classroom, emotional level, and more. Otherwise a good method, the intended method, may not work. For example, if a teacher wants to use a problem-based method of teaching, but the students' scientific knowledge, perception, thinking, and reasoning abilities do not respond, the teacher cannot achieve the goal. Therefore, the choice of methods and techniques for each lesson should be of benefit of the forms and means, in short, the teacher's structure and scheme should be well thought out by the teacher. With this in mind, we found it necessary to outline the "Fast" and "Commentary" techniques that Sh.J.Yusupova [4] implemented and tested in the implementation of non-traditional education, which play an important role in increasing the effectiveness of the lesson. Any method is manifested in various forms. For example, the information method consists of lectures, demonstration films, reading textbooks. In the form of a reproductive method, interviews, questions and answers are used. Below we will focus on creating a simple, fast-moving method of reproduction that is based on the question-and-answer method.

"Walking fast" Theoretical and practical innovations in these lessons are always stamped on the students' memory as they are repeated. Students should always strive to ensure that the learning material they attend is long-term. Students should always strive to ensure that the learning material they attend is long-term. The mental activity of restoring an event or situation reflected in the mind of a person, after a certain period of time, is to reinforce and preserve the item. The strength of memory depends on the methods of memory and its repetition. In addition, the long-term storage of learning material depends on the student's full understanding of the learning material and its implementation. In this method, the learner determines his own knowledge, self-assessment. That is, they will be diagnosed with knowledge, and they will be given knowledge in the next new topic debate. Students are asked to

conduct this method: be clear and concise; be short, demanding a clear answer; the answer is "yes" and "no"; questions have come from practice without a book; preparation of new and old topics; provide students with observational feedback.

"Walking fast" Another psychological significance of this method is the repetition of theoretical and practical knowledge of students as a result of repetition. Once a specific topic has been crossed, the student must fully understand the subject in order to answer 10-15 questions.

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