



**IMPROVING DIDACTIC OPPORTUNITIES FOR THE DEVELOPMENT OF ORGANIZATIONAL COMPETENCE OF STUDENTS OF HIGHER EDUCATION INSTITUTIONS**

*Akhmedova Laylo Bakhtiyor kizi*

*PhD, lecturer, At the Department of "Native language and methods of teaching it in primary education, at the Tashkent State Pedagogical University named after Nizami*

**Abstract:** The article considers: didactic conditions for organizing the organizational competence of students; the structure of students' abilities, types of educational activities; requirements for didactic materials for development of organizational competence of university students; as well as the correlation of organizational competence with other types of educational activities.

**Keywords:** didactic conditions, ability, individual characteristics, competencies, students, higher education.

Modern psychological and pedagogical sciences consider learning as a process of stimulating the external and internal activity of the student, as a result of which certain competencies are formed in him. Learning involves the interaction of two participants in this process - the teacher and the student. The first directly or indirectly creates the appropriate conditions that stimulate the activity of the second, organizing, directing and controlling its activities, as well as providing the necessary means and information for this. The formation of competencies in a student occurs only as a result of his own activity.

Statement of the purpose of the article. To identify didactic conditions that contribute to the effective organization of independent work of students.

Presentation of the main material of the article. As significant elements of the learning process from the point of view of the student, psychologists single out the purposefully organized and directed acquisition of concepts (and their combination, corresponding to scientific knowledge) of thinking and skills.

V. V. Davydov convincingly proved that the full assimilation of knowledge implies the formation of those forms of the student's own activity that are adequate to the development of the relevant theoretical knowledge, closely related to the systematic use in activity, which open up the coordination of all elements of the concrete construction. If you do not understand the role of activity, then "the very essence of learning is distorted, which, in the end, comes down to a simple transfer of knowledge and is not considered as attraction to activity." The coordination of the elements of concreteness can be traced in research activities. Students are in a situation where, thanks to previous scientific research, they have before them a complete and complete presentation of the "real movement" of the material. Therefore, they begin to assimilate knowledge on the basis of such a presentation. This presentation dictates the content and order of allocation of those elements, the coordination of which students must establish through certain types of activities. The author considers it necessary to rebuild the entire "technology" of learning to reorient students to moderate empirical thinking. The basis for the formation of concepts should not be a comparison of the external properties of objects, but a transformative objective action and analysis that establish essential connections of an integral object,

its genetic initial form. In addition, the discovery and assimilation of the abstract-general precede the assimilation of the concretely partial, and the concept itself is posited as a means of ascent from the abstract to the concrete, as a definite mode of activity. Having brought the compliance of the educational subject, built on the basis of the principles presented above, with the scientific presentation of the factual material, the scientist came to the conclusion that it is necessary for students to assimilate its content through independent learning activities [3].

To this end, students need to specifically form such subject actions, thanks to which they can identify in the educational material and reproduce in models the essential connection of the object, and then study its properties, in addition, students should gradually and timely move from subject actions to their implementation. in the mind. All this must be taken into account when organizing independent work of students [2].

K. K. Platonov considers ability to be the highest human quality, the formation of which is the ultimate goal of the pedagogical process. The structure of ability includes both skills and knowledge, and thinking. There are a number of stages in the formation of the ability, which can be represented as follows. Primarily formed ability - awareness of the purpose of the action and the search for ways to fulfill it, based on previously acquired knowledge and skills; activity by trial and error. Not quite formed ability - knowledge about the ways of performing an action and the use of previously acquired non-systematic abilities for a certain activity. Separate general abilities - a number of separate, highly developed, but formed low-level abilities that are necessary in various types of activities, for example, the ability to plan one's activities, organizational skills, etc. An ability formed at a high level - the creative use of knowledge and skills of a certain activity with awareness not only goals, but also the motives for the choice and the way to achieve it. Mastery is the creative use of various abilities.

According to K. K. Platonov, acquired skills improve the ability to perform a more complex type of similar activity ... and a new, more complex type of activity requires new, more complex abilities for its implementation, which will develop on the basis of abilities that already exist. But in the formation of abilities, exercises play a significant role both at the subject and speech, and at the mental level of activity. It follows that independent work (exercises are its most characteristic varieties) has the necessary set of components as part of the types of activities involved in the formation of abilities [1].

Let's consider the correlation of competence with other types of educational activities - the presentation of educational material by the teacher and the lecture. Research by psychologists and didactics shows that none of the listed types of learning activities has an absolute advantage in the effectiveness of student learning. Under normal learning conditions, the results of learning by students will be the same when teaching material is presented, during a lecture, and during independent work. Absoluteization of any form of education, as practical experience shows, has always proved to be ineffective. However, studies of the comparative effectiveness of various methods of teaching and independent work (also individualized) experimentally prove the high efficiency of independent work.

Each method of learning has certain advantages. However, each of them also has disadvantages. Therefore, it is possible to optimally solve the problem, which involves the formation of competencies (abilities), only in a combination of independent work of students, lectures and oral presentation of the teacher. But in the formation of abilities, the leading role, of course, belongs to independent work. Moreover, without it, the formation of skills cannot take place (since skills are included in the structure of abilities).

Let us analyze the combinations of the most effective combination of different teaching methods. So, I. S. Popov, having studied various options for combining independent work and oral presentation of material by a teacher, concluded: the efficiency of mastering knowledge in the case of combinations is always higher than only during independent work, or only lectures. Among the various options for combinations, the following turned out to be effective: the presentation of educational material by the teacher, which is combined with the independent work of students or their subsequent independent work, and the independent work of students, supported by the oral presentation of educational material by the teacher [1]. Studies conducted under the guidance of I. T. Ogorodnikov proved that the

effectiveness of combinations of oral presentation, explanation and independent work depends mainly on the nature of the material being studied and other conditions [4]. Certain combinations have also been shown to be effective under the following conditions:

1. If the educational material for students is completely new, does not have a basis in their previous cognitive and practical experience, is associated with difficulties in perception in terms of content and sources of information, then the most effective combination is when the teacher submits all the educational material, and the students independently fix.
2. If the educational material requires only a theoretical explanation, and the students have the ability to work independently, then this combination is quite effective when the teacher asks only the main questions, and the students work through all the material on their own.
3. If the content and methodology of teaching certain material is firmly based on the previous work of students, and the educational material is easily distributed into separate tasks, and the lecture has all the necessary teaching aids, then such a combination is effective when the teacher is limited to an introduction about the content and methodology of the lecture, and students under his guidance do the main work independently.
4. If the educational question is organically connected with the previous cognitive and practical experience of students and new concepts follow from the previously studied material, and the means of independent work that students already own are used, then such independent work is effective, in which the role of the teacher is limited to its organization and management (laboratory and practical classes, etc.).

This far from complete list of conditions for the effective use of students' organizational competence in various combinations with teaching once again confirms that organizational competence in its "pure" form, without auxiliary methods of teaching, can be effective only in individual, strictly determined by certain conditions, cases. Such an assessment of the possibilities of organizational competence is aimed at its application in the formation of students' independent work. In the structure of techniques, methods and methods aimed at developing skills and mental abilities, the role of independent work increases significantly, which is associated with an increase in the specific share of exercises and tasks.

All these reflections are of an indirect nature and are given in order to realize the place of independent work in the learning process. Indeed, competencies are formed and interdependent in unity with the development of thinking. And in the practice of educational activity, it is impossible to separate them. Thus, the ability to organizational competence is an essential component of learning activities. The effectiveness of independent work of students depends on the level of its formation.

Organizational competence of students provides for the use of auxiliary didactic material on the basis of independent work of the student of the higher education institution. It is on the production and reproduction of such didactic materials that teachers spend a lot of time and energy. There are very few ready-made materials, and organizing independent work without them is almost impossible. Most teachers are limited to conducting types of independent work that do not require labor-intensive production of didactic materials. In addition, the quality of home-made didactic materials does not always meet the requirements for teaching aids, both in the methodological and scientific aspects.

Finally, independent work requires direct and indirect guidance. It should be the better developed, the lower the level of development of students' cognitive abilities. Students need to know how the assigned tasks are solved, as they learn to solve them on their own. Depending on the degree of development of competencies, the limits of independence expand in the same way as the tasks themselves become more complicated. Direct guidance is provided by the teacher, while indirect guidance occurs with the help of written instructions, which can be considered as an algorithmic task. Written instructions also need to be organized (in accordance with the program and the level of development of students' competencies) and reproduced.

Given the above, we believe that the following requirements should be observed when selecting didactic materials:

1. materials must contain assignments, tasks, exercises in an amount sufficient for satisfactory assimilation of the program material;
2. they should contain additional texts, illustrations and other additional materials that are not in the textbooks, but which are necessary for the successful completion of the task;
3. must develop students' ability to work independently;
4. be simple and convenient to use at home and in the classroom;
5. Have a low cost or have an electronic form.

These requirements formed the basis for the design and development of software products for organizing and conducting independent work of students in the development of organizational competence of university students.

## REFERENCES

1. Vyatkin, L.G. Levels of cognitive independence of students of pedagogical universities. Topical issues of regional pedagogy. - Saratov, 2020.
2. Guseva, E. N. Didactic conditions for the use of pedagogical software in the process of professional training of the future teacher of systems: dis. ... cand. ped. Sciences / E. N. Guseva - Magnitogorsk. state un-t. - Magnitogorsk, 2019.
3. Davydov, VV Theory of developmental education. Association Developing Education. - M.: INTOR, 2018.
4. Kryukova, O.P. Independent study of a foreign language in a computer environment. - M.: Logos, 2018.
5. Ogorodnikov, I.T. Optimal assimilation of knowledge by students and the comparative effectiveness of individual teaching methods. - M.: AST, 2019.
6. Sadikova, A.V. The impact of development of information technologies on primary education // East European Scientific journal Wschodnioeuropejskiy Czasopismo Naukowe . - 2016 r 8(4)
7. Sultanova, U.M. Preparing future primary school teachers for the implementation of developmental education // European Journal of Molecular & Clinical Medicine ISSN 2515-8260 Volume 08, Issue 01, 2021
8. Tashpulatova Mamura Ismailovna PROFESSIONAL-ORIENTED CONTENT OF MATH TRAINING FOR FUTURE PRIMARY TEACHERS - PRESENTATION OF AN INTEGRATIVE TREND European Journal of Research and Reflection in Educational Sciences Vol. 8 No. 8, 2020 Part II ISSN 2056-5852
9. Urazova, Z.M. DIDACTIC PRINCIPLES OF MATHEMATICS TEACHING METHODS IN PRIMARY SCHOOL // "ACADEMICIA: An International Multidisciplinary Research Journal ISSN: 2249-7137 SJIF 2022 = 8.252" Vol. 12, Issue 05, May 2022.