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THE CONTENT OF THE METHODOLOGY FOR DEVELOPING SOCIAL AND COMMUNICATIVE COMPETENCE IN PRIMARY SCHOOL STUDENTS

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MAQOLA MALUMOTI	ANNOTATSIYA:
MAQOLA TARIXI:	*This article discusses the process of developing social and communicative competence in primary school students, as well as increasing student activity during teamwork and increasing socialization and reasoning based on criteria using models in the lesson process.*
KALIT SO'ZLAR:	

During primary school mother tongue lessons, there is a great opportunity to develop students' socio-communicative competence. After all, the formation of oral speech, which is the basis of communication, is one of the main goals of mother tongue education.

Models that simulate social situations used in primary education, taking into account the age and individual characteristics of students, not only increase the interest and effectiveness of education, but also serve to adapt students to the social environment, form communicative competence in them, and develop social cultural skills.

The methodology for developing students' social and communicative competence based on imitation models is implemented in three stages in accordance with the content of native language education. These stages are listed below:
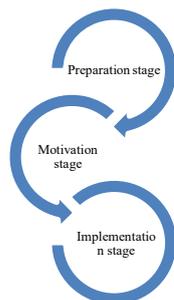
Figure 1. Stages of implementing imitation models

During the preparatory stage, the teacher performs the following tasks:

study the age characteristics of students and their needs for social interaction;

selects the imitation model to be used in the lesson in accordance with the capabilities and needs of students and the native language program;

prepares the necessary equipment for using the imitation model in native language lessons;

determines the approximate distribution of roles for the imitation model.

At the motivation stage, the teacher, together with the students, performs the following tasks:

conducts an introductory conversation with the students and introduces them to the purpose and content of the imitation model;

uses films, photos and illustrations to motivate;

increases their interest by preparing decorations and handouts for the simulation model.

At the implementation stage, a program developed during our research will be implemented in accordance with the theme of primary school native language lessons. This program is called "Developing students' social and communicative competence based on imitation models in primary school native language lessons."

When using the imitation models mentioned in the program in primary school native language lessons, the following pedagogical requirements must be observed:

When choosing imitation models, the age and pedagogical characteristics of students, as well as their needs for social interaction, should be taken into account;

It is necessary to ensure that the topics in the program correspond to the content of the simulation model;

technological design of lessons and taking into account time opportunities;

coordination of the selected topic with the requirements of the social environment increases interest in it;

It is advisable to pay attention to the variety, interest, and clarity of the decor and illustrative materials selected taking into account the age characteristics of primary school students.

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The following were selected as criteria for the development of social and communicative competence in primary school students:

Criterion 1. Socialization of students. That is, it refers to the students' ability to join the team, communicate with team members, behave freely in the team, and establish warm relationships with team members.

Criterion 2. The ability to freely express their opinions in the communication process. That is, it is determined by the students' ability to have their own opinions, freely express their opinions in collective relationships, be firm in their opinions, and be able to defend their position.

Criterion 3. Formation of a culture of social communication. This criterion covers skills such as mastering the established norms of a culture of communication and adhering to these cultural norms during communication, as well as being able to control oneself in various problematic situations.

We determined the socialization of students through the "What kind of child am I?" methodology;

The "Help my friend" methodology was used to assess the ability to freely express their thoughts in the communication process;

The "What are you feeling?" methodology was used to determine the indicators of the formation of the culture of social communication.

"What are you feeling" methodology

Active (high) level - students who actively participated in completing the task, took the initiative in performing the roles;

Medium active level - students who completed the task, but were hesitant in performing the roles;

Inactive (low) level - students who had difficulty completing the tasks, were unable to show activity.

These methods were used to determine the level of development of social and communicative competence in students. Diagnostic methods intended for diagnostic study of the level of development of social and communicative competence in primary school students were modified, and their use based on established requirements allowed for systematic monitoring.

It was found that the methodology developed for developing social-communicative competence in primary school students based on imitative models is effective when integrated with native language teaching materials and exercises that develop students' speech behavior.

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