

# Methodological Support for the Formation and Improvement of Basic Competencies in Primary School Students

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**Abstract.** This article is based on the theoretical and practical experience of the introduction of the integrative model of the formation and improvement of basic competencies in elementary school students to the practice of primary education using the methodology, solving the problem of forming basic competencies in elementary school students.

**Key words:** competence, practice, research, pedagogical development, control groups, control training, stage, behavior, functional link.

In our innovative activity, the development of the methodology for the formation of basic competencies of elementary school students was carried out. This allows us to more fully express the analysis of the activities of primary school teachers on the implementation of the model, as a result of which the model designed in the practice of general education schools and its implementation in order to increase the level of formation of basic competencies in primary school students provides effective implementation of pedagogical conditions.

Primary school students were selected as the main component of the primary education educational process for the experimental work. In the formative stage of the experiment-test in 2017-2020, the method of formation of basic competencies was implemented in the innovative activity developed for the educational process of experimental groups of 1-4 grade students. Training in control groups (NG). Was carried out within the framework of traditional education and was not directed to the formation of basic competencies in primary school students. Certain pedagogical conditions were implemented in each experimental group. It covers the following preparatory, operational; summarizing stages of the formation of basic competencies in primary school students. The first preparatory stage corresponded to education in the first year of primary education. This stage was aimed at preparing primary school students for the activities to be carried out. At this stage, two directions were implemented: motivational and guiding. The motivational direction of work was related to the formation of a positive attitude to the activity and its content in elementary school students. The direction of work is implemented by creating a system of directions and

instructions, which are necessary to take into account the actions taken (personal, regulatory, cognitive, and communicative). The following served as a reference framework: a model of the final product of behavior, objects of behavior, weapons, operations. This stage was expressed by the superiority of individual interaction of elementary school students in solving the problems with the teacher and classmates. During the first stage, the initial experience of performing regulatory, cognitive and communicative learning behaviors in learning various subjects, as well as the construction of the behaviors and activities of primary school students in accordance with the proposed models and rules, the performed behaviors the skills of planning, control and correction of actions were formed.

The second operational stage corresponded to the next one and a half years of primary education and required primary school students to construct and correctly perform new methods of behavior with the help of material means in cooperative regulation with the teacher or classmates. Envisioned. At this stage, subject-organizing, subject-cognitive, subject-communicative issues proposed for collaborative solution are gradually complication, as well as the gradual exchange of forms of cooperative work of elementary school students with the teacher and classmates.

Primary school students had a need to refer to each other when completing assignments, which testified to the change in the nature of the educational situation. Elementary school students act independently and ask questions to the teacher and exchange ideas, thereby developing the subject (operations that make up problem solving) and mental (form, compactness, time) of educational behavior. Change) began to improve their aspects. At the end of the second stage, primary school students were ready to solve subject-organizing, subject-knowledge, subject-communicative issues in consistent cooperation. The third - summarizing stage provided for the improvement of subject-regulatory, subject-cognitive, subject-communicative issues in the process of collaboratively solving regulatory, knowledge-related and communicative educational behaviors and lasted for one year. At this stage, an increase in the level of independence in educational cooperation was observed in the implementation of the functional links of the educational activities of elementary school students.

Elementary school students easily divided the initial behaviors and operations determined by the subject conditions of collaborative work, exchanged behavioral methods, planned general activity methods, which determined cooperation - mutuality in the assigned tasks. This means that elementary school students begin to tell the whole process of solving a problem without external manifestations. All pedagogical conditions were implemented at each stage of the methodology of formation of basic competencies in primary school students.

The first pedagogical condition is the formation of common traditions in the classroom, the creation of situations for collective experience of significant events, the desire of each student to enter the classroom life emotionally, as well as the initial It was implemented with the participation of students in innovative types of activities: contests, competitions, festivals, creative projects, etc.

The implementation of the second pedagogical conditions provided for the appropriate selection of subject-regulatory, subject-knowledge, subject-communicative issues, certain consistency and connection with specific areas of education. Solving the problems offered to

elementary school students was carried out in three successive stages: familiarization with conditions, solution and control. All stages of collaborative problem solving in the conditions of educational cooperation had a certain specificity in relation to individual solutions, but timely and effective control of individual solutions was of particular importance. It should be noted that the offered subject-organizing, subject-knowledge, subject-communicative questions are also used as a means of diagnosing the level of formation of basic competencies in elementary school students. The teacher chooses tasks independently or in cooperation with elementary school students. Practical and creative tasks and exercises aimed at the formation of basic competencies in elementary school students were followed. Tasks used in the training:

- 1) Should be interesting (in terms of form, content, plot, etc.; in terms of solution method or unexpectedness of the result);
- 2) Should be distinguished by the level of complexity, have several methods of execution (and answers);
- 3) It is necessary to choose interesting, educational, practical and interdisciplinary content;
- 4) Their implementation should be expressed in such a way that it is impossible to do without acquiring knowledge;
- 5) It should be simple, understandable and easily implemented by most elementary school students.

As stated by G.I. Shukina, it is possible to talk about situational development, as long as the motivation of the student always comes from the teacher, and his own activity does not rely on the "internal environment", without external incentives at all. This is also possible [230]. Therefore, the implementation of this pedagogic environment assumed that elementary school students participate in the organization and conduct of games. The teacher acted as an assistant and consultant. In this way, the teacher encouraged primary school students to do independent research, turned students into full-fledged participants in the process of formation of researched competencies.

Implementation of the third pedagogical condition was carried out by the teacher's discussion with the primary school student about his personal characteristics and opportunities, achievements and difficulties identified in the course of educational activities, and relations with classmates and parents. Collaborative analysis of the listed descriptions helped elementary school students to change their behavioral indicators. For the successful implementation of this pedagogical environment, the "Personal Achievements Diary" was used, which allowed to monitor the individual growth of each elementary school student for four years. It is important to note that innovative methods were used in the formation of basic competencies in elementary school students, and we used the following:

- 1) intellectual processes, which arouse the states of thinking, reasoning, justification, proof (analysis, synthesis, generalization, comparison);
- 2) emotional processes (success, joy, pride in one's achievements, experiencing satisfaction from activity);
- 3) regulatory processes (volitional aspirations as a concentration of forces, goal

orientation, decision-making, diligence, determination, attention);

- 4) Creative processes, such as imagination, fantasy, creation of new images, models, etc.

The introduction of the methodology for the formation of basic competencies and the pedagogical conditions for its implementation in elementary school students takes place within the framework of mastering certain subjects and in extracurricular time according to the specially developed "Level of Achievement" program. , revealed certain opportunities for the development of cognitive and communicative competences. The main requirement of the program is to conduct lessons in a non-traditional way (integrated lessons, lesson-training, lesson-excursion, presentations, lesson-interviews).

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