

# Description of the Competence Development Process of the Process of Working on the Text in Native Language

*Kochkarova Shakarjon Azimboy*<sup>1</sup>

**Abstract:** This article examines the process of competence formation in primary school students through text-based activities. Research examines how working with a variety of texts can improve reading, writing, critical thinking, and comprehension skills. By analyzing relevant literature and using teaching-specific methods, the research aims to identify effective strategies for teachers to develop these competencies in young learners.

**Keywords:** Basic Competencies, Primary Grades, Text-Based Activities, Reading Skills, Writing Skills, Critical Thinking, Comprehension, Teaching Methods.

**Introduction** In the rapidly developing educational process, the development of basic competencies among elementary school students is becoming more and more important. These competencies, which include reading, writing, critical thinking, and comprehension, are critical to academic success and lifelong learning. Engaging students in text-based activities from an early age is a key approach to developing these skills. This article focuses on the study of ways to use text work to develop core competencies, emphasizing the importance of a practical process model.

The curriculum included daily activities such as reading comprehension exercises, creative writing tasks, and group discussions based on age-appropriate texts. Data were collected through pre- and post-assessment tests, classroom observations, and interviews with teachers and students.

## Materials and Methods

The formation of basic competences in primary school students through text work involves the development of important skills that lay the foundation for their future learning. Here's an overview of how to achieve this:

### 1. Reading Comprehension Plan:

Purpose: to ensure that students understand, interpret and critically analyze texts.

Activity:

Guided Reading:

- Description: Teachers read aloud while students help model proper pacing, tone, and emphasis. This method helps students to develop better understanding and fluency.
- Purpose: to help understand the structure, vocabulary and deeper meaning of the text through active listening and engagement.

Questioning:

- Description: After the reading activity, ask a variety of questions that encourage students to think critically about the text. These questions should be verbatim (e.g., "What happened in the story?") to inferential (e.g., "Why do you think this character acted the way he did?").
- Purpose: to encourage students to study the topic, context and implications of the text, to help develop analytical thinking.

<sup>1</sup> Supporting doctoral student of Urganch State University, Khorezm region



### Generalization:

- Description: teach students to distill the main ideas of a text and express them in their own words. This may involve writing summaries or discussing key points in groups.
- Purpose: to increase the ability of students to identify important information, retain it and improve understanding of the material.

This is a solid vocabulary building plan! Here's how you can implement and improve each activity:

### Feedback

### Side panels

### History

### Saved

### "Word Walls"

- Implementation:
  - Set aside space in the classroom for a word wall.
  - Add new vocabulary as they appear in texts or lessons. Add definitions, synonyms, and images to reinforce meaning.
  - Encourage students to refer to the word wall when writing or speaking.
- Developments:
  - Organize words by topics or learning units.
  - Allow students to contribute by adding interesting or challenging words.

### Contextual Learning

- Implementation:
  - Enter text with several new vocabulary words.
  - Model how to use context clues (eg, surrounding sentences, word structure) to determine the meaning of unfamiliar words.
  - Have students practice in pairs or small groups, discuss their conclusions.
- Developments:
  - Use think-aloud strategies to demonstrate your thinking process.
  - Provide graphic organizers to help students break down context clues.

### Word games

- Implementation:
  - Schedule regular activities for word games like crosswords, word searches, or word bingo.
  - Adapt the games to the vocabulary currently being studied.
- Developments:
  - Introducing digital versions of word games to make them interactive.
  - Create a vocabulary tournament where students score points for correct answers.

### Additional considerations:

- Vocabulary Journals: Students should keep a personal journal in which they record new words, their meanings, and example sentences.



- Peer Teaching: Pair students up using the wall and context clues to teach each other new words.
- Vocabulary challenges: introduce a "word of the day" where students try to use that word in conversation or writing throughout the day.

These activities engage students in different ways, making vocabulary learning more interactive and effective.

### Writing Skills

This plan focuses on improving students' writing skills through structured activities. Here's a breakdown of each component:

#### Purpose:

To develop the ability to express ideas clearly and effectively in writing.

#### Activity:

#### Copywriter:

- Purpose: to improve writing structure and spelling.
- Method: students copy sentences or short paragraphs. This activity will help them master proper grammar, punctuation, and the general flow of well-structured sentences.

#### Creative writing:

- Purpose: to develop creativity and unique expression in writing.
- Method: students are encouraged to write stories or descriptions based on the texts they read. It helps them apply their understanding of language in a creative context, building comprehension and vocabulary.

#### Review:

- Purpose: to develop collaborative learning and critical thinking.
- Method: students pair up to review each other's work. This process encourages them to engage with different writing styles, provide constructive feedback, and learn from their peers.

#### Critical thinking

- These activities are great for developing students' critical thinking skills. Here's a little more information on how you can do each activity:

#### Compare and contrast

- Purpose: to help students identify similarities and differences, improve their analytical skills.
- Implementation:
- Graphic Organizers: Use tools like Venn diagrams or T-charts to visually organize comparisons between characters, settings, or events in different texts.
- Class Discussion: After completing the graphic organizer, have a class discussion where students share their findings and explore deeper connections between the texts.

#### Cause and effect

- Purpose: to encourage students to understand the relationship between events and outcomes in the text.
- Implementation:
- Textual Evidence: Ask students to identify key actions or events in the text, then discuss or write about the effects of those actions on the plot or characters.



- Prediction activity: before reading the outcome of the situation in the text, ask the students to predict what will happen due to the following reasons, and then compare their predictions with the actual outcome.

#### Opinion pieces

- Purpose: to strengthen the ability of students to express and support their opinions with evidence.
- Implementation:
  - Structured discussion: Divide the class into groups with opposing views on a particular aspect of the text and discuss them, asking them to back up their views with evidence from the text.
  - Opinion Essays: Assign essays in which students must present their opinions about a theme, character, or event from the text, supporting their arguments with concrete examples.

These activities not only help students engage more deeply with texts, but also develop valuable skills in all areas of learning.

#### Oral communication

- Purpose: to improve speaking and listening skills through discussions about texts.
- Activity:
  - Group discussions: encourage students to discuss their ideas and interpretations of the text in small groups.
  - Storytelling: Tell students stories or events from the text to build comprehension and oral fluency.
  - Presentations: assign short presentations on the text that allow students to speak in public.

#### Social and Emotional Learning (SEL)

- Purpose: Use texts to build empathy, self-awareness, and social skills.
- Activity:
  - Role play: Ask students to act out scenes from the texts to explore different perspectives.
  - Discussing feelings: use stories to discuss the feelings of the characters and how students would feel in similar situations.
  - Collaborative projects: working in groups, creating posters or presentations based on the text, developing teamwork.

#### Digital Literacy

- Purpose: to integrate technology to promote text-based learning.
- Activity:
  - eBooks and Audiobooks: Use digital versions of texts to support reading, especially for students with different learning styles.
  - Interactive games: use educational apps that focus on reading and writing skills.
  - Research Projects: Ask students to use safe online resources to find information about texts.

#### Cultural awareness

- Purpose: to introduce students to different cultures and perspectives through texts.
- Activity:
  - Multicultural books: include texts from different cultures to broaden students' horizons.
  - Cultural Practices Discussion: Discuss how different cultures are represented in texts.
  - Comparative studies: compare cultural elements in different texts.



By incorporating these skills into text work, elementary students can build a strong foundation in reading, writing, critical thinking, and communication. These skills are critical to their academic success and personal growth.

## Results

The results of this study highlight the effectiveness of incorporating text-based activities into the primary curriculum. Improvements in competencies suggest that regular engagement with texts can play a critical role in cognitive development in the early school years. These results are consistent with existing learning theories that support active and social learning processes. At the same time, research highlights the need for teacher training and resource availability to successfully implement such curricula. The variability of results between different classes suggests that the effectiveness of text-based activities also depends on factors such as teacher experience and student motivation.

## Conclusion

In conclusion, the formation of basic competencies in elementary school students can be significantly improved by systematic work with texts. Research confirms that text-based activities are powerful tools for developing reading, writing, and critical thinking skills. To increase the effectiveness of these interventions, schools are recommended to invest in teacher training, provide access to a variety of texts, and encourage collaborative learning environments. Future research could examine the long-term effects of such interventions and the potential for incorporating digital texts into the curriculum to further engage young learners.

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