



## **SPECIFIC ADVANTAGES OF USING COMMUNICATIVE, SELF-DEVELOPMENT, NATIONAL AND INTERNATIONAL COMPETENCES IN LITERATURE CLASSES**

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### **Abstract**

This article discusses how to use communicative, self-development, national and universal competencies in the course of the lesson, and ways to inculcate artistic works in literature textbooks to students based on the competency approach.

**Keywords:** literature, competence, communicative, competence, approach, personality

### **INTRODUCTION**

The main goal of literature education is to raise the creative thinking of students, to express the product of thinking in oral and various forms correctly and fluently in accordance with the conditions of speech, to form the ability to correctly understand the opinion of others. and improving skills.

Reforms are being carried out in the educational system to expand the scope of practical application of literary science. In particular, the competence approach in education is related to such issues and is being carried out today for the formation of well-rounded individuals.

If in the 20th century, a person who does not know how to read and write is called illiterate, then in the 21st century, a person who cannot use the knowledge he has learned in practice should be called illiterate[2].

The word "competence" comes from the word "to compete" and means "to compete", "to compete", "to compete". Literally translated, it means "ability to compete".

According to the scientific pedagogical and psychological sources, competence and competence are very complex, multi-part concepts that are common to many disciplines. That is why its interpretations are different both in terms of volume and content, as well as in terms of meaning and logical content.

### **ANALYSIS AND RESULTS**

There is no universally agreed list of core competencies. Since competencies are primarily an order for training citizens of a society, such a list is determined by the mutually agreed view of society in a given country or region.





Competency approach in education means teaching students to effectively use various types of skills acquired in situations encountered in their personal, professional and social life[5].

When and how can students' competencies be formed?

It depends on the experience, creativity and skill of each pedagogue-teacher. In the period of current supervision, communicative competence is formed through oral inquiry, completion of homework, being able to understand the explanations of classmates, entering into debates, information processing competence is formed by working with textbooks and training manuals, fiction, films, process, event, it is possible to find and explain information about the situations in which the law and rules are applied. With this, the competence of self-development as a person is formed. The skills of socially active citizenship competence can be formed during the lesson by organizing lessons using methods such as working in groups, role-playing games[6]. The instructive life of scientists who made great discoveries in the field of science can be done by showing that with the development of science, the general culture of humanity will also rise.

When students' communicative competence is developed during the lesson:

- formation of the ability to communicate in the native language and in any foreign language in social situations, to follow the culture of behavior in communication, social flexibility, to work effectively in a team in cooperation[7];
- to be able to clearly and clearly express one's opinion orally and in writing, to be able to logically ask and answer questions based on the topic;
- social flexibility, adherence to the culture of communication in interaction, ability to work in team cooperation;
- being able to defend one's position while respecting the interlocutor's opinion in communication, to be able to convince him;
- they can manage their passions in various conflict situations, make necessary (constructive) decisions in solving problems and disagreements.

We will consider the methods of developing communicative competence in students through the story "Thief" by A. Qahhor in the 7th grade literature textbook[8].

In the process of passing the topic, "Why didn't Amin help grandfather Kain?" - a problematic situation is created based on the problematic question. The complexity of the chosen problem must correspond to the level of knowledge of the students. They must be able to find a solution to the given problem, otherwise failure to find a solution will cause learners to lose interest and self-confidence. Through this method, students learn to think independently, analyze the causes and consequences of a problem, and find its solution.





Each student is assigned to explain the "justifying" and "condemning" aspects of Grandfather Kabul. For example, to the "justifying" aspects: the livelihood of Grandpa Kabel's family passed on the back of this one ox. to the "reprehensible" aspects, it is assigned to express opinions such as: Grandpa Kabel is too trusting, does not have an independent opinion. One bailiff is appointed from among the groups. At the end, the bailiff sums up the groups' writings and, together with his teacher, makes a judgment and takes it to a presentation.

Through this method, the competence of students to think independently, to express positive and negative reactions to each process, and to draw correct conclusions in conflict situations is developed[9].

When self-development competence is developed:

- constant physical, spiritual, intellectual and creative development of oneself, striving for perfection, independent study and learning throughout life, regularly improving cognitive skills and life experience independently, z acquire the skills of alternative assessment of behavior and independent decision-making;
- to study and learn, to regularly increase knowledge and experience independently;
- to be able to solve problems encountered in everyday life using what they have learned and life experience[10].

In order to develop the competence of self-development, it is possible to convey the essence of the poem to the student in simple ways while reading Cholpon's poem "Purple" given in the curriculum of the 9th grade literature textbook[14].

Students divide their notebooks in two with a vertical line and write the words of the author on the left side, and on the right side the student writes an explanation of these words, that is, summarizes his thoughts about the read poem. Students can also work in groups[11]. For example, are you a violet, are you a violet, Sold for a penny on the street, what kind of situation the poet meant by his verses, what is depicted by the symbol of violet, the reader can explain through his worldview. Through this method, it is possible to develop written speech and logical thinking, to connect the concepts of the studied topic with personal experience.

When national and general cultural competence is developed[12]:

- means the formation of the ability to be loyal to the motherland, be kind to people and believe in universal and national values, to understand artistic works, to dress modestly, to follow cultural rules and a healthy lifestyle[13].

## CONCLUSION

This competence is formed through Turdi Farogi's ghazal "Tor kungullik beklar" in the 9th grade literature textbook. Readers will have to interpret the characteristics of





the Uzbek people in the ghazal, the values, the poet's opinion, using their own understanding. For example, one Kipchak-u Chiin-u, one hundred and one hundred, do not say Nayman, forty-u 100, and one thousand number, make a song, by expressing the meanings of the terms in the verse, national and general cultural competence is developed.

When basic competencies are used in education, at a certain time, it ensures the educational, educational, spiritual, spiritual and physical development of the student, as well as his adaptation to society and life in a rapidly changing world. In the education of these characteristics in students, it is necessary to form competencies in them along with inculcating knowledge, skills and skills related to the mother tongue and literature.

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