

INNOVATION EXPERIENCE IN THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE OF STUDENTS

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ANNOTATION

The article is devoted to the content and work of the Finnish «storytelling style» implementation in the development of communicative competence among students.

Keywords: Updated pedagogical ideas, innovative activity of the student, Finnish «storytelling style», student competence, «future days».

INTRODUCTION

Man is currently working in a changing environment, society, where there are no ready-made solutions and there is no given, then it is necessary for every person to find the necessary solution independently of himself and take responsibility for the consequences of this solution, in a period in which it is required to educate a competitive, independent-minded and decision-making person,

It is no secret that the World School Education has already begun to provide young people with a wide range of practical work on the formation of "future skills".

Mitio Kaku, who has conducted many scientific studies on the acceleration of the Olam movement, recently spoke about future education in his interview to the publication "Vlast deneg" and said that "creative, imaginative, enterprising and leading individuals move forward. Therefore, robots can not get out of it. Robots do not have imaginative thinking, they do not have contemplation or naturalness. Society moves from economic processes to the intelligent-creative process. It will be easy for countries that have surpassed the cognitive-creative potential of the products market to achieve success," he said.

As an important criterion that determines the development of education, it is necessary to determine the educational achievement of students not only by its personal and social competence, but also by mastering the competently "future" skills.

Of course, such an approach kuchaytiradi the introduction of advanced technologies into the educational process despite the fact that in the country there are innovations, searches, problems in the pedagogical minds that are being updated with the essence of the indigenous kuchaytiradi the process of liberalization of the educational process. The transition from the traditional method of teaching in the organization of the educational process to the technological, creative and sought-after method allows a technological approach to the educational process.

RELEVANCE OF THE TOPIC

The decision of the president of the Republic of Uzbekistan dated November 6, 2020 "on additional measures to further improve the educational system" PP-4884 highlighted the need to study the experience of advanced countries in school education. Therefore, it is desirable, in

particular, to study the peculiarities of the Finnish educational system, to create a methodology that encourages reflection and thinking in the teaching of general education subjects.

It is known that international studies allow us to observe the practice of advanced education, to get acquainted with the policy of innovative education and the processes of its development and implementation, in general, with many successful examples that we can learn.

Finland is one of the most stable countries in terms of achieving high results. He has become a synonym for education brilliantly. Indeed, many countries send their experts to Finland to study advanced experience, the basics of law enforcement and good practices and to master the application in their schools.

The goal. It is known that the education system has been given priority in the Finnish education system based on principles such as individual approach, trust, volunteerism and independence to provide education based on a competential approach in which students can use their communicative, independent thinking, acquired knowledge in practice.

Elias Lyonnrot (Eliaslonnrot) in the minutes of the meeting dedicated to the organization of the Society of Finnish literature on 16 February 1831 year: "among the participants went a conversation about Finnish books, the Finnish language and how to apply it in the best possible way in literature. At the end of the meeting, they decided that it was better in any case to work in harmony than to work alone," - he wrote. This practical goal soon became a tool for creating a Finnish national self-awareness model.

In due time, the large-scale development of Finland, which included the reform of the Finnish language, the preservation of folk art, the writing of history, the creation of literature and the formation of the Finnish national self-awareness, also influenced the quality of teaching separate subjects in Finnish schools.

Level of study of the study. The method of "telling a story" in the development of communicative competence of students in the teaching of Social Sciences in Finnish schools is one of the most widely used educational methods. Ilkka Taypale, author of the book "100 social innovation of Finland", which is translated into 50 languages of the world and takes the second place in Finland after the national epic "Kalevala" on translation into different languages, was evaluated as a style of telling Finnish stories - an innovative experience of developing the communicative competence of readers.

In the teaching of social sciences and humanities in Finnish schools, students' communicative competence is developed on the basis of 4 levels (elementary, flexible, basic, creative).

Monica Riichelya, a psychologist and doctor of social sciences, said: "Storytelling is an important Finnish social innovation that helps to evoke a sense of solidarity. It requires only a few tools at hand. But, of course, you have the right attitude towards both adults and children, and the belief that there is something personal and important to tell others, regardless of age, gender, culture, education or abilities of each person. should be. The storytelling style was invented in the 1980s as part of the work of child psychologists. As I listened to and recorded the children's stories, I discovered that children could be listened to without any guessing or guidance questions."

In literature and history lessons, the student who writes the story only needs paper and pencil. He then explains to the narrator what he wants to hear: "Tell me the story you want. As you say

it, I will write it word for word. When the story is ready, I will read it to you, and you can change it if you want.”

When using the Finnish "Storytelling" method, the topic and course of the conversation are not agreed upon in advance. The story is not evaluated. It is up to the narrator to decide what and how to tell. He also decides what he does not want to talk about. Students will be able to reinforce their conclusions about the use of language phenomena and their content on the basis of expressing their opinions and defending each other without hesitation.

The storytelling style in Finnish schools consists of four stages that distinguish it from other methods of oral storytelling:

1. Listen to the story without objections.
2. Record the story.
3. Read it.
4. Correction of possible mistakes at the discretion of the narrator.

In the country, the "storytelling" style evaluates the listener who is writing the story and the narrator as the interaction of the parties involved in the internal conversation of the reader. In addition to the familiar and well-known information, this method has its own experience and information about the world around it, which no one else has. When the narrator is not evaluated, he or she also shares his or her thoughts and experiences.

SCIENTIFIC ESSENCE

In Finnish schools, the storytelling method allows students to interact more democratically. Calm and humble students learn to express themselves boldly, while alert students learn to listen, to control their emotions, and those involved in the process discover new aspects of each other. Each story is different, each story reader has his or her own vocabulary, and even young children use their own words and storytelling techniques.

The storytelling style helps to learn to read and write, making sure it is listened to and understood. The style can be used in pairs or in groups. Stories after stories can be told. It is also possible to invent a single event within a group. The story can be told in graphic or musical form, but the most important thing is that all four stages are present and that the story meets the listening conditions.

The Finnish Storytelling method is adapted to different age groups and has been used for more than 30 years in children's clinics, schools, libraries, among children, and in therapy and the formation of a sense of solidarity.

The object of research. Secondary school students, teachers, family.

Methods used in the study. The use of the Finnish "storytelling" method in the educational process, along with the development of students' communicative competence, achieves the following:

- a) defends his point of view, reveals to others who he is, what he is capable of, his general level and worldview.
- b) inspires confidence in people;
- c) forms the responsibility to substantiate their opinions;
- g) changes the attitude to language;

d) seriously influences others, follows them, provides a change in their worldview, attitude to things, events and the environment.

The Finnish style of storytelling creates a culture of communication and discussion in students. Students develop the ability to express themselves not only orally but also in writing, the ability to think logically and systematically.

Results and practical examples. Can be used as part of a lesson review, reinforcement of a new topic, and homework assignments.

Fincha "Storytelling" is done according to the goal set by the teacher:

1. When the goal is to determine the initial knowledge of the learners, this method is implemented in the introductory part of the lesson.
2. When it is intended to repeat a topic or link one topic to the next topic - this is done in the transition section to the new topic.
3. Reinforcement of the topic covered is done in the reinforcement part of the lesson after the topic, when the goal is set.

Man solves all the tasks he has set for himself through communication through language, and the ability to communicate pleasantly has been an art since ancient times. The great Central Asian thinker Abu Nasr al-Farabi (873-950) in his scientific work paid special attention to the educational value of voice and speech. In his treatise, *The Origin of Knowledge (Ihsa ul-Ulum)*, he says that it is a great art to read a work of art expressively and to tell what one has read. He emphasizes that those who have a worthy place in this art, which has a sharp impact on storytelling (reading), are called "rulers" and are equal to the artist, philosopher, sage, who has the ability to read and speak.

Unfortunately, today in our educational institutions the main focus is on language material, which is a means of communication, and it has become a habit to acquire communicative skills by imitating others. However, it is important to develop a culture of speech and communication skills. Because, depending on the person's speech, it is possible to assess his general culture, education, business acumen and a number of other features.

Solving the problems you face in life is more closely related to being able to discuss them and explain them to others. According to psychologists, the correct and efficient conduct of communication can increase productivity by up to 20%.

CONCLUSIONS AND PRACTICAL SUGGESTIONS

1. Resolution of the President of the Republic of Uzbekistan No. PP-4884 of November 6, 2020 provides for the study of the experience of advanced countries in school education. For this reason, the peculiarities of the Finnish education system in school education, in particular, the introduction of methods that encourage reflection and thinking in the teaching of general subjects, the Finnish "Storytelling" 2. The method of telling Finnish stories in the educational process of our secondary schools. It helps to teach students to work independently, to use time effectively in the classroom, to improve the quality of education and to significantly facilitate the work of the teacher.

3. Development of modern methods of teaching the Uzbek language and literature in accordance with the Decree of the President of the Republic of Uzbekistan dated October 20, 2020 PF-6084 "On measures for further development of the Uzbek language and improvement of language policy in the country" The effective use of the experience of the Finnish education system in the development of communicative competence of students in the work on the introduction of the subject "Professional speech culture" at the undergraduate level is important.

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