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METHODOLOGICAL PROVISION OF DEVELOPMENT OF SUBJECT-RELATED COMPETENCES IN TEACHING ART IN PRIMARY GRADES BASED ON A SYNERGETIC APPROACH

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Abstract: In the article, based on a synergistic approach, the use of new pedagogical technologies in the analysis of works of art in elementary reading literacy classes, the development of students' competences in science, the important aspects of teaching works of art with the effective use of educational technologies are presented. The need to take into account the psychological and age characteristics of students in the use of didactic tools is proven on the basis of examples.

Key words: synergetics, pedagogical technology, innovative technology, education, didactic tool, educational efficiency.

The role and importance of the science of reading literacy in the development of students' speaking skills is incomparable. The subject of reading literacy in general secondary education involves the development of speech competence aimed at thinking in the student, understanding the opinions of others, and expressing one's thoughts correctly and fluently in oral and written form in accordance with the circumstances of speech.

Today, in primary school textbooks, we can find many exercises aimed at developing the student's creativity, his creative abilities, as well as developing logical thinking in the student. In addition, it would not be an exaggeration to say that giving exercise books along with books in primary schools is one of the most effective ways to consolidate the subject. Today, we can find many texts in textbooks that test the student's listening comprehension, pronunciation, and ability to correctly use them in oral and written speech. Within the framework of reading literacy, it is intended to form the skills of reading correctly, quickly, consciously, expressively in the student, to raise them from an ordinary book reader to a deep-thinking, creative reader; to expand their knowledge of the environment and existence through reading, to enrich their worldview; to form elementary literary concepts in their thinking; to read and understand any style of text, to improve the skills of critical and creative thinking [6;3]. Of course, the role of literary works in developing a student's speech is invaluable. A child who is interested in reading stories and small texts in elementary school will certainly begin to read larger works in high school, and this skill will develop. We can also find a number of stories in elementary school native language and reading literacy textbooks. Let us ask ourselves, what does reading a text, reading a story give a child? We achieve effective results no matter how we convey it to the reader [1;55].

The synergetic approach is a theory that studies complex, self-organizing systems, which can be used in the analysis of works of art. This approach helps to understand the interrelationships between the various elements present in the work, their change and development. Synergetics mainly studies the process of systems moving out of equilibrium and into a new qualitative state, and in a work of art this process can be seen in aspects such as the inner world of the characters, conflicts, and the development of events in the work.

To apply the synergetic approach in the analysis of a work of art, it is necessary to pay attention to the following aspects:

Interrelationship between elements: The relationships between the various elements present in a work of art, such as images, motifs, and events, are analyzed. How these elements interact and contribute to the overall content of the work is determined.
System development and dynamics: It is necessary to consider how the events and characters in the work develop in the process of change. These changes create new situations that complement the content of the work or provide a new perspective.
Points of boundary and instability: In any synergistic system, there are points of instability and new equilibrium. In a work of art, these points are observed when the characters make decisions or where unexpected changes occur.
Self-organization: How the characters or events in the work develop and form independently is analyzed. How do they encounter changes without external influence and reach their new states?
For example, in the analysis of Fyodor Dostoevsky's Crime and Punishment based on the synergetic approach, one can see Raskolnikov's processes of re-understanding himself and his place in society, starting from his own views, through mental anguish and internal struggles. His personal development is viewed as a synergetic system, and the points of instability of this system are associated with his crime and, ultimately, with the processes of remorse and self-awareness [3;55]. In general, the synergetic approach allows us to analyze a work of art not only in a static state, but also as a dynamic system, which helps to understand the content more deeply.
The role of literary works in developing a student's speech is undoubtedly invaluable. A child who is interested in reading stories and small texts in the primary grades will certainly begin to read larger works in the upper grades, and this will become a skill. We can also find several stories in primary school native language and reading literacy textbooks. Let us ask ourselves, what does reading a text or a story give a child? In what ways can we convey it to the student, we will achieve effective results. Nowadays, the interest and attention to increasing the effectiveness of education using interactive methods in the educational process is increasing day by day. Classes using modern technologies are aimed at students finding the knowledge they are acquiring on their own, studying and analyzing it independently, and drawing erroneous conclusions on their own. The teacher in this process creates conditions for the development, formation, acquisition of knowledge and education of the individual and the team, and at the same time performs the function of management and guidance. In such an educational process, the student becomes the main figure. The main reason why educational institutions today pay special attention to the use of pedagogical technologies in the educational process is the following: Firstly, the breadth of possibilities for implementing personal development education in pedagogical technologies. The Law on Education pays special attention to the issue of implementing developmental education. Secondly, pedagogical technologies provide the opportunity to widely introduce a systematic approach to the educational process. Thirdly, pedagogical technology encourages the teacher to design a technological chain in advance, starting from the goals of the educational process, to establishing a diagnostic system and monitoring the course of this process. Fourth, since pedagogical technology is based on the use of new tools and information methods, their use leads to the correct introduction of pedagogical technologies into the educational process, in which the teacher acts as the main organizer or consultant in this process [3;55]. This requires more independence, creativity and strong-willed qualities from the teacher. Classes based on pedagogical technology satisfy the desire of young people to express their attitude to important life achievements and problems, create an opportunity for them to think and justify their own points of view. In the current innovative processes, in order to solve the problems facing the education system, we need independent and free-thinking individuals who are able to assimilate new information and evaluate the acquired knowledge on their own, make the necessary decisions. Therefore, the role and importance of

modern teaching methods, interactive methods, innovative technologies in the educational process of educational institutions are incomparable. Knowledge and experience of pedagogical technologies and their application in education ensure that students acquire knowledgeable and mature skills. “Round table” method: A sheet of paper with a task written on it is turned around in a circle. After each student writes down his answer option, he passes the sheet to another student. Then there is a discussion: incorrect answers are deleted, and the student's knowledge is assessed based on the number of correct answers. This method can be used not only in written form, but also orally. The “Pen in the middle of the table” method. The whole group is given a task (for example, which words belong to the noun group). Each student writes one answer option on a sheet of paper, gives it to his neighbor, and puts his pen in the middle of the table. Thus, these interactive methods used in the educational process help to develop the independence, diligence, organization, courtesy, and creative qualities of students. If we define interactive methods in another way, then in the interactive educational process, the lesson is carried out on the basis of mutual communication between students. Interactive method - serves to ensure the assimilation of knowledge, develop personal qualities, and increase the activity of the teacher and students in the educational process by increasing their interaction, influence [4;4]. The use of these methods helps to increase the quality and effectiveness of the lesson. Its main criteria are informal discussions, free presentation of educational material, independent reading, learning, seminars, creating opportunities for students to take the initiative, giving assignments, tasks for working in small groups, large groups, class teams, performing written work, etc. Interactivity is the activity of two people, that is, in this case, the learning process takes place in the form of a conversation, in the form of a dialogue (computer communication) or on the basis of teacher-student interaction. Interactivity - mutual activity, action, impact, occurs in student-teacher, student-student (subject-subject) conversations. The main goal of interactive methods is to create the most favorable environment for the learning process, creating an environment for active, free, creative thinking of the student, using his needs, interests, and internal capabilities. Such lessons are held in such a way that no student is left out in this process, and they have the opportunity to openly express their thoughts and opinions about what they have heard, read, seen, and known. A process of mutual exchange of ideas takes place. Children's desire and interest in learning increases, and friendly relations are formed. Interactive education, by its nature, includes methods of implementation through didactic games, through the design of a heuristic (thinking, searching, finding) conversational lesson process, through the creation and solution of a problem situation, on the basis of creativity, and with the help of information and communication technologies. Therefore, interactive educational technologies and interactive methods, which are an important structural element of them, ensure a change in the indicators of the organization of the educational process. After all, modern education requires constant updating of the goals, content, forms, methods and means of education in connection with the development of science and technology.

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