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IN PRIMARY GRADE STUDENTS AND ITS DIDACTIC POSSIBILITIES

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Abstract. In the article start in the classrooms artistic works education in the process of the students science related competencies development synergetic-didactic model theoretical and practical in terms of analysis In the study synergistic approach pedagogical the essence of it education in the process integrative opportunities and artistic works by means of of the students cognitive, communicative and reflexive competencies develop mechanisms covered. Also, competency-based approach based on methodical supply to improve aimed at didactic tools, pedagogical conditions and efficiency criteria working Research results start education in practice artistic works of teaching innovative model improvement and of the students interdisciplinary knowledge integration, independent thinking and creative activity skills to develop service does .

Keywords: synergistic approach, competency approach, science related competencies, methodology supply, artistic work, beginning education, didactic model, integrative education, reflexive activity, cognitive development, pedagogical technologies, education efficiency.

INTRODUCTION. World Education in the system to the person focused, competency-based and integrative education paradigms priority importance profession to be able of the students not only knowledge to master, perhaps them practical in activity effective to use service doer competencies develop necessity is increasing. This in process start education stage separately importance has to be, exactly this in the period of the students winter literacy, independent thinking , analytical and creative activity This perspective is formed. from the point of view artistic works education of the students spiritual and moral perfection, aesthetic taste and science related competencies development important pedagogical tool is considered.

Education content modernization under the circumstances artistic works traditional reproductive approach based on education of the students to know activity full- fledged activation opportunity not giving is being observed. As a result artistic text content deep understanding, images system analysis to do , author the idea interpretation to grow and interdisciplinary dependencies to determine circle competencies enough at the level unformed This is artistic works education methodology modern scientific approaches based on improvement requirement will reach.

Synergistic approach education process complex, open and herself developer system as interpretation to be able with pedagogical in research separately methodological importance profession This approach based on of the students knowledge, skill, qualification and competencies each other integration, their independent to know activity encouragement and education subjects between cooperative relationships develop opportunities expands. Therefore synergistic approach didactic opportunities artistic works education to the process implementation to grow issue current scientific problem as manifestation It is happening.

Today on the day start in the classrooms artistic works in teaching science related competencies development methodical supply, synergistic approach pedagogical mechanisms,

didactic tools and efficiency criteria scientific justification necessity available. This need research of the topic relevance defines and artistic works education in the process competency-based effectiveness to provide service doer innovative methodical the model working requires exit.

METHODS. Start with class in the students science related competencies development synergistic model and her didactic opportunities in justification systematic, competency-based, individual directed and synergistic approaches methodological basis as acceptance Synergistic approach education process each other related from elements organization found open and dynamic system as interpretation to reach opportunity gives.

The problem scientific-theoretical the basics in determining pedagogical, psychological and methodical sources analysis to compare, to generalize and systematization from the methods used. Science related competencies structural structure, their formation laws and development factors there is scientific views based on conceptualized.

Synergistic model substantive description working on the way out modeling, logic analysis , induction and deduction methods was used. This methods based on purposeful, meaningful, technological and consequential components each other integrated system formed.

Didactic opportunities in determining competency-based efficiency, knowledge activity, reflexive activity, communicative cooperation and creative thinking indicators main criteria as was marked. As a result start education in the process science related competencies development theoretical and practical in terms of whole synergistic model was founded.

Transferred analyses current in textbooks of the students connected speech from development see ready texts on to work priority attention focused on In particular, the support words, speech constructions and syntactic-synonymous tools based on in students independent the idea to form, to form various communicative in situations logical and consistent expression skills to develop directed exercise and assignments system enough at the level unformed.

Also, students language units step by step mastery through connected speech to create take going methodical The mechanisms are also complete. working not included. Including, from the words word combinations, words from compounds words, from words and content whole and logically consistent text harvest to do competence to form aimed at exercise and assignments systematicity This is not observed. connected the speech develop process methodical in terms of enough at the level not provided shows.

Textbooks content analysis to the results because they have mainly following kind of assignments advantage to do determined:

– points instead of suitable additions put to write;
– text winter and separate shown of words meanings to explain;
– bracket inside given from words suitable selectively application;
– text based on question and assignments to do;
– to questions answer to write and this basically small story to compile;
– based on the picture story create;
– support words using text to compile;
– proverbs content to comment;
– given text based on story to compile;
– text content again storytelling

This assignments of the students some speech skills to develop service although they do, most connected monological the speech of formation consistent didactic system based on organization Especially the text create algorithms, text composition structure, content integrity, logic consistency and linguistic from tools use mechanisms enough not illuminated. As a result from the student

connected text creation required although, thisactivity done increase for necessary was methodical instructions and step by step instructions presented not yet arrived.

Such a situation connected speech competence formation process efficiency reducing the number of students independent thinking, speech creativity and communicative activity develop opportunities limiting is putting.

RESULTS. Start now class in the students science related competencies development there is status and synergistic approach theoretical-methodological basics analysis as a result this the process organization of reaching synergistic model working Model education process integrity, openness, mutuality sensitivity and herselfdevelop to the characteristics based without designed.

Production model output integral connected purposeful, meaningful, technological and consequential from components organization found. Purposeful component start class in the students science related competencies formation and to develop directed if so, meaningful component artistic works by means of customizable knowledge, skills and competencies system cover Technological component interactive methods, problematic situations, integrative assignments and reflexive activity organization to reach service doer didactic tools own inside took. Result component and of the students cognitive, communicative, creative and reflexive in their competencies observable quality changes with described.

Analyses synergistic approach based on organization done education in the process of the students to know activity, independent thinking, logical under observation to conduct and interdisciplinary connections understanding level noticeable accordingly increase showed. This approach of the students knowledge ready in the form from appropriation them independent search, analysis to do, to repeat work and practical in activity application to the stage to the tooth service does.

It turns out that synergistic model didactic opportunities in students education content whole perception to grow , various to sciences related knowledge integration , problematic to situations creative solution find and own her opinion free and reasonable expression competencies in development manifestation It will be. With this together, model education subjects between cooperation reinforcement, reflexive activity encouragement and personal education trajectory formation for comfortable pedagogical conditions creates.

As a result start class in the students science related competencies development synergistic model education process efficiency increase, students intellectual potential and creative activity develop and competency-based effectiveness of providing important pedagogical factor as was founded.

DISCUSSION . The priority of the competency-based approach in the educational process requires the development of students' abilities to apply knowledge in practical activities rather than the level of their mastery. In this regard, identifying effective mechanisms for developing science-related competencies in primary school students is one of the urgent issues of pedagogical theory and practice.

The analysis of existing scientific views shows that the principles of systematicity, integrativeness and activity orientation play an important role in the process of forming competencies. However, in most methodological approaches, individual components of the educational content take priority, and the mechanisms of their interconnection and dynamic development are not sufficiently revealed. The synergistic approach differs from other approaches in that it interprets the educational process as a complex, open and self-developing system.

The analysis shows that in the educational process organized on the basis of a synergistic model, students' cognitive activity is activated, interdisciplinary integration is strengthened, and

independent thinking competencies are developed. In this case, the student turns from a subject who assimilates ready-made knowledge into an active participant who independently searches for, analyzes, and applies knowledge in new situations. This situation corresponds to the main goals of competency-based education.

Another important aspect of the synergistic model is the support of students' reflexive activity. Through reflection, the student has the opportunity to evaluate his/her own activities, identify existing problems and develop strategies for their elimination. This contributes to the sustainable development of competencies. Its didactic capabilities are clearly manifested in the process of studying the content of works of art on the basis of interdisciplinary integration, analyzing problem situations, organizing communicative activities, and completing creative tasks. As a result, students develop not only subject-related knowledge, but also basic competencies such as critical thinking, communication, collaboration, and problem solving.

The model, developed based on a synergistic approach, is a theoretically and practically effective mechanism for developing science-related competencies in primary school students and is characterized by having broad didactic opportunities for improving the quality and effectiveness of the educational process.

CONCLUSION. The study of the theoretical and methodological foundations of the development of science-related competencies in primary school students served to identify important pedagogical opportunities for the synergetic approach in the effective organization of this process. The synergetic approach, by interpreting all structural components of the educational process as an interconnected and dynamic system, allows for the integrated development of students' knowledge, skills, qualifications and competencies. As a result of the analysis, the formation of a synergetic model of the development of science-related competencies in primary education was justified on the basis of the mutual integration of target, content, technological and result components. This model serves to increase students' cognitive activity, develop independent thinking, understand interdisciplinary connections, and combine the content of education with practical activities.

It was determined that the didactic potential of the synergistic model is manifested in the development of cognitive, communicative, reflective and creative competencies of students. The use of integrative tasks, problem situations, collaborative activities and reflective approaches in the educational process were identified as important factors ensuring competency effectiveness. It was substantiated that the educational environment organized on the basis of the synergistic approach serves to improve students' self-development, independently enrich their knowledge and improve their ability to integrate new knowledge with existing experience.

Thus, the synergistic model of developing science competencies in primary school students is one of the important didactic tools for increasing the efficiency of the educational process, implementing the requirements of the competency-based approach, and ensuring the quality of modern education. In the future, improving the mechanisms for the practical implementation of this model and further clarifying the criteria for assessing its effectiveness will remain one of the important scientific directions.

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