

TEACHING THROUGH STRATEGIC COMPETENCE AT PRIMARY SCHOOL: EMPOWERING YOUNG MINDS FOR SUCCESS

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Abstract:

This article delves into the innovative approach of teaching through strategic competence at the primary school level, emphasizing its transformative impact on empowering young minds for future success. The author explores practical strategies and pedagogical methods aimed at fostering a comprehensive understanding of strategic competence among primary school students. The article not only highlights the theoretical foundations of this approach but also provides actionable insights for educators, making it a valuable resource for those seeking to enhance the learning experiences of young learners in the crucial formative years.

Key words: Strategic competence, Metacognition, a growth mindset, constructive feedback, learning process, problem-solving tasks, collaborative learning experiences, communication skills.

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Education is the cornerstone of any society, and at the heart of education lies the primary school. It is during these formative years that children develop the essential skills and knowledge that will shape their future. As educators, it is our responsibility to ensure that we provide them with the tools they need to succeed. One effective approach to teaching at the primary level is through strategic competence.

Strategic competence in the context of primary school education refers to the ability of students to use a variety of strategies to effectively navigate learning tasks and challenges. This encompasses not only academic skills but also meta-cognitive and socio-emotional abilities that contribute to students' overall success in learning and problem-solving. Here's a breakdown of what strategic competence entails in primary school:

1. **Academic Skills:** Strategic competence involves students' proficiency in applying various strategies to comprehend and engage with academic content across different subject areas. This may include reading comprehension strategies, such as predicting, summarizing, and making connections, as well as problem-solving techniques in mathematics and science.

2. **Metacognitive Skills:** Strategic competence encompasses students' awareness and control of their own learning processes. This involves setting goals, monitoring progress, and evaluating strategies to optimize learning outcomes. Metacognitive skills enable students to regulate their learning effectively and adapt their approach based on feedback and reflection.

3. **Self-Regulation:** Strategic competence also includes students' ability to regulate their emotions, attention, and behavior in learning situations. This involves managing distractions, staying focused on tasks, and persisting through challenges. Self-regulation

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skills support students in maintaining a positive attitude towards learning and overcoming obstacles encountered along the way.

4. **Social Skills:** Strategic competence extends to students' ability to collaborate and communicate effectively with peers and teachers. This includes skills such as active listening, asking for help when needed, and contributing ideas to group discussions. Social skills are essential for creating a supportive learning environment and fostering positive relationships within the classroom community.

5. **Problem-Solving Abilities:** Strategic competence encompasses students' capacity to approach problems systematically and employ effective problem-solving strategies. This may involve breaking down complex tasks into manageable steps, identifying relevant information, and selecting appropriate solutions. Problem-solving abilities equip students with the skills they need to tackle real-world challenges both inside and outside the classroom.

In primary school, fostering strategic competence involves providing students with opportunities to develop and practice a wide range of skills and strategies across different learning contexts. Teachers play a crucial role in scaffolding students' learning experiences, modeling strategic behaviors, and providing guidance and support as students build their competence over time. By nurturing strategic competence in primary school, educators empower students to become independent, self-directed learners who are well-equipped to succeed academically and beyond.

Strategic competence refers to a student's ability to use various strategies to understand and solve problems. It involves not only knowing what strategies to use but also when and how to use them effectively. By teaching through strategic competence, we empower young minds to become critical thinkers, problem solvers, and lifelong learners.

One way to promote strategic competence in the classroom is by encouraging students to think metacognitively. Metacognition involves thinking about one's own thinking processes and understanding how to approach different tasks. By explicitly teaching students metacognitive strategies, such as planning, monitoring, and evaluating their work, we equip them with the skills needed to become independent learners.

For example, when introducing a new topic, teachers can guide students through the process of creating a plan. This plan may include setting goals, identifying resources, and outlining steps to achieve those goals. By engaging in this planning process, students learn to think ahead and organize their thoughts, setting a strong foundation for their learning journey.

Another important aspect of teaching through strategic competence is fostering a growth mindset in students. A growth mindset is the belief that intelligence and abilities can be developed through effort and hard work. By promoting a growth mindset, we encourage students to embrace challenges, persist in the face of setbacks, and see mistakes as opportunities for growth.

Teachers can cultivate a growth mindset by providing constructive feedback that focuses on effort and improvement rather than just the final outcome. Additionally, encouraging students to reflect on their learning process and celebrate their progress fosters a sense of self-efficacy and motivates them to continue striving for excellence.

Incorporating problem-solving tasks into the curriculum is another effective way to develop strategic competence. These tasks challenge students to think critically, analyze information, and apply their knowledge to real-world situations. By engaging in problem-solving activities, students learn to approach complex problems systematically, break them down into manageable parts, and explore different strategies to find solutions.

Teachers can also promote strategic competence by explicitly teaching specific problem-solving strategies, such as brainstorming, making connections, and using graphic organizers. By providing students with a toolkit of strategies, they can choose the most appropriate one based on the task at hand. This empowers them to take ownership of their learning and become active participants in the classroom.

Furthermore, collaborative learning experiences can enhance strategic competence by providing opportunities for students to engage in discussions, share ideas, and learn from their peers. Working in groups allows students to develop communication skills, negotiate ideas, and consider different perspectives. It also promotes teamwork and cooperation, essential skills for success in the modern world.

Teaching through strategic competence at the primary school level is a powerful approach that equips young learners with the skills they need to thrive academically and beyond. By fostering metacognition, promoting a growth mindset, incorporating problem-solving tasks, and encouraging collaboration, we empower students to become lifelong learners who are prepared to face the challenges of the future.

As educators, it is our duty to provide a solid foundation for our students' educational journey. By embracing strategic competence as a teaching approach, we ensure that we are equipping young minds with the tools they need to succeed in an ever-changing world. Let us nurture their potential and inspire them to reach new heights through strategic competence at the primary school level.

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