EMERGENT: JOURNAL OF EDUCATIONAL DISCOVERIES AND LIFELONG LEARNING (EJEDL)

ISSN: 2776-0995 Volume 2, Issue 3, Mar, 2021

PRACTICAL METHODOLOGY OF PRIMARY SCHOOL STUDENTS THROUGH PRACTICAL METHODS

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Anatation:
Scientific novelty of the research:developed a system of lessons based on practical methods, using observations and experiments in the lessons of the world around us and science emphasis is placed on the professional knowledge and techniques of the teacher in the use of practical methods in shaping the thinking of primary school students. The advantages and effectiveness of the formation of students' thinking on the basis of practical methods were confirmed by experiments.
The theoretical significance of the research is: extended demonstrations of pedagogical theory, taking into account the possibilities of formation and development of observation and experience in primary school students; the theoretical knowledge of pedagogy about a set of symbolic tools is supplemented by establishing an interrelationship between principles, tasks, the logic of technological action, and methodological support.
The practical significance of the research is that a methodology for educational work in the natural sciences has been developed on the basis of modern tasks in the education of the world around us. Experimental research ensures the formation of nature conservation based on the integration of students into socially useful work.
Scientific novelty of the research:
Based on practical methods, a system of lessons was developed using observations and experiments in the lessons of the world around us and science.
Emphasis is placed on the professional knowledge and techniques of the teacher in the use of practical methods in shaping the thinking of primary school students
- The advantages and effectiveness of the formation of students' thinking on the basis of practical methods were confirmed by experiments.

Keyword: theoretical, school students, experiments, practical methods.

Man not only perceives the world around him, but also tries to understand it. To understand is to go to the essence of objects and events, to know the most important and basic aspects of them. Comprehension is provided by a complex process of mental cognition and is called contemplation.
Thinking is a process of cognition, defined in psychology as the reflection and generalization of important connections and relationships between reality and man.
Contemplation is the highest form of reflection of the world around the brain, which is the most complex human cognitive process.

Contemplation is the highest level of human knowledge of objective reality. Perception allows a person to accurately reflect the specific qualities and specific properties of objects. Based on memory, they serve as a formative material for planning our activities and actions as a basis for recognizing objects. In contrast to the cognitive processes mentioned above, thinking expands the boundaries of our knowledge beyond the realm of perception that lies on the surface. It reveals aspects that are not subject to direct perception. Thinking is a continuous mental process associated with the independent search and discovery of new important aspects.

In pedagogical encyclopedias, thinking is understood as "the process of human cognitive activity, which in general reflects the important properties, attitudes and connections of real objects and events." Thus, thinking is the highest process that reflects the reality of the human mind, reveals the properties and essence of the connections and relationships between the objects under study, and generalizes.

This didactic method should be used wisely in all lessons. Therefore, special attention should be paid to the development of students' thinking in the classroom. Because shaping students' thinking means working on developing their intuition, perception, imagination, and speech worldview.

Organizing the process of forming students' thinking requires knowledge and conscious application of educational methods, a new, creative approach to the organization of educational activities.

Based on the results of research on the formation of thinking in primary school students, the following conclusions were drawn:

In this paper, in accordance with the goals and objectives of the study, we analyzed the specific literature on the chosen topic and concluded that practical methods are of great importance in the educational process.

Observations and experiments in the worlds around us and science are an important step in the study of nature and the properties of phenomena and objects.

Visual thinking is predominant in elementary school students, so it is easier for them to remember than to express or describe specific objects and events. Through observation or experimentation, students can master specific objects or natural phenomena.

An important aspect of the use of practical methods is that the organization of observations is a necessary step before conducting experiments.

Practical methods have intensified the joint learning activities of teachers and students. This was evident in the fact that the teacher had to work with a lot of additional literature in preparation for lessons and searching for answers.

The high demands on the organization of modern education in the world require the identification of new, effective psychological and pedagogical approaches to solving the problem of shaping the thinking of students. In developed countries, special attention is paid to the intellectual development of students.

In particular, Blue School, Steve Jobs School, Special Music School (Amsterdam), Alt School (San Francisco), Talent Culture Academy (Canada), Dzuku (Japan) as a leading goal to develop the thinking and creativity of the younger generation. determined. This shows that in the world there is a growing need for the results of modern science, scientific discoveries, creative, free, critical, independent thinking. In the practice of the developed countries of the world, the development of the thinking of the younger generation is carried out through the existing pedagogical conditions, methods and techniques, new innovative ideas, as well as the latest achievements in the development of education. The development of students' thinking and intellectual enrichment takes place in different ways in the world's leading countries. Today, P. Torrens in the United States and P. Debrai-Retzen in France have proposed the "Talented Student Teacher Model." According to this model, a teacher is able to arouse interest in the student in his field, to teach initiative and broad thinking. The Merit program in the United States also selects the most thoughtful, intelligent, and thoughtful students each year. This is done through intelligence detection tests. In the UK, there is a Center for the Study of Highly Thinking Children, in which the system of education based on extended and accelerated courses plays an important role. In our country, increasing the spiritual and intellectual potential of primary school students through education is one of the key factors in the development of society. In this regard, the Action Strategy for the Further Development of the Republic of Uzbekistan states that increasing their social activity is the main task ”1. To accomplish this task, it is important to identify the factors that effectively influence the development of society in the formation of the thinking of primary school students and to expand the opportunities for their formation. PF-4947 of February 7, 2017 "On the Action Strategy for the further development of the Republic of Uzbekistan", July 5, 2017 "On increasing the effectiveness of state youth policy and supporting the activities of the Youth Union of Uzbekistan Presidential Decree No. PF-5106 "On strengthening", PF-5538 dated September 5, 2018 "On additional measures to improve the management system of public education" Presidential Decree of March 19, 2019 "5 important initiatives in educating young people", April 29, 2019 "On the development of public education in the Republic of Uzbekistan until 2030" Concept PF-5712 and other This dissertation serves to a certain extent in the implementation of the tasks set out in the legal documents. It is known that the main task of education is the development of the child in all areas. Through observation and experimentation, students learn the properties of substances and objects by analyzing and summarizing the necessary conclusions and comparisons. Comparison, analysis, generalization, and synthesis, in turn, are key thinking processes. All these actions are different aspects of thinking activity. Thus, the use of the methods under consideration contributes to the complete and correct formation of ideas about the objects of nature, as well as the mental development of students of primary school age. The main purpose of science lessons is to develop the child through the study of nature and its laws. The study of natural phenomena is inconceivable without experience and observation.

They are an important part of the study of natural sciences and the study of the properties of objects and phenomena.

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