

METHODS OF FORMING STUDENTS' THINKING AND BUILDING SKILLS IN PRIMARY GRADES

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Annotation

By working on texts on various topics in the textbooks of primary classes, it is appropriate to closely connect them with spiritual-moral, literary-aesthetic education. Particular attention is paid to the variety of genres, poetic perfection, and the suitability of the students' knowledge level and age characteristics of the texts selected for each topic in the textbooks. It is one of the important tasks of teachers to make students understand that the knowledge, skills and abilities acquired with the help of textbooks will be necessary in the future life.

Keywords: reading, literacy, lesson, class, student, independent, thinking.

Introduction

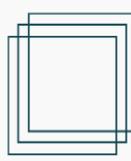
Students, especially primary school students, form their world view very quickly, and it can be observed that class textbooks take this feature into account. It should be noted that in the current "Reading Book" textbooks, it is taken into account that the materials expand from class to class, both in terms of subject and content[1].

For example, topics such as "Our ancestors are our pride", "Emerald spring", "Silver winter" taught in the 1st grade are continued in the 2nd-4th grades. This complements and enriches students' previous knowledge. Unlike other stages of continuous education, the formation of students' reading skills and work on the text of the work is the didactic goal of education in primary school reading classes.

Analysis and results. If we look at the prose works in the second grade book of the non-class reading book "Kitobim - oftobim", we can see that the reader has a great chance to understand these texts and generate independent thoughts. Each text is simple, understanding and understanding is not difficult for the reader. Looking at the story "The Lion and the Dog" by the Russian writer Lev Tolstoy, its text can be taught in groups of ten students with a good attitude. Children should be taken from different places, so that a responsible attitude is formed in the student. Secondly, it is necessary to ask the students to explain the concept arising from the text based on their own independent thoughts[2]. If his friend explains the main content of an essay read by another student, it indicates that they have the ability to think independently. For example: Aziz read: "At the zoo in London, he would get money from the audience for the right to see wild animals, or else he would get dogs and cats to feed the wild animals. A man wanted to see wild animals, so he caught a dog from the street and brought it to the zoo. They let the man into the garden to watch, and threw the dog to the lion.

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The dog tucked its tail into a corner of the cage. The lion came to the dog and sniffed. The dog lay down facing the sky, raised its paws and began to wag its tail. The lion pushed with his paw and pushed the dog away. The dog jumped up and sat down on its hind legs facing the lion. The lion looked at the dog and shook its head from side to side, but did not touch the dog[3].

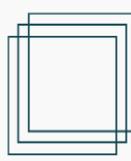
After two students read this small text, two of the students who listened to their expressive reading interpret the text one after the other based on their opposites and independent concepts. In these places, the concept of the text serves the student's responsibility, as well as their understanding and understanding. Student statement: Jalal: In a zoo in a faraway land, people were charged money to enter it or food for wild animals. One day an old man wanted to enter there and found a puppy from the street and brought it in. The representatives of the zoo took the dog and threw it in front of the lion, and the old man was allowed to turn[4].

Temur: He immediately threw the dog in front of the lion, but the lion did not attack the dog, did not eat it, on the contrary, the dog clamped its tail and settled in one corner of the cage. The lion sniffed the dog, but did not touch it. After that, the dog lay down facing the sky and began to play with his feet up. And the lion pushes the dog with its paw and does not hurt it. The dog looked at the lion standing on its hind legs. Seeing this, the lion moved its trunk from side to side[5].

These concepts are explained by the students, the teacher explains them, emphasizes and encourages the existence of foundations in their views. After that, he continues to work on the text. It seems that students are gaining self-confidence along with responsibility. Concepts of independent thinking are set in motion. That is why, when working on the text, it is necessary to listen and listen to the views of children, because neglect can distort the student's views and imagination. It is necessary for the teacher to listen to the opinion of each student, and then respond and encourage, even if only verbally. Implementation of the requirements for reading education in the "Mother Language" curriculum of primary education, proper organization of classroom learning, teaching stages, principles and methods, first of all, it largely depends on the appropriate use of advanced pedagogical technologies[6].

The use of advanced pedagogical technology methods clearly defines the scope of teacher and student activities. Reading activity, which is important in human life, is carried out in all subject classes. But teaching to read guides are developed by reading methodology. The study methodology is improved based on the general development of young students, psychology, and achievements in the field of special methodology[7].

The effectiveness of reading lessons largely depends on the correct selection of educational methods. Therefore, teaching methods, like science itself, are constantly evolving. For example, in old schools, reading was taught on the basis of rote memorization, but now it is conducted on the basis of explanatory reading.



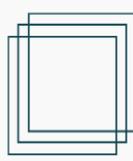
In the method of memorization, no attention is paid to commenting on the words in the text, explaining their meaning, retelling what has been read, and in general, making the reading conscious. They include more correct pronunciation, reading with recitation, expressive reading. There are ways to encourage students to study and acquire knowledge, to increase their interest, to form intellectual mechanisms related to creativity and information perception, and to improve their thinking based on national culture[8].

At the beginning of the 21st century, not only educational, but educational problems faced the school. It is a fact that the foundation of human spirituality goes back to education. However, it should be oriented towards universal human values, worldly and national spiritual culture, combined with philosophy, ethics, aesthetics, history and faith. That is, it is the demand of the times to teach students not to be indifferent to various problems, from personal to global, and to direct them to their elimination[9].

A problem-based approach to education gives the growing personality of a child the opportunity to enter the life of society, to clarify his own life path, and to adapt socially and spiritually. In literature classes, problem-based education is carried out on the basis of culture, communication, integration of knowledge in the holistic view of the world, cultural reflection, making optimal decisions in a choice situation, creative life and self-development. In pedagogy, a number of experts have dealt with problem-based education, studied its advantages, and there are a number of views that complement each other in terms of giving it a specific and appropriate definition[10]. Kunduz Husanboeva, one of the specialists who was specially engaged in problem-based education in national education science, paid special attention to the use of problem-based education in teaching students to think independently in literature classes and told her: "Students should master In order to ensure that knowledge is mastered with their participation, with their strength, thinking, knowledge and work, the teaching process, which is carried out by putting children in the form of problems, can be called problem-based education. gave a reef[11].

I. Rahimova, who used the technology of problem-based teaching for the purpose of applying it to the literary education of primary classes, gave her author's definition: "Each student should master the educational process. The system of education, which is supposed to put the acquired knowledge, life and artistic facts in the form of a problem, taking into account his age, talent, existing knowledge, interest and intellectual capabilities, is called problem-based education[12].

L. Uzokova, who conducted research in the field of vocational education methodology, said: "Problematic education is a teacher's problematic thinking by creating a series of problematic situations for students. "It is the activity of managing the process of providing teaching conditions and solving them by students," he described. It is known that any educational system has its own goals and objectives. Any activity without a goal will not produce the expected results.



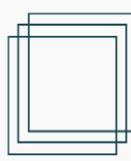
In this sense, problem-based education also has certain goals that arise from the field and stage of education in which it is used. The purpose of problem-based education in the continuing education system is not only to acquire the results of the scientific understanding or knowledge system, but also the process, ways of achieving these results, the formation of the student's learning activities and the formation of creative abilities by performing problem tasks. is to create situations[13].

One of the leading features of problem-based learning is the ability to put the student in a problem situation with the help of a problem question, a problem task, and a problem task. There are opinions of experts in this regard as well: a problematic situation is a situation in which the subject (student) wants to solve the problems that are difficult for him, if he does not have enough information and knowledge, 'the reader keeps on searching. The main element of the problem situation is the ability to correctly determine the necessary behavior for the correct performance of an unknown, new, defined task. One of the leading features of problem-based learning is the ability to organize a situation or situation dedicated to the solution of a problem[14].

It is also appropriate to rely on the opinions of experts: "A didactic situation created by a teacher on a topic that is difficult to master with traditional methods is a problematic situation." Based on these concepts, it plays a leading role in shaping the thinking and outlook of children in primary school. Therefore, this process is the basis for the development of thinking skills in young students[15].

According to the opinions of experts, a problematic situation arises when the student lacks existing knowledge or certain methods of action to realize some truth or perform some necessary activity, that is, in conflict situations between knowing and not knowing. A problematic situation in teaching can be effective only when students are able to create a desire to get out of this situation and overcome the contradictions that have arisen. Such a desire, which should be awakened in students, does not occur in any problematic situation. The emergence of such a desire: the content of the situation should be of particular interest to students, and it is determined by the need for them to feel that they can solve the problem in general[16].

Also, an important element of problematic situations is the ability to formulate problems appropriately. It depends on the ability of the teacher, including his intellectual ability and the level of knowledge, skills and abilities he has developed. When setting a task that creates a problematic situation, such issues as whether the student can perform the specified problematic task, whether he can achieve independent analysis (understanding) of the content and conditions of the task are the main characteristics of these opportunities[17]. Problem situations can be different in their unknown nature, interesting content, degree of difficulty, inconsistency of information, type and other methodological features. The analysis of views in the literature shows that the problem consists of three components:

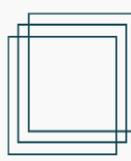


known (on the basis of the given task), unknown (finding them leads to the formation of new knowledge) and previous knowledge (students' experience). They are necessary to carry out research aimed at finding the unknown. First of all, a learning problem is defined that is unknown to the student, and the methods of its execution and the result are also unknown, so that the students can find the expected result or solution based on their previously acquired knowledge and skills. they go to find their way[18].

In this sense, the problematic method is to teach independent, logical, scientific, creative thinking, it is a pledge to eliminate the obstacles encountered on the way independently and creatively. It provides proof of mastery of the educational material, makes it solid, solidifies knowledge. It creates a positive emotional reaction to reading in the student, forms an internal need for learning. In the problem-based method, which is the basis of problem-based education, the leading task of today's educational science - the formation and development of personal qualities in the student - is successfully implemented. Another method characteristic of the problem-based method is the explanatory method.

The usual forms of explanation are the teacher's lecture on the history of the problem, lecture-conversation, scientific or critical article, and the textbook is related to the provision of high-level mental activity of teaching. The method of explanation is one of the most effective ways to activate students' thoughts and not to deviate from the topic by using problem questions, life and artistic truths that students should find in the recommended materials, problem statements that show the way to search for the truth, and the line of thinking[19]. The teacher also applies the explanatory method when it is necessary to get acquainted with large materials that require a lot of time for students in terms of volume. required. In the problematic presentation of the material, the teacher not only conveys the material, but also explains how to study this material along the way, how to analyze a work of art or episodes or characters, as well as the language and style of the work. In notebooks, students make their own sketches - plans, annotations, and notes about the teacher's lectures, articles read, works studied. Many people confuse "problematic education (problem-based learning technology)" with the concept of "problematic method". The fact is that the concepts of "problematic education" or "problematic educational technology" are one phenomenon[20].

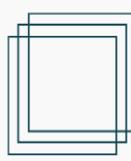
Both of them are expressed in different ways and mean the same concept, and at their core: a) problem method and b) a number of methods related to the solution of the problem are used. At the root of the problematic method is no method at all. Its content will contain only methods that serve to provide a solution to the problem. For example, the content, form and purpose of the heuristic method of teaching consists of questions and tasks that allow students to rely on their previous knowledge, and additional information obtained during the heuristic conversation helps to independently form an answer.



In this process, the independent activity of students is divided into a number of interconnected parts. This always leads to the solution of the problem[21].

The answer to the following, supporting questions, the level of independence may be different, but the need to search for answers guides students to make the most of their existing knowledge. The heuristic method is related to deep analysis (literary theory includes elements of such sciences as history, the study of works is usually related to the solution of artistic socio-philosophical problems). When using the heuristic method, the following methods are automatically used: developing a system of logically clear questions; system of tasks for the text; individual, group assignments; problem formulation; analysis of questions to be worked together based on episodes. This method is expressed in the system of questions and tasks given in literature textbooks, if the goal that should lead the students is clearly defined[22]. Here, students use the methods of analysis, comparison, reasoning, not only draw conclusions, but also justify their opinions at the same time. This method is directly related to the system of problematic tasks that require students to work on the text of literary works, but also on materials such as critical articles, memoirs, biographical sketches and encyclopedias. Its essence is that, presenting a problem, the teacher organizes its solution together with students[23]. That is, he directly participates in solving the problem. Pupils are partially involved in the problem solving process. The teacher is responsible for the main work. Often this happens during a heuristic conversation. Heuristic conversation is that after the teacher presents a problem to the students, he divides the problem into parts with the students, divides the big problem into smaller parts, logically follows one after the other, and avoids logical gaps in these questions.

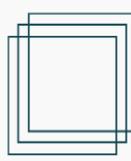
The next method of implementing problem-based educational ideas is the method of independent research. Independent research refers to lectures, educational seminars, abstracts, reviews prepared by students on material not studied in class. All these types of activities are based on independent knowledge activities of students[24]. In such cases, the teacher acts as a consultant and guide, but even then, the students do most of the research themselves. Another method that can be used in problem-based teaching is the educational seminar. Educational seminar is one of the leading forms of theoretical research based on the independent knowledge activity of students. It serves for in-depth study of educational material, its generalization and systematization. The effectiveness of the seminars is ensured by the organization of a discussion dedicated to solving the system of problematic tasks. A theoretical attitude is formed as a means of solving the problems discussed in the seminar, carefully choosing the sources of information for the work. Taking into account the main points of the plan, additional questions will be prepared in order to direct the students' activities during the creative discussion[25]. The main form of organizing educational activities during the problem seminar is working in "small groups".



In this case, the members of the microgroup act not only as participants of mutual control, but also as a stimulating factor of mutual intellectual activity, which ensures a significant increase in the efficiency of each student's cognitive activity[26]. The seminar may take place before the students' scientific conference. Also, problem seminars provide systematization, deepening and expansion of knowledge on the studied problem, create conditions for conscious selection of the topic of an individual research project, help to form the experience of joint creative activity of students. Students' independent activity skills are developed and directed to the next stage of mastering the elements of the didactic analysis method - to work on the basis of the research method, which is distinguished by the complete independence of students[27].

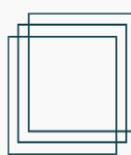
When using the research method in the process of solving problematic issues, the following methods are used: comparison of book illustrations inspired by literary sources with images of paintings and sculptures; comparison of songs and romances with musical works created on the basis of plays, novels, poems, comparison of plays and other stage performances with works of art; comparing two or more works on similar topics or created on the same topic; tasks for comparing two or three heroes of different works on similar problems are used, that is, assignments that require familiarization with critical literature[28]. These tasks will be associated with theoretical training, at least a very small amount of reading relevant literature. A study is conducted on the basis of such comparisons. In the case of problem-based teaching, the design teacher is also considered. He can achieve a positive result only through his knowledge of activity methods, experience, way of thinking, and his emotional-valuable attitude to reality. In fact, two levels of activity are observed in the structure of design activity: a) creative nature of design, which involves the creation of new knowledge in the form of a project; b) the individual nature of the design, which reflects the personality of the pedagogue in the project created based on the experience of advanced pedagogues. It is necessary to consider the design activity as a part of the pedagogue's professional competence, which expresses the unity of theoretical and practical readiness for the implementation of pedagogical activities and describes the professional quality[29]. The use of Internet opportunities in the effective organization of problem-based education also helps to increase interest in educational material in the performance of problematic tasks related to artistic works. When solving the given problem, students work on the basis of the knowledge they have acquired through the Internet, use it to prove their views, complement and deepen each other's answers. Many materials are studied independently in practice. The knowledge gained by students using Internet materials is very solid, well-thought-out, in addition, the collective nature of research is of great importance - it increases the sense of responsibility and joy in common intellectual work[30].

Educational problem is a form of implementation of the principle of problem in teaching.



An educational problem is a subjective phenomenon and exists in the student's mind in an ideal form, like any judgment, until the thoughts are logically completed. The task is an objective phenomenon, for the student it exists in material form from the beginning, and it becomes a subjective phenomenon only after the task is perceived. An educational problem is a manifestation of the logical and psychological contradiction of the assimilation process, which determines the direction of intellectual research, arouses interest in learning (explaining) an unknown essence and leads to the acquisition of a new concept or a new method of action. is a form of lish[31]. The psychological essence of the educational problem is that it is the content of the problematic situation that occurs during the student's educational activity. It embodies new knowledge and methods of acquiring this knowledge, and determines the structure of the thinking process. The main functions of problem-based education: determining the direction of intellectual research, that is, the student's activity related to finding a way to solve a problem; is the formation of the student's ability, interest and motivation to learn new knowledge. Systematic application of problem-based educational technology to the process of literary education of grades 1-4 is highly self-aware, independent-minded, has a sense of tolerance, can determine his direction in the world of spiritual values, developed creativity It is the basis for the formation of a cultured person who has the ability. From the point of view of modern didactics, the principle of problem-based education from the bottom up is considered to be education based on the search for a solution to a problem and the completion of tasks arising from it, which activates the interests and thinking of students[32]. In the process of studying literature at school, problem-based education is used, first of all, on the basis of its focus on debates, development of the student's creative abilities, discussion of the behavior and feelings of the characters of artistic works, research and literary studies. is done. In raising such a person, it is appropriate to pay attention to problem-based education along with traditional forms of education. The lesson based on the principle "the teacher imparts knowledge, the student acquires it without excessive effort" is unable to meet the modern requirements of the development of the society at the moment. Literary analysis of the work often fails as a result of students not understanding what didactic analysis is and why it is needed[33].

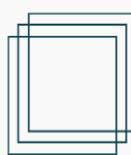
Conclusion. It makes one wonder how much time, how much life and aesthetic experience is needed for students to understand the national values in epics such as "Ravshan", "Kuntug'mish", "Alpomish" from the examples of folk art found in school literature textbooks. After all, reading a work does not mean only understanding it. Understanding a literary work, imagining the era reflected in it, understanding a person in the image of the heroes of the work, distinguishing between universal and national values, assimilating them and thus educating oneself - this is very personal compared to other academic subjects. is a process that is carried out in a deep and successful way during the use of problem-based education in teaching literature.



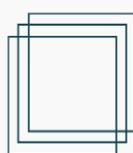
In problem-based education, didactic analysis, debates are used to develop students' creative abilities, and to perform research and literary tasks. These are also characteristic features of problem-based education, which help to actively acquire knowledge and ensure the spiritual maturity of students in the problem-based teaching of literature. Problem-based learning in literature classes is also based on a problem-based question or a problem-based task. A problem question or a problem task is a type of activity that encourages students to think independently and work independently, and guides them to independent research. It is important to create a problematic situation. A problem question sometimes requires an alternative form.

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