

MODERN REQUIREMENTS OF PRIMARY SCHOOL EDUCATION

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Abstract: The modern world requires teachers to use advanced pedagogical and new information technologies in the educational process. The organization of the educational process in primary school using modern technologies and the formation of basic competencies in primary school students is becoming increasingly relevant.

Keywords: primary school, primary education, technology, method, innovation, teacher, psychology.

The main distinguishing feature of the modern world is the high rate of renewal of scientific knowledge, technologies and technical systems used not only in production, but also in everyday life, the sphere of human leisure. Therefore, for the first time in the history of education, it is necessary to teach a person starting from the stage of primary general education, constantly independently update the knowledge and skills that ensure its successful educational and extracurricular activities, form the readiness to master the requirements of basic and complete secondary education, make a reasonable choice of their life path in the future and a profession that corresponds to their abilities and social needs. The school becomes an institution that forms self-education and self-development skills from the first grade. It should be noted that education is a joint activity of the teacher and students, in this process the development of the personality, its training and education are realized. In the classroom, the teacher conveys his knowledge, abilities and skills to students through exercises, and students, as a result of their mastery, acquire the ability to use them.

In the learning process, students use different forms of learning, that is, they rely on certain differences in obtaining, processing and applying the information being studied.

In the learning process, issues of training and education are resolved in the form of cooperation between teachers and students during classes, independent work of students, and extracurricular activities. The goal of education is formed in accordance with the needs of society. Therefore, the goal of education should be adequate and proportionate.

The goal of teaching scientific literature is the formation of skills and competencies, the development of logical and creative thinking, increasing communicative literacy, instilling a national idea, forming an oriental education, and determining personality.

It is emphasized that it consists in spiritual enrichment. Based on the educational goal, the culture of communication of students is enhanced by increasing their independence of thinking, oral and written literacy, and the development of logical thinking.

Based on the educational goal, spiritual and ideological and in-depth education is given.

In the process of learning the language, there is an opportunity to get closer to the cultural and moral values of the people.

One of the great sages said: "... if you live with anxiety about the future, give your children a good education and teach them."



It will not be a mistake to say that the reforms implemented in the educational system in our country are not work aimed at achieving results in one or two years or in a short period of time, but in a real sense - these are changes that continue for a long time. several hundred years.

This shows that our president cares about our future, about our future generation, and the idea that all the children of our country are my children, they should be stronger, more educated and definitely happier than us - this is a wise policy.

It is known that the introduction of advanced pedagogy and new information technologies in education not only increases the effectiveness of classes, but also educates an independent and logically thinking, comprehensively developed and highly moral person by applying the achievements of science in practice is important.

Today, interest in the use of interactive methods and information technologies in the educational process is growing every day.

One of the reasons for this is that until now in traditional education, students were taught only to acquire ready-made knowledge, and the use of modern technologies allows them to search for acquired knowledge, independent study and thinking, even analysis. teaches them to draw their own conclusions.

In this process, the teacher creates conditions for the development, formation, training and education of the individual and at the same time performs the functions of management and leadership.

Today in education "Brainstorming", "Thought storming", method, "Cinquain", "VVV", "Fifth plus", "6x6x6", "Discussion", "Role play", Modern technologies, such as, "Work in small groups", "Snowball", "Zigzag", "I will say the last word".

A positive result is given if it is used to repeat games and tasks during lessons or in lessons with reinforcement. The choice of the type of game task depends on the type of lesson, the level of preparation of students to perform games-tasks, the level of their knowledge, opportunities for independent creative work, the ability to quickly recall what has been studied and the degree of formation of creative abilities.

In education, the main attention is paid to the problem of teaching the student to think, understand the opinions of others and be able to express this opinion orally and in writing. The way of life and cultural creativity of the people is studied on the basis of its rich historical heritage.

Today, teachers are required to use advanced pedagogical and new information technologies in the educational process. When a child enters school, society creates for him a social situation of development that purposefully forms motivation for learning. Its essence lies in the words: "I want to be a schoolboy!" It is possible that children would play in kindergarten even after seven years, not thinking about school and not experiencing a state of mental crisis, if society, through a system of pedagogical influences, did not form the appropriate motivation in them, did not prepare them for entering a new age stage.

The transition to each new age period is determined by objective socio-historical conditions, the general "social situation of development" of childhood. The transition to a new stage of development does not mean that the child has outgrown the previous stage or that its capabilities have been exhausted. More often, a social situation of development is created for a child that requires this period.



For example, the legislation of the Republic of Uzbekistan obliges parents to send a child at the age of 7 to a general educational institution. From the teacher's point of view, activity (whatever its type) always acts as a leading factor in the development of personality.

It is in activity that the child's relations with the social environment are realized, his communication with others, the features of the "social situation of development" are manifested.

However, this will not be one "leading type of activity" for each age. Comprehensive and harmonious development of the personality cannot be determined at each age stage by only one "leading type of activity".

At primary school age, the development of intelligence is ensured by the child's inclusion in educational activities, and educational activities are leading for intellectual development. At the same time, social development and a certain level of social activity are determined by the corresponding motivated social activity - public activity. Physical perfection is determined by those types of sports and health activities in which the child is included.

In parallel with this, the moral development of the child also takes place, carried out in the course of interaction with reference groups and individuals, giving the opportunity to master examples of morally justified behavior in everyday life and study.

The child's development proceeds in several directions at once. And the development of each of them is largely facilitated by its own "leading type of activity". The more directions of a child's development, the more types of activity he or she implements, the more the child's connections with the world expand.

This means that various activities often intersect with each other, and, consequently, their interaction is more active and their mutual influence on each other is stronger.

It should be noted that actions that implement one of his activities, one direction of development, objectively turn out to implement some other direction as well; in this case, not only isolated types of activities develop, but these activities are integrated into a certain system of interconnected activities that is individual for each person, and the entire system develops as a whole.

In such a system, it is impossible to single out the leading activity for a given age and the accompanying non-leading types of activity. Personality development, apparently, does not at all imply the allocation of a single leading activity for a particular age period and, accordingly, for each child of a given age group.

The allocation of a single leading activity leads to a one-sided formation of personality. There is an excessive inflation of one of its sides and a decrease in attention to others. This leads to the inhibition of the harmonious development of the student. Examples of one-sided development can be found in some students of specialized physics and mathematics or music schools.

Thus, at each age stage of the child's development, a dynamic system of activities is formed. Each activity in this system solves its own special task, which meets the social expectations of society.

A junior schoolchild in his educational activities likes it when he succeeds in something, he wants to get a good grade, to earn the approval and praise of a teacher or close adults. Respect of adults, peers and self-respect are associated for him with success in his educational activities, i.e. his goal is to achieve certain results.

Improving in educational activities, the child masters the methods of performing various actions, sets increasingly complex goals; it is as if



he is climbing to the top of a high mountain. The pace of his ascent can be different: someone moves slowly and gradually, testing every pebble under his foot, someone jumps over cracks and crevices, risking making a mistake and falling.

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