THE ACTIVITY OF SUBJECTS IN THE LESSONS OF THE NATIVE LANGUAGE OF PRIMARY SCHOOL SIMULATION TECHNOLOGY

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Annotation *There is an idea about. Some ways, which is used during the teaching mother tongue lessons for the primary schools in this article.*

Keywords: *school, primary schools, subject, images, adjective, game method, numeral exhibitions.*

INTRODUCTION

Project education has been used in pedagogical practice for more than 300 years. According to the research of the German pedagogue M. Knoll, the emergence of the concept of "project" dates back to the XVI century, when Italian architects declared architecture as a science and raised it to the level of educational sciences. related to their attempts to turn their activities into a profession.

The term "project" (Latin for project-translation) has moved from the field of technology to the field of social sciences, and refers to the basic idea of restructuring the state of a field in accordance with certain rules.

Educational design is a specially organized targeted learning activity that allows the teacher to move independently from problem-solving, planning and organizing activities to problem-solving to general assessment.

During the last 30 years of the XX century, under the leadership of famous didactics MN Skatkin, VV Kraevsky, a new direction was based on the theory and practice of pedagogical processing of information content and preparation of didactic projects. It analyzed the essence of social experience and developed the idea of creating didactic projects.

Design is one of the most important conditions for the organization and success of the pedagogical process. In designing the pedagogical process:

analysis of the content of pedagogical activity;

predict results;

tasks such as creating a project to implement the planned activities.

Designing the pedagogical process - is the creation of a project that serves to holistically express the essence of pedagogical activity, organized on the basis of the project content activity triad.

Projects differ in subject matter and direction. Projects include creative activities such as analytical activities, foresight and design, which are carried out sequentially by the teacher and end with the diagnosis. Diagnosis, foresight and design are an integral part of solving pedagogical tasks. The purpose of the project will be reflected in advance on paper as a calendar, a brief written statement.

The design of the pedagogical process should not only take into account the activities of the teacher, the content and capabilities of the use of pedagogical tools. It should mainly cover the content of the activities organized by the individual student and the group of students.

Design is a general strategy that reflects the learning process based on the social, pedagogical goals

of education. Curricula, programs, textbooks, methodological recommendations and manuals serve as important sources in the design.

Pedagogical design requires a holistic organizational, methodological, material, content and socio-psychological solution of the educational task. The first problem a teacher faces at the design stage of the pedagogical process is the design of the content of pedagogical activity.

The basis for designing the curriculum or the content of the student's personal education, in which case the teacher makes an independent decision on what to offer them in accordance with the pedagogical activity, goals and conditions, taking into account the following:

what and to what extent the student should learn from the proposed information;

the initial level of preparation of students, their ability to receive educational information;

the teacher's personal, as well as the material and technical base of the educational institution, and so on.

Educational data design technology plays an important role here. Then:

materials provided to the student;

tasks assigned to the student to perform independently;

the types of information (knowledge) acquired by the student are reflected ".

The problem of educational material and its structure plays an important role in the technological approach, and in solving it it is necessary to distinguish between the concepts of "didactic material" and "educational material". Didactic material consists of a system of objects, each of which is used as a material or materialized model based on social knowledge and experience. Since the learning activity is evaluated as a process of solving educational tasks, of course, the task is structured according to certain parts of the didactic material. On this basis, the educational material can be recognized as a pedagogically oriented system. Thus, in the work of a teacher, educational tasks are reflected as the design of teaching material and the formation of didactic material.

The content of education should be in accordance with the requirements of scientific and practical significance, organized in accordance with the time allotted to the learning process, as well as the compatibility of the content of education and the level of information retrieval by students. Therefore, first of all, it is necessary to determine the complexity of the situation, ways to overcome the difficulties in mastering the basics of science.

Typically, an educator who seeks to achieve positive outcomes creates his or her own program of activities based on the content of the material outlined in the curriculum. The teacher's personal activity program should take into account the knowledge that needs to be deeply mastered by students, the basic units of learning, the basic concepts, the psychology of learning information. This means that success in the application of design technology depends on the needs of students, the ability to prepare for lessons at a certain stage of the educational process, the development of students' self-development skills as key issues. wins.

In the teaching profession, design is adapted differently in different classes. He should know the role of each educational task in the system of integrated pedagogical process in the pedagogical design of lessons or educational activities.

Teachers with qualified, systematic modeling skills can create sustainable technologies. They are very different from teachers who are able to perform modeling in accordance with certain conditions.

Consequently, in the second group of teachers, the technology of the lesson (or educational activity) takes the lead, rather than the whole science (or pedagogical process). If the teacher's work is focused on meeting the needs of students, the teacher will not have difficulty in designing a holistic learning process or individual lessons and educational activities.

The issues of effective organization of the educational process at different stages of social development, ensuring its continuity and consistency have attracted the attention of leading thinkers and advanced educators.

The perfection of the content of the curriculum in the use of new pedagogical technologies in the educational process, the creation of textbooks and manuals on the basis of modern requirements, to serve a single purpose in accordance with the theoretical and practical features of the curriculum. Issues such as the existence of pedagogical conditions that allow the effective organization of lessons, the establishment of positive, cordial relations between teachers and students are taken into account. We can use this table as an example of designing the educational process in primary school.

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                    │  Technologicalization    │
                    │  of the educational      │
                    │  process                 │
                    └──────────────────────────┘
┌──────────────────────────┐
│  1st stage               │◄──────┐
│  create a project        │       │
└──────────────────────────┘       ▼
                         ┌──────────────────────────┐
                         │  2nd stage. Diagnosis of │
                         │  student performance     │
                         └──────────────────────────┘
┌──────────────────────────┐
│  Stage 3. Organization   │
│  of the pedagogical      │
│  process                 │
└──────────────────────────┘
                         ┌──────────────────────────┐
                         │  Step 4.                 │
                         │  ensuring the effective  │
                         │  conduct of the          │
                         │  pedagogical process     │
                         └──────────────────────────┘
┌──────────────────────────┐
│  Step 5. Monitoring      │
│  the activities of       │
│  students                │
└──────────────────────────┘
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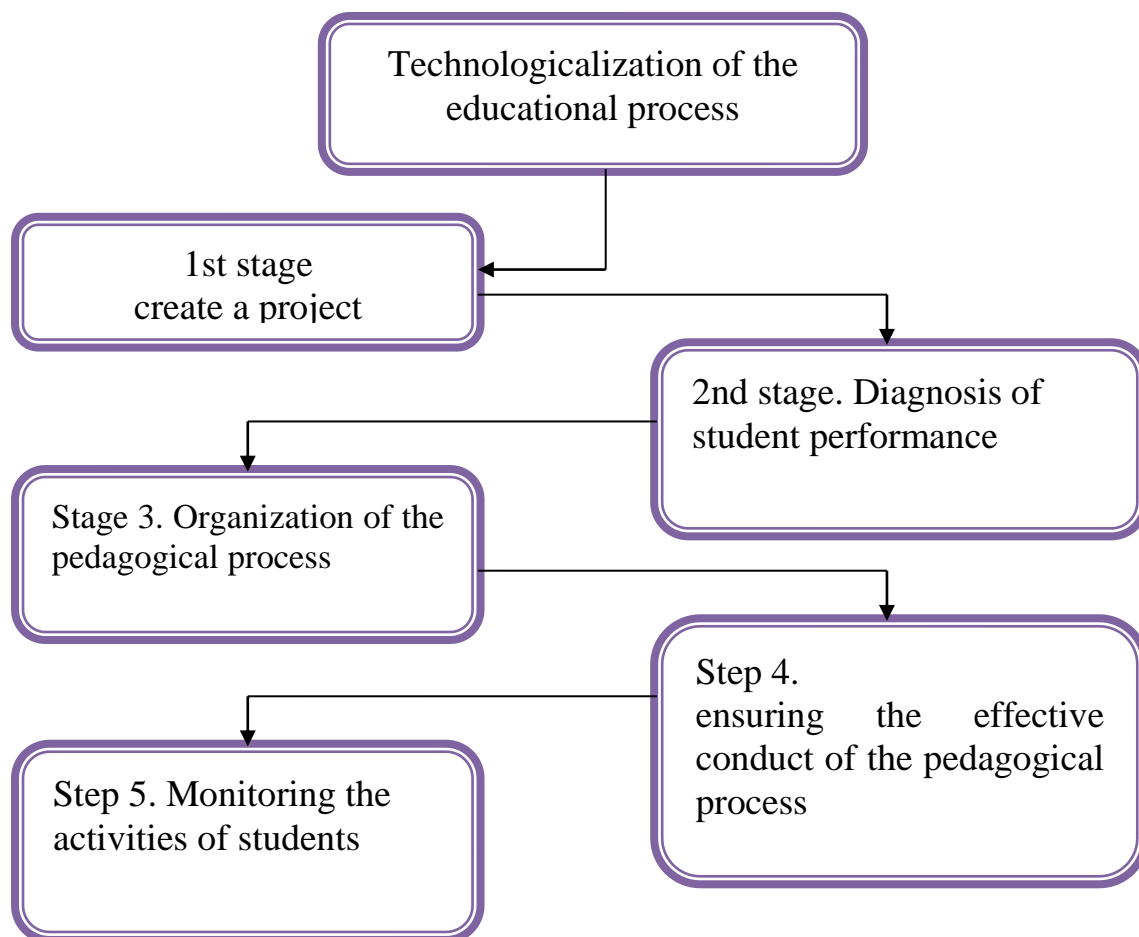
Table 1.1. Includes student performance monitoring (5).

The solution of the pedagogical task is achieved by designing the content and means of the activities of teachers and students. The technologicalization of the educational process in modern conditions requires a new approach to its design, that is, the coverage of the educational process in accordance with the technological structure. The design of the educational process is of particular importance in the organization of the teaching profession. The study of each course is based on the design

of individual topics and sections.

The design of the educational process is a form of professional activity of the teacher, which is characterized by the technological structure of the educational process of the teacher, a set of methods and tools that ensure its results. The product of design is the design of the educational process.

Monitoring the activities of students plays an important role in the design of the process of primary school mother tongue lessons. Therefore, designing a control process requires a special approach from the teacher. Designing a control process is one of the activities of the teacher and is an integral part of the technological structure of the educational process, which includes a set of methods and tools that ensure effective (expected) results.

In the design of the educational process, the principles serve as the basic approach, the norms that define the structures of activity, and the coordinating requirements. Design principles are defined as generalized requirements that reveal not only the normative but also the descriptive function and the nature of the activity.

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