Pedagogical and psychological features of the organization of lessons on the basis of pedagogical technologies in the primary school

Xalilova Feruza Mamatqulovna –
Bukhara State University, ***Uzbekistan***
Gaffarova Saida Muxammedovna –
Bukhara State University, ***Uzbekistan***

Abstract: *Traditional lessons weaken students' sense of responsibility in the learning process, their sense of responsibility, and their ability to draw independent conclusions. In order to find a solution to these problems, the student should be the main driving force in the teaching process, the educational process, that is, the student should be an active participant in reading, learning, reading. need The teacher must help the students to learn from teaching and to acquire knowledge independently from teaching. At the same time, in order to be an active participant, it is necessary to create an environment and direct them to a sense of responsibility.*

Keywords: *lesson, elementary, pedagogical technology, ability, knowledge, skill, competence, observation, thinking*

In the organization of the lesson on the basis of advanced pedagogical technologies, the student should be at the forefront, that is, the student should be in the lead role. In our case, on the contrary, the teacher in the lead role. He is preoccupied with informing, passing the lesson faster, teaching the students faster. However, students' interests, level of knowledge, acceptance and understanding of news are different. With this in mind, it is important to get every student involved in the lesson anyway. In this traditionally taught lesson, the student masters at the level of his ability, desire, does not participate in the lesson with his own opinion, observation. The disadvantages of this course are: 1) the uniformity of the course; 2) basic information is given and the process of mastering it is carried out through homework; 3) students are passive listeners and do not have independent thinking; 4) there is no verbal exchange of ideas; 5) feedback is not established; 6) each activity is based on the approach of the average student; 7) The content of education is mainly done by the teacher. Most importantly, mastering this method is not guaranteed.

Traditional teaching weakens students' responsibility in the learning process, their sense of responsibility, their ability to draw independent conclusions. In order to find a solution to these problems, the student should be the main driving force in the teaching process, the educational process, that is, the student should be an active participant in reading, learning, reading. need The teacher, on the other hand, should help students to learn from teaching, to acquire knowledge independently from teaching. At the same time, to be an active participant, you need to create an environment and guide them to a sense of responsibility.

It is known that for each lesson there are three goals: educational, pedagogical, developmental, that is, inextricably linked. The form of lesson organization depends on the interaction of the course participants, and the achievement of the above objectives depends on the characteristics of the teaching material, teaching methods, learning opportunities, teacher skills and techniques. Under the guidance of a teacher, the teacher and students work together to make all of this a success. The same process is called the learning process only if it is carried out effectively.

The didactic principle that allows students to develop initiative and independence, thorough and deep acquisition of knowledge, the necessary knowledge, skills and abilities, observation, thinking and connected speech, memory and creative imagination is the activity in education. In such a system, both the student and the teacher are jointly responsible for the educational process. Together, they determine the knowledge and abilities, individual aspirations and needs of each student. In this case, the teacher becomes not only an "evaluator", but also a source of new knowledge. Not only the teacher but also the students lead the students' activities in the classroom. First the excellent students, then the other students also say what they did according to the teacher's assignment and follow the rest of the students. Such "explanatory management" should begin from the day the student steps on the school's doorstep.

The manageability of pedagogical technology is that it has the ability to plan, diagnose, summarize, correct the educational process. This achieves the expected end result from education, saves time, which means the effectiveness of pedagogical technologies used in the primary education system. This creates a comfortable environment for students to better organize the learning process. Students are given the opportunity to exchange ideas. Conditions are created for mutual receipt and transmission of information. As a result, they discuss issues that need to be resolved together. They find a solution together to get out of the situation. They demonstrate their knowledge to each other based on the information they receive. Inspired by each other, they create spiritual satisfaction. They understand each other, become interested, and are unaware that time has passed. Each participant feels like the authors of the educational content. They fully master the content of education. That is: - the student's needs, inclinations, desires are satisfied at the level of his abilities; - The responsibility of the student's work increases; - skills of independent acquisition of knowledge, free thinking, creative approach are formed; - strives to "implement" and "discover" every innovation.

To do this, we urge the reader today to respond to the compelling call, "You must know this," to awaken an inner feeling, "I need this, I am able to know it, to be able to do it, to apply it to life." it would be expedient if we acted.

The choice of types of pedagogical technology depends on the emerging knowledge, skills and abilities, the form of organized lessons, the nature of the methods used and methodological methods. For example, a conference lesson, combined with traditional forms of lessons (combined lessons) to develop students' creative thinking, the formation of critical thinking skills in teaching materials and the organization of productive activities, as well as their development. yin lessons, integrated (two-component) lessons should be used. In this case, too, teaching methods should be commensurate with the learning objectives.

Even with adequate incentives, the desired results in the organization of student activities are not guaranteed. Didactic improvement of the educational process is ensured only through the correct choice of ways of organizing and managing this process.

Management of pedagogical technology combines two areas:

1. Activity management.

2. Student team management.

The purpose, content, form, style and tools of education are the traditional categories used to analyze the content of educational processes. It is these categories that emerge as the subject of pedagogical activity, which organizes the educational process in a particular subject, specialty or specialty. These pedagogical categories serve as a factor that systematizes the laws and criteria of purposeful pedagogical activity.

The essence of the pedagogical process is reflected in the content of the joint activities of teacher and student, in which the teacher helps the student to overcome difficulties. This includes the definition of educational goals (to whom and why?), The selection and development of content (what?), The organization of educational processes (how?), The definition of teaching methods and tools (with what?) , as well as the level of students' qualifications (who?), the method of evaluating the results achieved (in what way?) should be taken into account. The application of these criteria in a comprehensive manner determines the nature and technology of the educational process.

In the application of advanced pedagogical technologies in the educational process, it is necessary to set a pedagogical task and pay special attention to its solution. When goals and objectives are clearly defined and the ways to achieve them are chosen correctly, the expected result can be achieved.

In determining the pedagogical task should take into account the following: 1) to determine the content of the subject on the basis of educational objectives; 2) development of the information structure of the subject and its expression in the form of a system of educational elements; 3) pre-determination of the level of students' mastery of learning elements; 4) to determine the level of basic knowledge of students; 5) establishment of limits on the material base and organizational forms of education.

It is incorrect to say that the technologies aimed at designing teaching technologies that provide solutions to pedagogical problems are effectively used in all educational institutions, because at the same time the content, purpose, mechanism of the above-mentioned pedagogical technologies We cannot say that he knows them effectively and applies them effectively to the educational process. This issue is one of the problems in the application of advanced pedagogical technologies in the educational process. Psychological features should also be taken into account in the positive solution of these problems.

In the primary school, a child differs from children of other ages by the sharpness, clarity, purity, accuracy of perception, his curiosity, confidence, the brightness of his imagination, the strength of his memory, the clarity of his thinking. Since perception, attention, memory, thinking, and speech are fully formed in them, it is also possible to use the methods applied to adults in teaching. The development of thinking can be seen in the mental health of the child at this age, in his cognitive activity. For example, a child can independently study

which objects sink in water and which do not. In particular, the child's "I want this" motive begins to take precedence over the "I have to do this" motive. However, the psychological characteristics of students of this age group do not allow them to gain a deeper understanding of the essence of complex learning materials. Also, the fact that information is given using evidence they cannot imagine leads to a decline in knowledge. To prevent this, along with simple explanations, as psychologist A. Mallaboyev said, it is important to take an individual approach to each child.

The child is very interested to know how it snows, how it rains, where the sun is at night, how the car travels, the distance from the ground to the sky. These are their "Why?", "How?", "Through what?" will be focused on answering questions such as. Children this age are basically able to think more deeply about what they see. Therefore, it is necessary to use visual aids in science lessons.

If a six-year-old who has just entered school uses 3,000-4,000 words, by the 3-4th grade, they should have used more than 15-20,000 words. Children of this age can distinguish which words they prefer to use in their speech and which ones they cannot.

In elementary school students, the ability to control attention with willpower and adapt to a situation is not good. The main reason for this is the weakness and instability of voluntary attention in them. In children, involuntary attention is more developed. The educational process creates favorable conditions for the development of intelligence, sensitivity, observation, memory, recall capabilities of primary school students and the development of voluntary, stable, strong, strong, active, conscious attention. At this age, children's imaginations are very broad and varied. Some students imagine a real being, while others imagine a fantastic image and situation.

In primary school, the child does not understand its essence and function, but understands that everyone should go to school. Following the instructions of the adults, he diligently enters the classroom. After some time, as the impression of happy moments diminishes, the external signs of school lose their significance and the child realizes that reading is a daily mental labor. Then, if the child does not have the ability to work mentally, he becomes discouraged from reading, and there is a feeling of despair. In order to prevent such a situation, the teacher should inform the child about the difference between education and play, the fun and prepare him for this activity. It is also necessary to create a social psychological environment in which the child is assigned to perform any responsible task independently, so that the child feels like a leader among his peers in the process of doing this work. It feels like your child to be independent driving motives .

In this chapter we will discuss the concept of pedagogical technology, its definitions, advanced ideas and experiences of thinkers aimed at improving the effectiveness of lessons, pedagogical and psychological features of improving the effectiveness of lessons, as well as the application of pedagogical technology in education. we talked about some of the problems that are coming. From the above opinions and comments, the following conclusions can be drawn:

1. Although pedagogical technology is interpreted differently by scientists, its essence is reflected in the consistent and consistent implementation of the pre-designed educational process in practice.

2. The lessons, as well as the uniform repetition of the educational process, create in students a feeling of indifference, irresponsibility in learning. The most effective way to prevent this situation is the consistent and purposeful introduction of advanced pedagogical technologies in the activities of educational institutions.

3. We can not say that in all educational institutions, pedagogical technologies are fully implemented in the educational process, the expected results are achieved. There are a number of reasons for this. We mentioned above in this regard.

4. Organization of pedagogical activity on the basis of technological approach has individual and creative character. Therefore, the use of advanced pedagogical technologies in the organization of the educational process depends on the level of personal capabilities, professional skills and techniques, creative abilities of each teacher.

5. It should be borne in mind the need to create the necessary conditions for the effective application of advanced pedagogical technologies in the educational process.

From the above considerations, it is clear that the systematization of lessons in the primary school through pedagogical technologies is important in increasing the effectiveness of the lesson.

References:

1. Kamroev A. Students'creative activities in designing mother tongue education //Scientific Bulletin of Namangan State University. – 2019. – T. 1. – №. 7. – C. 285-296.
2. Khamraev A. R. Modeling Teacher's Activity in Designing Students' Creative Activities //Eastern European Scientific Journal. – 2019. – №. 1.
3. Azimov Y. Hamroyev A //Husnixat va uni oqitish usuliyoti (Maruza matnlari). Buxoro, 2003,-52 bet. – 2003.
4. Hamroev A. R. Modeling activities of teachers when designing creative activities of students //European Journal of Research and Reflection in Educational Sciences Vol. – 2019. – T. 7. – №. 10.
5. Adizov B. R., Khamroev A. R. Modeling activities of teachers when designing creative activities of students //Ilmiy xabarnoma. – C. 69.
6. Avezmurodovich O. R. Difficulties in learning to write and read left-handed children //European Journal of Research and Reflection in Educational Sciences, 8 (8), 40. – 2020. – T. 45.
7. Qo'ldoshev R. Chapaqay bolalarni maktabga qanday tayyorlash kerak //Pedagogik mahorat. Ilmiy-nazariy va metodik jurnal Buxoro 2020-yil, 3-son 145-147 b.
8. Quldoshev R. A. Assistant pedagogue to children left-handed reading in the last year //Globe Edit. – 2020.
9. Hamroyev R. A., Qoldoshev A. R., Hasanova A. M. Methods of teaching 1st grade students to use writing tools effektively //Asian Journal of Multidimensional Research (AJMR). – 2021. – T. 10. – №. 1. – C. 168-174.
10. Avezmurodovich Q. R. Psychological aspects of left-handedness: Concept, causes, and peculiarities //Academicia: an international multidisciplinary research journal. – 2021. – T. 11. – №. 1. – C. 623-631.
11. Qoldoshev A. R., Yodgorova F. G. How to find out right or left //Asian Journal of Multidimensional Research (AJMR). – 2021. – T. 10. – №. 1. – C. 154-163.
12. Hamroyev R. A., Qoldoshev A. R., Hasanova A. M. Methods of teaching 1st grade students to use writing tools effektively //Asian Journal of Multidimensional Research (AJMR). – 2021. – T. 10. – №. 1. – C. 168-174.

13. Avezmurodovich, Qoldoshev Rustambek. "Psychological aspects of left-handedness: Concept, causes, and peculiarities." *Academicia: an international multidisciplinary research journal* 11.1 (2021): 623-631.
14. Avezmurodovich, Qoldoshev Rustambek. "Psychological aspects of left-handedness: Concept, causes, and peculiarities." *Academicia: an international multidisciplinary research journal* 11.1 (2021): 623-631.
15. Avezmurodovich Rustambek Qo'ldoshev, & G'aforovna Habiba Jumayeva. (2021). Forming Writing Skills in Left-Handed Students. *Middle European Scientific Bulletin*, *10*(1). https://doi.org/10.47494/mesb.2021.10.309
16. Qo'ldoshev A. R. Psychological aspects of left-handedness: concept, causes, and peculiarities //Psychology and Education Journal. – 2021. – Т. 58. – №. 1. – С. 4981-4988.
17. Qo'ldoshev A. R. et al. Forming Writing Skills in Left-Handed Students //Middle European Scientific Bulletin. – 2021. – Т. 10. – №. 1.
18. Kasimov F., Kasimova M., Uktamova D. Specific principles for constructing a system of educational tasks //Bridge to science: research works. – 2019. – С. 211.
19. Muxammedovich Q. F., Muxammedovna Q. M. Technology of work on comparison tasks //European Journal of Research and Reflection in Educational Sciences Vol. – 2019. – Т. 7. – №. 12.
20. Qosimova M. M., Kasimov A. A. On some typical problems to be solved in primary schools //Academicia: an international multidisciplinary research journal. – 2021. – Т. 11. – №. 1. – С. 502-517.
21. Сайфуллаев Г. М., Алимова Л. Х., Ходиев Б. О. У. Формирование и развитие ихтиофауны водоемов низовьев р. зарафшан //Вестник науки и образования. – 2020. – №. 12-3 (90).
22. Сайфуллаев Г. М. Биология и хозяйственное значение промысловых хищных видов рыб, проникших из реки Амударьи в водоемы низовья бассейна реки Зарафшан. – 1995.
23. Sayfullaev G., Alimova L., Ollokova U. Formation of environmental knowledge in pupils of second class in the lessons the world around us //Bridge to science: research works. – 2019. – С. 206-208.
24. Muhammedovna T. M. Qualification features of the teacher of" technology" and the technology of its development //European Journal of Research and Reflection in Educational Sciences Vol. – 2019. – Т. 7. – №. 12.
25. Qo'ldoshev A. R. Psychological aspects of left-handedness: concept, causes, and peculiarities //Psychology and Education Journal. – 2021. – Т. 58. – №. 1. – С. 4981-4988.
26. Avezmurodovich O. R. Difficulties in learning to write and read left-handed children //European Journal of Research and Reflection in Educational Sciences, 8 (8), 40. – 2020. – Т. 45.
27. Quldoshev R. A. Assistant pedagogue to children left-handed reading in the last year //Globe Edit. – 2020.
28. Mukhamadovna T. M., Tolibkizi S. Z. Gender approach in education //ACADEMICIA: An International Multidisciplinary Research Journal. – 2020. – Т. 10. – №. 11. – С. 1750-1755.
29. Тилавова М. М. и др. Гендерный подход на уроках технологии //European research: innovation in science, education and technology. – 2020. – С. 33-35.
30. Hakimova M. K. theoritical and methodological bases of the non-problems for the development of the mathematical thinking in preschool and initial training //Scientific Bulletin of Namangan State University. – 2019. – Т. 1. – №. 4. – С. 356-363.
31. Homitovna H. M. A model of continuity in the formation of mathematical concepts in kindergarten and primary school pupils //Academicia: An International Multidisciplinary Research Journal. – 2020. – Т. 10. – №. 11. – С. 1756-1764.

32. Хакимова М. Х. Проблемы обеспечения преемственности дошкольного и начального образования при формировании математических понятий у учащихся //European reseach: innovation in science, education and technology. – 2020. – С. 69-71.
33. Xoliqulovich J. R. Toponymics-a Linguistic Phenomenon in The Work of Sadriddin Aini //Middle European Scientific Bulletin. – 2021. – Т. 8.
34. Yunus Y. S. Features of Logical Thinking of Junior Schoolchildren //Middle European Scientific Bulletin. – 2021. – Т. 10. – №. 1.
35. Yunus Y. S. Methodology Of Teaching Assignments To Work With Non-Standard Solution In Primary School Mathematics Education //The American Journal of Social Science and Education Innovations. – 2021. – Т. 3. – №. 02. – С. 439-446.
36. Yusufzoda S. Organization of independent work of students in mathematics //Bridge to science: research works. – 2019. – С. 209-210.
37. Qoldoshev R. A. Кӯмаки педагогӣ ба кӯдакони чапдаст дар соли якуми хониш //GlobeEdit, 2020.-93 bet. – 2020.
38. Shuhratovna N. M. Topic Groups of Microtoponyms of Jondor District //Middle European Scientific Bulletin. – 2021. – Т. 8.
39. Safarova N. museums as a factor of lifelong education in the formation of historical consciousness //Theoretical & APPLIED Science. – 2018. – №. 9. – С. 170-172.
40. Azimov Y., Babaeva S. Use of innovative technologies in lessons of writing in primary classes //Bridge to science: research works. – 2019. – С. 214-218.
41. Azimov Y. Hamroyev A //Husnixat va uni oqitish usuliyoti (Maruza matnlari). Buxoro, 2003,-52 bet. – 2003.
42. Umurov Z. L. Didactical foundations of educational and Cognitive problems in the primary school // Science, technology and education. - 2020. - No. 3 (67).
43. Abdugafforovich A. N. Scientific theory of Al-Khakim At-Termezi //European Journal of Research and Reflection in Educational Sciences Vol. – 2019. – Т. 7. – №. 11.
44. Ачилов Н. А. Влияние учения Аль-Хаким Ат-Тирмизи в идейном наследии мыслителей influence of the teaching of al-hakim at-tirmisi in the ideal heritage of thinkers //Журнал выпускается ежемесячно, публикует статьи по гуманитарным наукам. Подробнее на. – 2018. – С. 70.
45. Rustambek Q. O. L. Birinchi sinf chapaqay o ‘quvchilarining maktabga moslashishi, maktabga moslashishi davridagi pedagogik yordamning mazmuni //центр научных публикаций. – 2020. – Т. 1. – №. 1.
46. Juraeva D. Improve the methodological training of future teachers to develop students'creative abilities using non-standard tasks //European Journal of Research and Reflection in Educational Sciences Vol. – 2020. – Т. 8. – №. 3.
47. Rustambek, Qo‘ldoshev. "Birinchi sinf chapaqay o ‘quvchilarining maktabga moslashishi, maktabga moslashishi davridagi pedagogik yordamning mazmuni." *центр научных публикаций* 1.1 (2020).