

The use of Modern Pedagogical Technologies in the Classroom in Primary School

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ABSTRACT

In this article, how to make a simple lesson extraordinary, how to present interesting material that is not interesting, how to communicate with modern children in a modern language?

Consideration is given to how well a teacher can master student-centered, developmental learning technologies that take into account different levels of school readiness.

KEYWORDS: presentations, projects, tasks, game technologies, training, innovation

The development of the student's modern personality is carried out in the process of his own activity, aimed at "discovering" new knowledge. Among the variety of modern educational technologies, I have identified for myself those that, in my opinion, can be used in work with primary school students.

For example: personality-oriented, developmental, problem-based learning technologies, as well as game, project, health-saving and information-communicative technologies.

However, in my work I most often use problem-based learning technologies, project activities, games, ICT, portfolio, health-saving, activity method technologies. In any modern lesson, one cannot do without the technology of problem learning or without its elements. What is its relevance?

The relevance of this technology is determined by the development of a high level of motivation for learning activities, enhancing the cognitive interests of students, which becomes possible when resolving emerging contradictions, creating problem situations in the classroom. In overcoming feasible difficulties, students have a constant need to master new knowledge, new ways of acting, skills and abilities.

The solution of educational problems has a positive effect on the emotional sphere of students, creates favorable conditions for the development of children's communication skills, the development of their individuality and creative thinking. In addition, the ability to see problems, ask questions, put forward hypotheses, define concepts, conduct observations and experiments, draw conclusions and inferences, work with text, prove and defend their ideas leads to the achievement of educational results such as the ability to independent cognitive activity, the ability to be successful in a rapidly changing world, etc.

Creating problem situations in the classroom is one of the ways to develop the creative thinking of younger students.

Problem-based teaching methods can be applied in the classroom, creating a problem situation at any stage.

For example:

language. Topic: "Noun"

Task 1. From the given words, write out nouns

Cold, brave, nose, joy, cat, magpie, sparrow.

Task 2. Divide the words into 2 groups.

Horse, car, wolf, bus, scooter, elk, rollers, helicopter.

Output.

- problematic learning activates mental activity, without which it is very difficult for a student to learn, especially with interest;
- the majority of students develop a positive motivation to study subjects, cognitive interest;
- the effectiveness of the development of intellectual and creative abilities of students increases;
- communicative mode of problem learning and self-study allows you to rationally organize and educate the culture of mental work.

My students actively participate in various competitions, for example, "Kangaroo", "Man and Nature".

Activity method technologies

This technology synthesizes non-conflicting ideas from the concepts of developmental education of leading teachers and psychologists from the standpoint of continuity with the traditional school.

Information educational technologies

A lesson using information technology becomes more interesting for students, as a result, it becomes more effective assimilation of knowledge; the level of clarity in the lesson improves.

Improving the effectiveness of the lesson through clarity. Of course, this can be achieved by other methods (posters, maps, tables, notes on the board), but computer technology, undoubtedly, creates a much higher level of visibility.

To obtain new information and expand the horizons of students in the classroom and outside the classroom, I use **presentations** that I compose myself with the help of material taken from Internet resources.

Children watch slides with pleasure, take an active part in the discussion of what they saw.

For the lessons of the surrounding world, the presentation is just a godsend. Pictures of the nature around us, animals, seas, oceans,

natural areas, the water cycle, food chains - everything can be reflected on the slides. And it is easier to check knowledge: tests, crosswords, puzzles, charades - everything makes the lesson fascinating, and therefore memorable.

Conclusion: with the active use of ICT in primary school, the general goals of education are more successfully achieved, competencies in the field of communication are more easily formed: the ability to collect facts, compare them, organize, express your thoughts on paper and orally, reason logically, listen and understand oral and written speech, discovering something new, making choices and making decisions, the interest in the subjects being studied increases.

Design technologies

I also use the techniques of project activity, since this method stimulates the independence of students, their desire for self-expression,

forms an active attitude to the surrounding world, empathy and involvement with it, develops communicative qualities.

When completing each new project (conceived by the child himself, a group, a class, independently or with the participation of a teacher), we solve several interesting, useful and related to real life tasks. The child is required to be able to coordinate his efforts with the efforts of others. To be successful, he has to acquire the necessary knowledge and with its help to do specific work.

Project "How to Know the World".

The goal of the project is to instill love for one's hometown, region, country, foster a sense of civic and patriotism, love and respect for the historical past, foster pride in one's homeland and love for it; make a kind of piggy bank

photographs reflecting impressions of trips, excursions. The project is carried out collectively. Students, with the help of parents and teachers, work with various sources: encyclopedias, reference books, the Internet. The collected material is processed and a class hour is held, we speak at a parent meeting, share our experience at a regional seminar for primary school teachers. The task of the teacher is to find and organize interesting forms of the process of learning the world by students. How to build educational work so that each student is included in the work, give him the opportunity to express himself, to realize his cognitive interest?

The inclusion of schoolchildren in project activities teaches them to think, predict, foresee, forms an adequate self-esteem and, most importantly, there is an intensive development of children. And activity, in turn, forms thinking, skills, abilities, interpersonal relationships.

Game technology

Play is one of the wonderful phenomena of life, an activity that seems to be useless and at the same time necessary. The game turned out to be a very serious and difficult problem. In modern pedagogy, play, didactic play

is used as an independent technology for mastering the concept of a topic and even a section of a subject, as well as an element of a more general technology.

Play is the strongest means of socializing a child, it makes it possible to simulate different situations in life, to look for a way out. Play is important as a sphere of self-realization as a person; it is a communicative activity.

Health-saving technologies

Health-saving technologies are used by me both in lesson activities and in extracurricular activities. In my opinion, the formation of a responsible attitude to one's health is a necessary condition for the success of a modern person. Health-saving approach

can be traced at all stages of my lesson, since it provides for a clear alternation of activities.

I believe that our task today is to teach a child various techniques and methods of maintaining and strengthening his health. I try to build my lessons, setting this very goal for myself and my students: how

to protect and strengthen health?

For this I use the techniques of health-saving technologies.

1. Include elements of student-centered learning:

➤ Entering the working day.

Starting from the 1st grade, to speed up the child's entry into the school day, I teach children to smile more often. Our rule: "If you want to make friends - smile!"

When congratulating on his birthday, everyone names only the positive qualities of the birthday person.

➤ Creation of a situation of choice and success.

The creation of a favorable emotional and psychological microclimate in the classroom and extracurricular activities also plays an important role.

✓ Using the techniques of reflection.

➤ What impressed you the most?

➤ What did you do best?

➤ What tasks seemed the most interesting?

➤ What caused the difficulty?

➤ What do you want to reflect on?

➤ What advice would you give yourself?

➤ Who wanted to compliment?

➤ Will the knowledge of today's lesson be useful to you in the future?

Output:

The complex use of health-preserving technologies in the educational and upbringing process can reduce fatigue, improve emotional mood and increase the working capacity of younger ones.

schoolchildren, and this in turn contributes to the preservation and strengthening their health.

In conclusion, I would like to say: "To make a child smart and reasonable, make him strong and healthy."

Conclusion

Pedagogical technology is such a structure of the teacher's activity, in which all the actions included in it are presented in a certain sequence and integrity, and implementation presupposes the achievement of the required result and has a predictable nature. The advantages of these technologies lie not only in strengthening the role and proportion of independent work of students, but also in the focus

technologies for the development of the creative potential of the individual, individualization and differentiation of the educational process, promotion of effective self-control and self-assessment of learning outcomes.

The priority of teaching should not be the mastery by students of a certain amount of knowledge, skills and abilities, but the ability of schoolchildren to study independently, acquire knowledge and be able to process it, select what is needed, remember it firmly, and connect with others.

The widespread introduction of innovative technologies creates conditions for improving the quality of education, cognitive activity and educational motivation of schoolchildren.

I consider the result of using modern educational technologies:

- Stable quality of knowledge in the subjects (65-75%) that I teach, 100% level of student learning in the class where I work.
- The results of diagnostics of the motivational sphere of students show the predominance of educational and cognitive motives over narrow-minded ones.

Thus, we can conclude that these technologies, which I use effectively, allowed me, as a teacher, to plan my

work that is aimed at achieving the goal of modern primary education - the development of the child's personality, the identification of his creative abilities, the preservation of physical and mental health and to achieve good results

Concentrating efforts on improving the quality and efficiency of educational and educational work by means of innovative technologies, I achieve high results in subject Olympiads, creative intellectual contests, which contributes to the development of cognitive interests, activity and creativity of students.

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