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USING THE DESIGN METHOD IN THE PROCESS OF PRIMARY EDUCATION NATIVE LANGUAGE SCIENCE

Iminova Muhayyo Aslanbekovna
National Center for Teaching Educators to New Methodologies of Andijan Region "Preschool, Primary and Special Education Methodologies"
Senior Lecturer at the Department

"Our main goal is to achieve the opportunity of young people to receive a quality education, to create all the necessary conditions for their realization of their abilities and talents".

Shavkat Mirziyoyev

Annotation:
Thearticle reflects the basic principles of using the design method in the elementary grades. It describes the meaning and essence of the application of the project method in the educational process and the idea that on this basis it is aimed at improving pedagogical conditions, developing skills for independent, critical, reflexive thinking, critical analysis, independent creativity in learners.

Keywords: design method, principles, cooperation, improvement, learners, critical analysis, independent thinking, reflexive thinking, independent creativity, development.

The future of each society is dictated by the extent to which the educational system, which is an integral part of it and a vital necessity, has developed. Today, the reform and improvement of the continuous education system of our country, which is following the path of independent development, raising to a new level of quality, introducing advanced pedagogical and information technologies into it, increasing educational efficiency, raising the cognitive potential of students and young people to the level of World templates, has risen to the level of Public Policy.

While the educational process is recognized as a leading factor in ensuring the socialization of the shahs in the educational system of developed countries, we emphasize that the educational and educational process in the formation of the Shahs is equally important.

Project - (in Latin: "project" - "thrown forward") is a form of activity of human beings that encourages collective, organizational, independent search, directed to a specific goal. Project: is a structure, process, event, scenario plan; approximate text of a particular document;

The purpose of design in primary classes: increase educational motivation in students;
development of cognitive activity in students;
increases the responsibility of learners for lesson preparation and manifests itself as an incentive for further learning activities

Tasks of Design Technologies:
development of cognitive activity in students, formation of skills for working with additional literature, development of skills for the use of modern educational technologies (MET), computer, Internet, EAR opportunities;
Develop the skills of sorting, analyzing, comparing the most important ideas in the presented educational material
Improving the effectiveness of the lesson, generating motivation through MET to the subject of study the psychophysiological and personal-individual abilities of students develop;
- Instead of acquiring less effective verbal (verbal) knowledge, the process of acquiring knowledge through systematic approaches is generated;
A wide scope is created for the design of the educational process; a "subject-subject" relationship between the teacher and the student is decided and guaranteed results of education are achieved.
Design is a goal-oriented activity that focuses on finding a solution to a poured problem and sets the stage for finding ways and solutions to change it
The design method is a way of organizing activities that are carried out independently by students, aimed at achieving a certain result.
The design method is directed to the interest, creativity of students.
The design method is an activity carried out under the guidance of a teacher in a special pedagogical setting, paving the way to guarantee the quality of Education.
The design method focuses on the development of intellectual, aesthetic, physical abilities and volitional, creative qualities of the student's personality
The term "design" first appeared in the first half of the 20th century. Before going into detail about this concept, the analysis of the skills of some mental activity is in accordance with maksad.
Remembering is the most important thought process without which the learning process cannot be realized, but it is fundamentally different from critical thinking. The memory of the computer is much better than that of each of us, but remembering does not express critical thinking. A number of scholars (V.V. Guzeev, I. A. Zimnyaya, V. Bershadsky, M.V. Alekseev) value memory development higher than any thinking,

checking the extent of memory of asosan students in control work and exams. But, proponents of the use of design techniques in the educational process (B. Blum, L. Stross, B.Farberman) argue that it is advisable to instill complex ideas in the educational process in order to formulate more complex types of mental activity in learners. Understanding in the educational process is considered a complex mental process, especially if the educational material is difficult. Consequently, in order to understand the complex educational material of the elementary school student, complex mental processes take place in his brain. In order to understand the opinion of others, at the first stage, personal thinking is sluggish: in this, one perceives what is created by someone, only "critical thinking - occurs when new, understood ideas are examined, evaluated, developed and applied,"emphasizes the Uzbek scientist S. S. Gulomov (152,4). Russian scientist S.V. Stolbunova puts forward the idea that:"remembering arguments and understanding ideas are considered to be the initial conditions necessary for critical thinking, but they do not imply critical thinking even in mutual integrity."

In the process of primary education, it is important to rely on (intuitive) perceptual thinking with a creative or inner sense when using design techniques. A number of pedagogical-psychological scientists (I.S. Conn, L.S. Rubinstein, S. S. Gülomov, E. Goziyev) put forward the idea that thinking in the educational process expresses "high-order" thinking (the last Supreme step of learning abilities according to the Benjamin Blum system), while philosopher scientists (Z. Gofurov, J. Tulenov, Q. Nazarov) thought - thinking is understood as logical thinking and proving skills, with the help of which students will be able to read carefully, conduct deep discussions and express their thoughts clearly and thoughtfully in writing. For literary theorists and historians, it is considered "critical" to approach the text, which helps to separate the components of the text and critically re-observe the ways in which the text affects the reader, as well as identify the reasons that the author practiced in the creation of the work.

Features of the use of design methods in the process of primary education have a certain description.

The content of the conversation in grades I and III differs not only in knowledge, but also in the methods of application: in grades IV, the teacher's questions cover large parts of the topic, consequently, are of a generalizing nature; students are attracted to ask independent questions; the logical methods offered to students will be complicated, etc.

In design, the story becomes more complex as it progresses from class to class, forming lecture characters in grades II to III.

In Class IV, it is carried out frontal, that is, with the entire class "under the collar" on some small one-to-one limited operations of the teacher. Every operation is carried out in a vaccine, with the whole class. Students are then taught to work with the task force and individually.

In grades 3-4, design methods are performed independently according to the teacher's pre-assigned assignment plan, instruction. Their results are checked at the end of the work. Students independently plan the work, divide it into separate operations, determine the consistency of their performance, use literature, choose the necessary visual weapons without the help of a teacher in response, repeat the experience and practical work carried out in the lesson.

In the design process, visual techniques gradually increase students ' independence from the use of visual aids as a source of knowledge in learning and responding to material.

At the same time, in the design process, it is important to form reflexive observability in students, increase their independence, educate theoretical thinking, develop concepts, form relationships.. The teacher always knows in advance what feedback and conclusions will lead students. The more a teacher can hide a conclusion in which students ' opinion is directed, the greater tension and interest students approach that conclusion, and better assimilate it.

Thus, in the process of primary education native language science, design techniques form reflexive observability in students, each method and their entire system fall under the goal of developing their independence. In order for students to learn to be active in the lesson, work independently with the book, do practical things, think, solve issues and apply theoretical knowledge in practice, it is necessary for the teacher to marry and show endurance leadership.

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