EXCELLENCIA
INTERNATIONAL MULTI-DISCIPLINARY JOURNAL OF EDUCATION
Volume 02, Issue 04, 2024 ISSN (E): 2994-9521

Methodology for Developing the Creative Activity of Primary Class Pupils

Baltamuratova Aksungul Perdebaevna [1], Jumaboyeva Maxliyo [2]

[1] Acting docent, Senior teacher of the "Pedagogy of Primary Education" department of Tashkent State Pedagogical University named after Nizami

[2] 3rd year student of the Faculty of Primary Education

Abstract:

This article provides detailed information about the role and importance of natural sciences in the development of creative activity of primary school students. In the lower grades, it is about the knowledge of nature in living and inanimate nature, objects and phenomena, plants and animals, imagination and understanding of changes in nature in different seasons, as well as teaching student's natural sciences based on scientific knowledge.

Natural science is a subject that gives schoolchildren a general understanding of the whole being, and it is important to teach this subject to elementary school pupils based on various interesting games and using effective teaching methods. This article provides detailed information on modern teaching methods that support science teaching.

Keywords: living nature, inanimate nature, ecological education, ecology, nature, plants, animals, education, education, "media education", "methods", "educational technologies", "multimedia tools".

Introduction: The President of our country, Sh.M.Mirziyoyev, said, "We will mobilize all the strength and capabilities of our state and society so that our young people can become independent thinkers, have high intellectual and spiritual potential, become people who are not inferior to their peers in any field on a global scale, and become happy." calls for quality and effective organization of education, especially educating pupils from primary grades as independent thinkers, with high intellectual and spiritual potential, is one of the urgent issues of today[1].

[1] Sh. M. Mirziyoyev. The symbol of our national identity and independent statehood // Speech at the ceremony

Today's youth should be passionate about their nation, deeply aware of our national values, mastering them, and appreciating them. The national values created by the intelligence of our ancestors over the centuries are the leading factor in the all-round development of the human personality. Therefore, it is of great importance to enrich the national understanding and consciousness of the modern people, especially the young generation. The scientific wealth created by our ancestors is preserved and studied by our people.

The information of today's modern general secondary school pupil is that we live in the information age. For this reason, we pay more attention to visual information than verbal information. For most people, television is the main source of information. Visual images play an important role in magazines and newspapers. As a result, we can say that most of the acquired knowledge corresponds to extracurricular knowledge and the contribution of information. In many cases, knowledge or information obtained outside of school cannot be considered accurate and scientific [1].

Knowledge in the process of teaching natural sciences in elementary grades allows pupils to form their scientific worldviews and create a method of scientific thinking. Thanks to the scientific research of many scientists, important methods of systematic reflection of the components of science based on the structure of scientific theory have been developed in recent years. The service of these methods to improve the content of natural science education is of great importance. Therefore, it is important to organize the teaching of any educational subject, including natural sciences. An important feature of creating a system is a complete and meaningful presentation of each element of the system [2]. An important feature of creating a system is a complete and meaningful presentation of each element of the system.

Main part: Intersubjects in mastering natural science concepts; It is important to develop speech, reading, mathematics, mother tongue, music, singing, labor education, and contact with art. Systematic use of intersubject communication teaches children to apply previously acquired knowledge, to establish logical connections in all types of educational activities. A good knowledge of the methodology of teaching natural science allows a primary school teacher to properly organize the education of children.

Different teaching methods can be used to reveal the content of natural science and approach this science in different ways. When choosing one or another method, the teacher should take into account that the selected method, by ensuring the tasks of developmental education, activates the cognitive activity of pupils and quickly and clearly shows how new knowledge is mastered by pupils [3].

Accordingly, it is necessary to use more practical work, conversations, emotional stories, especially independent work in science lessons, where a research approach, uncomplicated analysis and synthesis, comparison and generalization are mandatory components of nature work. should be.

Natural sciences teach pupils about the impact of man on nature and the preservation of natural resources.

The method that ensures effective mastering of the concept of natural science is the method of observing nature. According to the conclusion of the observations, the pupil has clear ideas about a plant, an animal or an event.

In the process of teaching natural science, in order to form the foundations of a scientific understanding of the world, it is necessary to educate a humanitarian attitude towards nature, patriotism and an understanding of beauty.

---

dedicated to the thirtieth anniversary of the granting of the status of the state language to the Uzbek language // People's word. - Tashkent, October 22, 2019. - No. 218. - B.

Verbal, visual, practical and other methods are used in the teaching of science.

Nowadays, methods aimed at opening up their creative activity and individual abilities are used more and more to provide pupils with modern knowledge. It is necessary to closely connect science lessons with classroom and extracurricular activities: outdoor games, local history trips, walks. Science lessons are also a school of labor education. Convincing pupils that human labor is the source of their physical and spiritual health in specific examples, the teacher educates the love of work, the desire to work hard, and respect for working people.

Elementary school pupils in the 1st grade respect the work of school employees, look after the work on the school grounds, and in the 2nd grade, the types of work on the agenda, careful attitude to school property, care of indoor plants, professions of people working in constructions, factories and factories and in the 3rd grade use and protect nature, value human labor, study the order of work and rest, observe the labor of people in the field, on the farm, and in the 4th grade in deserts, steppes, forests, mountains, learn about the work of people in the hills, get acquainted with the topics of protection of underground resources, water, air, plants, and animals [4].

Natural science with its content and methods has unlimited opportunities for comprehensive education of pupils.

Nature is a science of the world, and therefore natural science lessons require a well-thought-out method of delivering the content of the educational material, the main goal of which is not only to memorize the sum of knowledge, but also to turn it into confidence [5]. Trust should be manifested in the attitude towards people, the environment, habits, behavior, behavior. Knowledge is the result of activity aimed at understanding the essence of a specific event, event, process or object. And interest is a factor that ensures the effectiveness of the activities carried out in this way. The formation of interest in nature is manifested as a result of complex pedagogical activities carried out for this purpose.

In programmed teaching, the activity and independence of pupils in the use of educational material increases, the possibility of individualizing the teaching process appears, teaching with technical tools is widely used, rational organization of teaching and pupil work is achieved [6]. The principle of programming the control work is to write the pupils' oral answers with conditional signs and lines. Their advantage is that they can determine the mastery level of each pupil in a short period of time. The experience shows the advantages of using programmed teaching methods in order to activate the activity of learning in the lessons of acquaintance with the world. The advantage of these methods is that the pupils themselves can check the mastery of the educational material during the lesson. In the 2nd grade, it is possible to use handout assignments, numbers, handout tests, and graphic assignments in programmed teaching [7].

When completing graphic tasks, it is necessary to explain to pupils that "-" is the wrong answer, and "1" is the right answer. And the teacher should have a tool adapted to quickly determine the answers in the graphical method. For example:

March 21 — Nowruz holiday.

September 1 — Day of teachers and coaches.

October 1 — Independence Day.

December 8 is the Day of the Constitution of the Republic of Uzbekistan.

"Find the word" game. This method can be used in all parts of the lesson. The teacher says a word about birds, animals, fruits, vegetables, pupils continue. The pupil must say the word that starts with the letter that ends with the word that the teacher starts with.

For example: fox - snake - dragonfly - dog - hedgehog - squirrel - sloth (panda) - bear - crow - bee, etc. This method helps pupils to think and respond quickly and to strengthen their memory.

"Cluster" method. This method creates conditions for the pupil to think freely about the given topic and express his thoughts freely. In this method, the pupil says and writes what he thinks. Written opinions will not be discussed, regardless of whether they are correct or incorrect, and will continue until the specified time. This creates an opportunity to harmonize the ideas put forward by each pupil of the class and to further strengthen the ties between them. Before starting a new topic, the "Klastyer" method is conducted in order to interest the pupil in the lesson, to determine the previously acquired knowledge on this topic, and to strengthen the learned topic [8]. For example, the topic "Home and wild animals in our country".

"Mosaic", that is, creating a whole view from small pieces. Pictures of birds, animals, trees, and fruits are divided into pieces and distributed to each group separately. The participants of the groups make the pieces look like a whole. Group leaders talk about an animal, fruit or tree that has become a whole [9].

"Stop reading" method. During the introduction of the text, the teacher stops several times and asks pupils questions. The questions must be relevant to the text. Or the reader is stopped in the process of reading a text and asked what they read about. Through this method, pupils' attention is focused, independent thinking skills are formed.

"Chain" method. It is appropriate to use this method in lessons where poems, riddles, and proverbs are given. Pupils say a line of a poem or a riddle given in sequence [10]. When using this method, the pupil is forced to memorize the given poem, proverb, riddle so that he does not get embarrassed.

"Picture rebus" game. Pupils are divided into three groups. Distributes pictures to each group. The name of the animal or bird should come from the initial letters of the name of the given pictures [11]. For example, dog, stork, owl, dragonfly - bread, pomegranate, radish, porcelain flower, barley - juniper.

"Who will do it faster" game. Pupils are divided into three groups. To each group 5 pictures of animals or birds are given upside down. Within the allotted time (1-2 minutes), pupils classify animals or birds into groups of wild or domestic animals. The first group to complete the puzzle correctly is the winner.

"Find your group" game. Colored folded papers are distributed to pupils. The names of animals and birds will be written on them. The teacher explains to the pupils that they will find their group by making the same sound as the animal or bird given a picture on the paper.

1. Cat (meow-meow). 2. Puppy (wow-wow). 3. Rooster (qu-qu-qu-qu). 4. Cow (mo'-mo'). After dividing into groups, they tell what they know about the animals or birds belonging to the group [12].

For long-term observations and experiments, a living nature corner should be established, where animals and plants can be kept and, if necessary, used in natural science studies. The corner is also a material base for pupils' extracurricular activities. They can work here at any time of the year. An excursion can be the beginning of creating a living nature corner. With the life in the water body, pupils are placed in aquariums, glass jars, mollusks, dragonflies, various beetles, gambusia, peskar (coin fish), as well as aquatic plants. Fruit, berry, and vegetable plants often encounter fungi and worms in gardens and orchards. It is better to allocate a separate room for the living nature corner. If there is no such possibility, plants and animals are placed in the natural science room or classroom [13]. For a living nature corner, it will be convenient for the room to be bright, to place aquariums with aquatic animals and plants on various shelves opposite the window.

The place reserved for animals in the corner should be in accordance with their living conditions in nature. It is best to get an aquarium from a zoo store. However, any glass container can be used as an aquarium, but keep in mind that fish look best in a square container. The number of fish in the aquarium should be in accordance with its size (size) and the number of plants in it[14]. In this case, ensure the balance of absorbed and released oxygen. Residents of the aquarium need constant care, food can be purchased at the zoo store. It is necessary to feed the fish at a certain time so that they form a conditioned reflex.

Children should learn to measure and check water temperature with a thermometer.

Terrariums come in a variety of shapes and sizes for reptiles and amphibians. A typical terrarium is a box made of metal or wood, with side and top walls made of glass and mesh. The glass wall makes it possible to observe the inhabitants of the terrarium, and the mesh of the side wall and the top provides ventilation [15].

Plants and animals of living nature are its basis. Depending on it, equipment is selected. The selection of plants and animals is determined depending on the natural science program, taking into account the characteristics of local studies. All houseplants must be labeled with their names and when and where they were taken. First of all, it is necessary to choose those plants that can be used to reduce the differences in moisture, heat, light, and water consumption, including plants adapted to dry climates (cactus, aloe), tropical plants (navruzgul), be able to display light-loving (henna) and shade-tolerant (aspidistra) plants. Then such plants are selected, which are used for various experiments, for example, with the help of different types of carnation, fuchsia, begonia, cactus, tradescantia, elodea, violet [16].

The school training ground should be located directly near the school, the ground should be flat, well-drained, and not shaded. It will be necessary to surround it. Let the experimental site of the school be exemplary from the point of view of agrotechnics. When organizing the training ground, it is necessary to plan for a smaller room for training and storage of work tools [17]. Work at the educational experiment site can be divided into compulsory work carried out during class with the whole class, compulsory work performed by pupils outside of class (in the form of homework or summer assignments) and work of members of the young natural science club.

Pupils get acquainted with trees, shrubs and plants in the autumn, with the variety and beauty of the shapes and colors of their leaves and flowers, with tools used by hand (hash, zambil) and ways of working with them. In the spring, practical work is carried out with first-grade pupils on the training ground [18]. They learn the rules of planting seeds and caring for them, watering, weeding, driving support piles. First graders prepare seeds for sowing and plant them in the ground, take care of plants. Pupils get acquainted with the rules of the work week and personal hygiene that must be followed during the work at the training ground in the fall, the rules of collecting and storing seeds, prepare them for tillage in the fall, collect fallen leaves and branches. they take, remove plant residues and garbage. Older pupils dig up the old soil. In the spring, pupils prepare the seeds of ornamental and leguminous plants for sowing, for this, they choose large and healthy seeds, freeze them and collect them (sow the seeds in the soil) and grow the plants. Then they level the material with a chisel. After planting seeds in the ground, they bury the top, and take care of the plants [19].

Pupils get acquainted with the rules of labor safety and personal hygiene when working with hoes and shovels in the fall, collect seeds of plants grown on the site, clean the site of plant residues, apply fertilizers, turn the soil, during the second grade, they finish the work on the preschool training ground, prepare materials for the school exhibition. Pupils prepare the seeds of root crops (radish, beetroot, carrot) and annual ornamental plants (cosmeia, aster, itogiz, gultokhoroz) for sowing [20]. They prepare seedlings for planting tubers, conduct experiments and observations to determine the effect of fertilizers on the yield of tubers and the growth and development of

ornamental plants. They sow the seeds of rhizomes and ornamental plants, conduct experiments and look after the crops. They water, weed and plant seedlings.

Pupils collect and count crops in the fall, get acquainted with the rules of their storage, collect seeds, cultivate the soil, prepare berries, bushes and fruit trees for the winter. In addition, pupils remove the old bark from the trunk and main stem of fruit trees, put soil around the trunk, add fertilizer to it, and plant decorative bushes [21].

The elementary school teacher should take into account the climatic conditions, the location of the school and agree on all issues with the biology pupil while organizing the work on the training ground. The experiment is a base of agricultural experiments and additional practical work of a young naturalist: because there he grows plants that are studied in natural science lessons.

Conclusion: Starting from the primary grade, they study their country, their place, observe nature, and go on excursions. During their studies in primary school, they collect rich concrete material and this material is placed in the corner of local studies. Over time, the most valuable materials of former primary school graduates will be collected in the local history corner, which will be systematically used in the teaching of natural science.

In short, special psychological-pedagogical features are evident in the formation of interest in nature among elementary school pupils. Pupils of this age are taught to understand science knowledge based on sensory perception. It is desirable to provide pupils with systematic knowledge of natural science and to make a live observation of the basics of natural science in them, to make decisions on the basis of emotional perception.

References

1. Балтамуратова А.П. Развитие творческой деятельности будущих педагогов начального оброзования в контексте развивающего обучения // Нукус давлат педагогика институти “Fan va jamiyat” ilmiy-uslubiy jurnali 4-son/ 45-47 бетлар, Нукус 2022
2. Baltamuratova A.P.Bo‘lajak boshlang‘ich sinf o‘qituvchisining kasbiy tayyorlash jarayonida ijodiy faoliyatini takomillashtirish samaradorligi // TDPU “Ilmiy axborotlari” jurnali 11-son 2022
3. Baltamuratova A.P. Bo‘lajak boshlang‘ich sinf o‘qituvchisi ijodiy faoliyatining mazmuni va tuzilishi // “UzMU xabarlari” ilmiy jurnali, 1/1 2023 ISSN 2181-7324
4. Baltamuratova A.P. Efficiency of improving the creative activity of the future primary educational teacher in the process of professional training // Spectrum Journal of Innovation, Reforms and Development, JIF:7.256–60. Retrieved from https://www.sjird.journalspark.org/index.php/sjird/article/view/512 Berlin 10785, Germany 16 January 2023
5. Baltamuratova A.P. Bo‘lajak boshlang‘ich sinf o‘qituvchi faoliyatida pedagogik va ijodiy qobiliyat // Miasto Przyszłości Kielce 2022 Impact Factor: 9.2 ISSN-L: 2544-980X. https://miastoprzyszlosci.com.pl/index.php/mp/article/view/822/76
6. Baltamuratova A.P. Bo‘lajak boshlang‘ich sinf o‘qituvchilarining ijodiy faoliyatini takomillashtirish // Youth, science, education: topical issues, achievements and innovations, (2022, November 28) Prague, Czech. https://doi.org/10.5281/zenodo.7370316
7. Baltamuratova A.P. Bo‘lajak boshlang‘ich sinf o‘qituvchilarining ijodiy faoliyatini rivojlantirishda pedagogik muloqotning o‘ziga xos xususiyatlari va funksiyalari / «Zamonaviy dunyoda innovatsion tadqiqotlar, nazariya va amaliyot» nomli ilmiy Respublika onlayn konferensiya, Attribution 4.0 International (2022). 1(27), 138–148. https://doi.org/10.5281/zenodo.7376276

8. Baltamuratova A.P. Bo‘lajak boshlang‘ich sinf o‘qituvchilarining ijodiy faoliyatini rivojlantirish / «XXI asr ko‘nikmalarini ommalashtirishda talabalarning roli» Xalqaro ilmiy-amaliy konferensiya I-qism. Jizzax shahri 18 noyabr 2022 yil
9. Baltamuratova A.P. Bo‘lajak boshlang‘ich sinf o‘qituvchilarini kasbiy tayyorlashda psixologik-pedagogik fanlar asosida ijodiy faoliyatini ta’minlash. «Yoshlar ta‘lim-tarbiyasi jarayonda psixologik yetuklikni shakillantirish va rivojlantirishning ilmiy-amaliy asoslari» Respublika ilmiy amaliy anjumani 725-bet, Nizomiy nomidagi TDPU. Toshkent 2023.
10. Baltamuratova A.P. & Raxmatova R.D. (2022). Aniq Va Tabiiy Fanlarni O‘qitish Metodikasini Takomillashtirish Nazariy Bilimlarini Amaliyot Bilan Bog‘lash. Miasto Przyszłości, Impact Factor 9.2. N 29, Pp. 286–289. Retrieved from https://miastoprzyszlosci.com.pl/index.php/mp/article/view/775
11. Baltamuratova A.P. & Raxmatova R.D. (2022). Pedagogika ta’lim yo‘nalishlari va mutaxassisliklarining ta’lim sifatini oshirishda kredit-modul tizimining ahamiyati / International conference: problems and scientific solutions Vol. 1 No. 5 (2022): https://academicsresearch.com/index.php/icpass/article/view/909
12. Балтамуратова А.П. Абдіқалиева В.Т. Бастауыш мектептегі оқушылардың шығармашылық қабілетін дамыту // Internationalscientificjournal. Volume 1 ISSUE 7 UIF-2022: 8.2 | ISSN: 2181-3337 https://doi.org/10.5281/zenodo.7295379
13. Baltamuratova A.P., Ulug‘ova Ch. B. Bo‘lajak boshlang‘ich sinf o‘qituvchisining ijodiy faoliyatini tashkil etish // Oriental Renaissance: Innovative, educational, natural and social sciences (E)ISSN:2181-1784 SJIF 2023 = 6.131 / ASI Factor = 1.7 3(2), Feb., 2023. https://oriens.uz/uz/journal/article/bolajak-boshlangich-sinf-oqituvchisining-ijodiy-faoliyatini-tashkil-etish/
14. Baltamuratova A.P. & Raxmatova R.D. Boshlang‘ich sinf o‘quvchilarida ijodkorlikni shakllantirish tizimini takomillashtirishda ilg‘or milliy va xorijiy tajribalar // “Journal of science-innovative research IN Uzbekistan” JURNALI. Volume 1, ISSUE 8, 2023. November. ResearchBib Impact Factor: 8.654/2023 ISSN 2992-8869 https://universalpublishings.com/index.php/jsiru
15. Салаева М.С., Мамадалиева У.С. Развитие когнитивной мобильности учащихся в начальном образовании / “Xorijiy tillarni o‘qitishda yangicha yondashuvlar” mavzusidagi xalqaro ilmiy-amaliy onlayn anjumani. Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universiteti – T.: “Firdavs-Shoh” nashriyoti, 2022 – B. 276-281.
16. Салаева М.С., Бекназарова Х.Х. Формирование мобильности личности как педагогическая проблема // Scientific progress VOLUME 3 | ISSUE 3 | 2022 ISSN: 2181-1601. Uzbekistan www.scientificprogress.uz Pages 384-390. http://www.scientificprogress.uz/storage/app/media/3-3.%20065.%20384-390.pdf
17. Салаева М.С., Бекназарова Х.Х. Бошланғич таълим ўқувчиларини ижтимоий мобиллигини ривожлантириш // Eurasian journal of social sciences, Philosophy and culture Innovative Academy Research Support Center UIF = 8.2 | SJIF = 6.051 www.in-academy.uz Volume 2 Issue 4, April 2022. ISSN 2181-2888. Pages 136-139. https://zenodo.org/record/6511330#.Y1G0jnZByUk
18. Салаева М.С., Джумабаева М.Б. Педагогнинг кичик мактаб ёшидаги болаларни ижтимоий мобиллигини оширишга таъсири // Ijtimoiy fanlarda innovasiya onlayn ilmiy jurnali, ISSN - 2181-2608. With Impact Factor: 8.2 SJIF: 5.426 - Б. 59–62.
19. Salaeva M.S., Shoyunusova F.S. Kichik maktab yoshidagi o’quvchilar kognitiv mobilligini xalqaro dasturlar asosida baholanishning o’ziga xos jihatlari / “Халқ таълими тизимидаги

тегишли раҳбарлик лавозимларига муносиб ходимларни жой-жойига қўйишнинг долзарб масалалари” мавзусида онлайн конференция. Авлоний номидаги педагогларни касбий ривожлантириш ва янги методикаларга ўргатиш миллий-тадқиқот институти. -Т.: 2022.-Б.64-71.

20. Salaeva M.S., Luxmanovna N.M. Kichik maktab yoshdagi o’quvchilarni ijtimoiy faolligini rivojlantirish // Scientific progress. VOLUME 3 | ISSUE 3 | March, 2022. ISSN: 2181-1601. Pages 380-383. http://www.scientificprogress.uz/storage/app/media/3-3.%20064.%20380-383.pdf
21. Salayeva M.S., Shoyunusova F.S. Ta'lim jarayonida o'quvchilarni ijtimoiy faolligini rivojlantirish imkoniyatlari // Academic research journal, 1(5). 2022. -Pp.9-14. https://doi.org/10.5281/zenodo.7227181