CONDUCTING ELEMENTARY SCHOOL CLASSES THROUGH PEDAGOGICAL TECHNOLOGIES

Imamova Gu'lkha'sem

Student of Nukus State Pedagogical Institute, Faculty of Primary Education

Abstract:

The article is devoted to describing the features of using modern technologies to develop all types of student competencies, to create a productive educational environment that ensures student-oriented interaction of all participants in the educational process.

Keywords: primary education, schoolchild, efficiency, technology.

INTRODUCTION

Nowadays, any teacher is trying to find the most effective ways to improve the educational process and increase the interest of students. If the activity carried out by the child in the lesson is not significant for him, if he is bored and indifferent, then he cannot demonstrate his abilities. The teacher has at his disposal different forms and methods of work, as well as various technologies. The most effective technologies will be those that are aimed at the cognitive, communicative, social and personal development of the student. The choice of technology for teaching and upbringing depends on many factors (the age of students, their capabilities, the preparedness and readiness of the teacher, the presence of various conditions, etc.). Priority should be given to productive, creative, research, and design technologies (without denying the use of others) [1].

MATERIALS AND METHODS

Practice shows that knowledge of pedagogical technologies is not enough; they must be introduced over a long period of time.

Pedagogical (educational) technology is a system of functioning of all components of the pedagogical process, built on a scientific basis, programmed in time and space and leading to the intended results.

The subject of pedagogical technology is specific pedagogical interactions between teachers and students in any field of activity, organized on the basis of clear structuring, systematization, programming, algorithmization and standardization of methods and techniques of teaching and upbringing, using computerization and technical means [2].

As a result, children achieve sustainable positive acquisition of subject skills and the formation of socially valuable forms and habits of behavior.

RESULTS AND DISCUSSION

It is extremely important that the use of educational technologies contributes to [3]:

➢ formation of learning motives, development of sustainable cognitive needs and interests of students;

➢ development of productive methods and skills of educational work, "ability to learn" of younger schoolchildren;

➢ revealing the individual characteristics and abilities of children;

➢ development of skills of self-control, self-organization and self-regulation;

➢ formation of adequate self-esteem, development of criticality towards oneself and others;

➢ mastering social norms, moral development of primary school students;

➢ Developing communication skills with peers, establishing strong friendships.

Let's look at the most common technologies in primary school practice:

1. Problem-based learning technology.

Addressing the problematization of learning is not new for pedagogy, but remains relevant at the present stage.

Problem-based learning is understood as the organization of training sessions, which involves the creation, under the guidance of teachers, of problem situations and the active independent activity of students to resolve them, as a result of which creative mastery of professional skills and abilities occurs, as well as the development of thinking abilities.

The conditions for successful training are:

➢ problematization of educational material;

➢ child's activity;

➢ The connection between learning and the child's life, play, and work.

The relevance of this technology is determined by the development of a high level of motivation for learning activities, the activation of cognitive motivation of students, which becomes possible when resolving emerging contradictions and creating problematic situations in the classroom. In overcoming feasible difficulties, students have a constant need to acquire new knowledge, new ways of acting, abilities and skills. The use of problem-based learning technology makes it possible to improve the quality of student education.

2. Gaming technologies.

The concept of "game pedagogical technologies" includes a fairly broad group of methods and techniques for organizing the pedagogical process in the form of various pedagogical games.

Gaming activities are used in the following cases:

➢ as independent technologies for mastering a concept, topic, and even a section of an academic subject;

➢ as elements (sometimes very significant) of a broader technology;

➢ As a lesson or part of it (introduction, explanation, reinforcement, exercise, control).

The game form of lessons is created with the help of game techniques and situations, which act as a means of inducing and stimulating students to educational activities in primary school.

The place and role of gaming technology in the educational process, the combination of game and learning elements largely depend on the teacher's understanding of the functions and classification of pedagogical games:

First of all, games should be divided by type of activity into physical (motor), intellectual (mental), labor, social and psychological.

Based on the nature of the pedagogical process, the following groups of games are distinguished:

a) teaching, training, controlling and generalizing; b) cognitive, educational, developmental;

b) reproductive, productive, creative;

c) Communicative, diagnostic, career guidance, psycho-technical, etc.

3. Health-saving technologies.

The state of health, moral and physical, of the younger generation has been steadily deteriorating in recent years, which causes reasonable concern. Data from many scientists indicate that during school the number of healthy students decreases by 4-5 times. Various pathological changes are found in 86% of 1st grade students and 93% of high school students. This is explained by the low initial level of health of children entering school, which adversely affects the process of their adaptation to school stress, causing further deterioration in their health and poor performance.

CONCLUSION

The goal of health-saving educational technologies is to provide the student with the opportunity to maintain health throughout the entire period of schooling, to develop in him the necessary knowledge, skills and abilities for a healthy lifestyle, to teach him to use the acquired knowledge in everyday life, as well as a conscious understanding of the need to take care of his own health. venous health.

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