

DIE VERWENDUNG VON PROJEKTMETHODEN IN DER PRIMÄRSTUFE

Iminova Mukhayo Arslanbekovna

Forscherin des regionalen Umschulungsinstituts von Andijan

btoshboeva@mail.ru

Abstrakt: In dem gegebenen Artikel geht es um die Anwendung der Projektmethode in der Grundschule, die die geistige Aktivität des Schülers auf höchster Denkebene regelt, ein komplexer Prozess wie das kreative Kombinieren von Ideen und Möglichkeiten, das Konzentrieren und Überdenken und Rekonstruieren von Informationen. Bei der Auswahl einer Projektmethodik in Fächern sollte berücksichtigt werden, dass Kinder dieses Alters durch hohe Sensibilität, erhöhte Erregbarkeit, ungleichmäßige Aufmerksamkeit und Stimmung gekennzeichnet sind. Da bei Grundschulern ein soziales Bedürfnis nach freier Beobachtung und kritischem Denken besteht, haben wir während der Studie mehrere Designtechniken verfeinert.

Schlüsselwörter: Geist, Kinder, Alter, Erregbarkeit, Aufmerksamkeit, Beobachtung, kritisches Denken, Fähigkeiten, Grundschule, Studenten, Design, Techniken, Modernisierung.

THE USE OF PROJECT METHODS AT PRIMARY STAGE

Iminova Mukhayo Arslanbekovna

Researcher from Andijan regional retraining institute

btoshboeva@mail.ru

Abstract. The given article is about using the project method in primary education, which regulates the mental activity of the student at the highest level of thinking, a complex process such as the creative combination of ideas and possibilities, concentration and rethinking and reconstruction of information. When choosing a project methodology in subjects, it should be borne in mind that children of this age are characterized by high sensitivity, increased excitability, uneven attention and mood. Given that there is a social need for free observation and critical thinking skills in elementary school students, we refined several design techniques throughout the study. Using the project method in a lesson is not an easy task. This is the choice of didactic methods in accordance with certain age groups, their rational use. However, there is a specific set of learning environments that can be used to develop student mindfulness skills.

Key words. Mind, children, age, excitability, attention, observation, critical thinking, skills, elementary school, students, design, techniques, modernization.

Modern education in the country is aimed at independent study and analysis of knowledge, increasing the efficiency of the educational process.

Since the design methods are based on the use of new tools and information methods, their application ensures the fulfillment of modern requirements, the organization of training content based on international standards.

Based on the experience gained in recent years as a result of reforming the education system in the country, the developed national curricula, a number of conclusions, it is necessary to raise the existing education system to the level of current development and future requirements. Therefore, there is a need to improve the concept of primary education in general secondary schools.

At the same time, there is a need for the widespread introduction of a systematic approach to the educational process through the improvement of technologies for the use of design methods in primary education.

Primary school teachers must develop a technology for preliminary planning of the technological chain, from the goals of the educational process to the creation of a system for diagnostics and control over the process.

The issues of personalization of the process of primary education, its creative organization, modernization and integration of the content of primary education were investigated by R. Safarova, B. Adizov, R. Nurjanova, N. Khasanova, N. Dilova. Particular attention is paid to the implementation of the creative potential of students.

Such scientists as O. Rozikov, M. Makhmudov, B. Adizov, O. Tolipov approached the organization of educational activities of students in the education system from the point of view of theoretical skills.

It is known that when choosing methods, the characteristics of the objects under study are taken into account. Therefore, the teacher chooses practical methods, resorting to more visual and oral methods. Therefore, when applying the design method in primary grades, the characteristics of primary school students are taken into account.

When choosing a project methodology in subjects, it should be borne in mind that children of this age are characterized by high sensitivity, increased excitability, uneven attention and mood.

Given that there is a social need for free observation and critical thinking skills in elementary school students, we refined several design techniques throughout the study.

This assumes that the teacher is recommending multi-step design methods to students using e-learning tools.

In the primary grades, the design methodology is carried out in several stages. Stages of the project methodology:

1-SEARCH STAGE. search and analysis of problems. Choosing a project theme. step-by-step planning of project activities. collection, study and processing of information related to the topic of the project.

2- STAGE OF DESIGN.

1. Find the most optimal solution to the project problem. 1.1 Study of design options based on design requirements. 1.2 The choice of production technology 1.3 Economic assessment 1.4. environmental assessment. 2. Preparation of design and technological documentation.

3- TECHNOLOGICAL STAGE.

1. Develop a plan for the implementation of the project, the selection of the necessary materials, tools and equipment. 2. Execution of planned technological operations. 3. Continuous quality control. 4. If necessary, making changes to the design and technology.

4.- FINAL STEP.

1. Assessment of the quality of the project.

2. Analysis of the results of the project. 3. Study of the possibility of using the results of design (exhibition, trade, submitting projects to the bank, publication).

Students need to be taught to think through the learning process using a project-based method.

The teacher's task is only to create an environment that encourages any kind of thinking.

In the process of teaching students the project method, you should pay attention to the following:

- develop a unique point of view among students;
- the ability to substantiate the advantage of one opinion over another;
- the ability to solve complex problems;
- prove the dispute;
- the ability to work together to develop a common idea;
- to study the influence of life experience on ideas and perceptions.

Involving students in the process of active thinking, solving a problem situation, teaching them to rationalize logical processes will inevitably lead to positive results in the assimilation of knowledge.

Using the project method in a lesson is not an easy task. This is the choice of didactic methods in accordance with certain age groups, their rational use.

However, there is a specific set of learning environments that can be used to develop student mindfulness skills. In the process of teaching students by the project method, special attention should be paid to the following conditions:

1. Give time and opportunity to gain experience of logical and coherent thinking;
2. Give students the opportunity to think;
3. Accept different ideas and opinions and teach them to accept the correct opinion;
4. Allow students to actively participate in the educational process;
5. Convince students that they are capable of critical thinking.

Along with this, students:

1. Develop self-confidence and appreciate the value of their ideas and opinions;
2. Actively participate in the educational process;
3. They should respectfully listen to different opinions;
4. They should be ready to form their own opinion or refrain from it.

The features of the didactic conditions in the process of teaching students by the project method are:

situations that encourage independent thinking, selection of optimal informative texts;

determine the problem that needs to be asked and solved in the situational and problematic issue when choosing a project method;

rely on convincing evidence to assimilate educational material;

the content and volume of educational material correspond to the age and level of development of the students.

One of the didactic forms in primary school is that although the lesson is organized using a project-based method, each participant, without exception, has their own ideas, values and confidence.

Consequently, thinking is achieved through the individual's orderly character. Each student decides for himself what kind of thinking is needed. During the lesson, the project method is a motivator that encourages the student to think critically. To create a complex idea, you need to process a lot of "raw materials" - evidence, ideas, texts, theories, data, concepts.

Continuing education students of all ages will also have the ability to think critically, and even first graders will have life experience and knowledge.

As a result of learning, children's thinking skills are improved. Even very young children have the ability to think critically and think completely independently.

It is thanks to critical thinking that the usual process of cognition acquires individuality and clarity, consistency and efficiency.

Using project methods, students begin by asking a question and identifying the problem to be solved.

Humanity is a curious creature by nature.

Whenever we feel any news, we definitely want to know its essence. When we see historical buildings, we have a desire to get inside.

"Throughout the animal kingdom," writes chemist and philosopher Michael Polonius, "in the simplest form of an earthworm, perhaps even in an amoeba, we find the action of eternal caution, a search activity that is not directly related to the satisfaction of human needs. necessity: "we observe that every living being seeks to intelligently manage his environment".

Curiosity is an essential feature of any living being. This feature is especially strong in young children.

However, the real cognitive process at any stage is determined by the student's ability to solve a problem, finding answers to questions that arise in connection with their personal interests and needs.

From this it can be concluded that the primary school teacher, in leading the pedagogical process, he or she should determine the scale of the problems that students may face, and then prepare the students to formulate these problems on their own.

Through the project method, learning should become a purposeful, meaningful activity, and during this activity, students should be able to do real mental work and solve life problems.

It is necessary to encourage their ability to analyze texts based on facts, compare equally strong points of view and find answers to their questions using the capabilities of the community, lays the foundation for building education based on technological approaches.

Using project-based methods, students receive assimilated material based on compelling evidence.

In this process, the student may also be aware that there may be other solutions, but the attempt to prove that the solution he chooses is the most logical and reasonable for others, increases the effectiveness of the learning process.

As of today, it has been revealed that the students of the country's comprehensive schools have created all the pedagogical and psychological conditions for the formation of critical thinking.

The formation of critical thinking in students with the help of elements of innovation creates a real pedagogical process that combines pedagogical activity, personality formation, and this process must be designed and implemented in educational institutions using various educational concepts and theories.

Analysis of general education curricula and textbooks shows that teachers are trying to form critical thinking in students, but the requirements for the formation of critical thinking are not clearly expressed in these curricula.

In the pedagogical process, the formation of critical thinking in students on the basis of project methods should be based on the following pedagogical and psychological factors:

in-depth analysis of individual psychological characteristics and, on this basis, the optimal use of didactic tasks;

development and implementation of didactic materials aimed at the formation of critical thinking;

mental operations in students: analysis, synthesis, etc.;

it is necessary to create a basis for students to demonstrate their abilities as active participants in the spheres of public life through the formation of critical thinking based on project methods;

The main emphasis in modern education should be placed on the choice of teaching materials that form critical thinking of students, which requires the correct choice of innovative methods in the educational process.

It would be helpful to include critical thinking activities in textbooks and manuals developed for current programs.

Based on the foregoing, the following conclusions can be drawn. When using design methods in primary education, you should pay attention to the following:

1. It is necessary to create a modern educational base in the process of primary education in the republic.

2. The technology of using design methods in the process of primary education should be implemented by teachers through the implementation of special types of tasks, independent activities, and their effectiveness should be based on certain criteria.

3. Effectively use non-traditional models of primary education: the widespread use of a collaborative learning model, modeling, a research learning model, etc.,

As well as the development of methodological packages that form reflective observation among students, the organization of necessary exhibitions, the creation of electronic educational resources, as well as increasing the quantity and quality of training exercises.

References

1. E. Miller, J. Almon. - College Park, MD: Alliance for Childhood, 2009. - 72 p.
2. Nasriddinova M. Lessons based on modern pedagogical technology // Xalq ta'limi.-Tashkent, 2006.- № 2-B 71-72.
3. Mahmudov M.H. Theoretical bases of didactic design of education. Ped. fan. Doctorate. Diss. . . –Tashkent, 2003. 342p.
4. Matis T.A. Formation of motivation for learning: Kn. For teachers. –M., 1990. - 191s.