

BOSHLANG'ICH TA'LIM – POYDEVOR

MODERN TEACHING METHODS IN PRIMARY EDUCATION

Mutallib KHAZRATKULOV.

ORCID: 0000-0003-4388-3627.

Associate Professor of the Samarkand branch of KIUT.

Samarkand, Uzbekistan.

Email address: hazratqulovmutallib@gmail.com

Abstract. *This article discusses the importance of modern teaching methods in primary education. The use of interactive methods, pedagogical techniques, reflection strategies, and innovative technologies in the educational process is analyzed. Their role in enhancing students' learning activity, independent thinking, and educational effectiveness is highlighted.*

Keywords: *primary education, modern teaching methods, pedagogical techniques, reflection, interactive methods, innovative technologies, educational effectiveness.*

BOSHLANG'ICH TA'LIMDA ZAMONAVIY O'QITISH USULLARI

Mutallib XAZRATQULOV.

ORCID: 0000-0003-4388-3627.

KIUT Samarqand filiali dotsenti.

Samarqand, O'zbekiston.

E-mail: hazratqulovmutallib@gmail.com

Annotatsiya. *Ushbu maqolada boshlang'ich ta'limda zamonaviy o'qitish usullarining ahamiyati muhokama qilinadi. Ta'lim jarayonida interaktiv usullar, pedagogik texnikalar, mulohaza strategiyalari va innovatsion texnologiyalardan foydalanish tahlil qilinadi. Ularning o'quvchilarning o'quv faoliyatini, mustaqil fikrlashini va ta'lim samaradorligini oshirishdagi roli ta'kidlangan.*

Kalit so'zlar: *boshlang'ich ta'lim, zamonaviy o'qitish usullari, pedagogik texnikalar, mulohaza, interaktiv usullar, innovatsion texnologiyalar, ta'lim samaradorligi.*

СОВРЕМЕННЫЕ МЕТОДЫ ОБУЧЕНИЯ В НАЧАЛЬНОМ ОБРАЗОВАНИИ

Муталлиб ХАЗРАТКУЛОВ.

ORCID: 0000-0003-4388-3627.

Доцент Самаркандского филиала КИУТ.

Самарканд, Узбекистан.

E-mail: hazratqulovmutallib@gmail.com

Аннотация. *В статье рассматривается значение современных методов обучения в начальном образовании. Проанализировано применение интерактивных методов, педагогических техник, приемов рефлексии и инновационных технологий в образовательном процессе. Показана их роль в повышении познавательной активности учащихся, развитии самостоятельного мышления и эффективности обучения.*

Ключевые слова: *начальное образование, современные методы обучения, педагогические техники, рефлексия, интерактивные методы, инновационные технологии,*

эффективность обучения.

Introduction. It is necessary to clearly define the creative abilities of primary school students based on the level of text mastery, involving the analysis of the main methods of educational work. When using various methods in native language and reading literacy lessons, one can utilize tasks such as analytical planning, establishing cause-and-effect relationships, comparing, combining, presenting hypotheses, proving, and drawing conclusions used in the process of student knowledge acquisition. Establishing the relationship between analysis and cause-and-effect is also important in primary education. Especially in the creative process, it is necessary to take into account the importance of the mental state in the analysis-synthesis activities of students who encounter difficulties in the transition from ignorance to cognition.

In primary school native language and reading literacy lessons, it is advisable to effectively use logical conversation, heuristic, research, comparison, inductive, and deductive methods that serve to improve the spirituality of students. First, it is necessary to distinguish the concepts of method, technique, and technology by focusing on the differentiation of teaching techniques.

Regarding lesson methods, K. Khusanbaeva writes "In school practice, the method is often replaced by the method": Methods are called methods, whether they differ or not. In fact, methods are the elements that create and organize methods. For example, the problem-based learning method includes methods such as creating a problem situation, forming learning hypotheses, and proving them [Husanboyeva, 2020, 156].

K. Khusanbaeva explains the processes related to the lesson as the method of clarification, the method of proof, and the method of asking questions, noting that "The methods of forming questions and addressing students with questions form the basis of heuristic, comparative-contrastive, research, inductive, and deductive methods that guide students toward independent activity" [Husanboyeva, 2020, 159].

General Conclusion. In general, a method is understood as a teacher's attitude, speech, form of address, plan, and actions for working with students during the lesson; methods are a set of methods that allow for the easy and convenient conveyance of the teacher's information and the topic being explained. While methods depend more on the teacher's process of working with students, the method focuses on the process of conveying information clearly, conveniently, and quickly. While methods depend more on individuality, methods are based on universality.

Pedagogical technologies can be understood as a process developed to convey a lesson topic or specific information, based on a specific procedure and time: there are pedagogical technologies used to activate a specific lesson process, such as "BBB", "Sinkway", and "Intellect Map".

The teaching methods used in the process of primary school native language and reading literacy lessons include techniques, effects, and reflections that are currently actively used in foreign experience.

One of the important methods for the process of primary school native language and reading literacy lessons is the "Kaizen" method. Through this method, positive changes in students can be easily achieved.

The philosophy of "Kaizen" (continuous improvement), developed as Japan's path of development after World War II, is still used today in all spheres, including personal development.

It is a term for continuous improvement, and the definition of "Kaizen" comes from two Japanese words: "kai" and "zen" which in English means "continuous improvement". The popularity of this path, which has become a Japanese philosophy, began with the automobile manufacturer Toyota. It was this path that brought Toyota out of the recession and made it famous throughout the world [krepd.uz].

The kaizen process is carried out in only four stages:

1. The goal and how it can be achieved are determined.

2. A plan is drawn up and methods for its implementation are devised.
3. The results are verified and opportunities for improvement are identified.
4. Regular adjustments are made based on what was achieved in previous stages.

The most basic meaning of the Kaizen philosophy is that you are constantly doing something small for your goal. Kaizen philosophers say: "If you run, you will stop halfway; if you move with large steps, you will be short of breath; on the contrary, try to reach your goal with small steps every day".

This method has an aspect of dependency on the activities of students. Students usually have difficulty mastering a more difficult topic. This may eventually lead to students becoming completely disillusioned with certain subjects.

In this situation, it is necessary to pay attention to one thing: not to force students to master a complex topic, but on the contrary, to motivate the student; in this situation, it is necessary to make a lyrical retreat in the lesson and direct students to work based on the "Kaizen" method.

Another modern method widely used in global education is the "VARK model". This model is based on four activities:

1. Seeing – students learn knowledge, concepts, and truths through sight.
2. Listening – students acquire a range of skills and abilities through listening.
3. Reading and writing - students' oral and written speech is developed.
4. Mobility - students learn to engage in free and creative activity [@kreaped.uz].

The process of students' visual acquisition of knowledge and skills is suitable for those who love watching videos and enjoy presentations such as pictures, tables, and graphs. The human brain processes visual information much faster, more deeply, and more easily than plain text. If these tools are used frequently in the lesson, students' interest in the subject will increase even further.

The listening process is suitable for students who enjoy listening to lectures and audiobooks. Students with such abilities learn what they hear more easily. Students who have the ability to hear and understand remember well what is said in the film, rather than the actions of the characters and the development of events when watching the film. Therefore, various podcasts can be used in the lesson.

The process of learning through reading and writing is suitable for learners with reading and writing skills. The reason for this is that the words they read and write are easily retained in their minds. This method is used in every lesson. This is because information is better retained by the student through reading and writing.

Methods of movement are carried out in the classroom through games and competitions consisting of various movements. Getting up from their seats and performing various movements through various games greatly helps primary school students stay alert and focused during the lesson.

Experience shows that students remember interrupted actions better than completed information. Bluma Zeigarnik studied this effect within the framework of the impairment of the motivational component of memory, which subsequently became known as the "Zeigarnik Method," named after him [Zeigarnik, 1–85].

A fascinating study was conducted among students at Harvard University. According to this, a survey was conducted among students regarding whether they write down their thoughts and plans. According to the study, 98% of students do not write down any ideas. It was found that only 2% of students record their daily ideas and thoughts. Ten years later, only 2 percent of the students who wrote down their thoughts became successful businessmen. It turned out that the remaining 98% of students were employed in ordinary jobs. It can also be seen that it helps to prevent the Zeigarnik effect and distraction and to become an orderly, purposeful student.

Things that were planned to be done but remained unfulfilled, things that should have been said but remained unsaid, constantly spin in the reader's head. Before going to bed, things that

should have been done but not done during the day, or things that should have been said but not said, begin to come to mind. To prevent this from happening again, it is advisable to write down a thought, idea, plan, or important statement in the first 10 seconds as soon as a small laptop pen is nearby during a break at school, while walking on the road, reading a book, or listening to a lesson. Because if a thought is not captured immediately, it will sink to the very bottom of the brain and it will be difficult to recall it. The goal, the plan, and even the ideas that come to mind must be recorded in the first minute, which fundamentally changes the way you live and think.

The "The Snow Maiden" effect is primarily a pedagogical approach designed to motivate students who do not like the lesson process, their chosen profession, or their work. It is based on the formation of a positive attitude toward life and activity. This concept was inspired by the well-known fairy tale hero Snow White's love for the world, his love for everything, and his habit of finding positive opportunities in any situation.

In the modern educational process, many students do not show interest in lessons or are not passionate about their chosen fields. One of the reasons for this is a lack of internal motivation and pressure from the external environment. The "The Snow Maiden" effect is proposed as a solution to these problems. Its main task is to awaken students' inner curiosity, change their worldview for the better, and inspire them toward success.

For every student to perform a lesson or work with love, they must first develop a positive attitude toward themselves. Teachers and mentors play a role in this. They should inspire learners by showing the joyful aspects of the activity.

If students do not like a subject or profession, it is often due to the fact that that direction does not seem interesting to them. With the help of the "The Snow Maiden" effect, this problem is solved through engaging presentations, practical exercises, and real-life examples.

The characteristic of The Snow Maiden's protagonist is to look at everything with love and inspire others to share these feelings. Through this approach, it is explained to students how to love themselves, appreciate their potential, and enjoy the processes occurring around them. Recognizing every small achievement of students motivates them to try even harder. This increases their self-confidence.

Presenting education in engaging and interactive ways increases student engagement. For example, conducting lessons in the form of a fairy tale, organizing practical classes in the form of a project or a game. Conveying complex concepts in a simple and understandable way relieves students of confusion and increases their interest in the topic.

The "The Snow Maiden" effect is not only about changing students' attitudes toward classes or work, but also about awakening in them a desire to achieve personal success. When a student learns to love the subject, the likelihood of success in their chosen path increases. Thus, this approach helps the student not only to learn, but also to enjoy their life.

The "The Snow Maiden" effect is a philosophy of looking at life with love and affection, representing a new approach to education and upbringing. This means that future teachers sincerely love everything in the classroom: their profession, students, the classroom, classroom equipment, and so on. After that, blessings, development, and success will come through the profession.

The "Turnip vegetable" effect is used as a process of discovering an activity you like. The "turnip vegetable" effect was created to inspire students who don't like their class, profession, or work, and to help them find their own path. The essence of this approach lies in the process of initially having a negative attitude toward an activity (not liking it like a turnip vegetable), but later realizing its benefits, loving it, liking it, and thereby achieving success.

Turnip is known as a vegetable that is initially unpleasant or less desirable to many people. However, by learning about the healing effects of turnips on human health, it will be possible to enjoy and appreciate them. Similarly, students may eventually fall in love with a subject,

profession, or job that initially seemed difficult or uninteresting. The main thing is to reveal to them the benefits and inner value of this activity.

At first, it is natural that students or young people do not like any activity. This is often due to a misunderstanding of the activity, the negative experiences associated with it, or a lack of motivation. The "Turnip vegetable" effect allows students to change this attitude through time and knowledge. If the true essence of the activity is revealed to them, their interest will increase.

Students are explained the vital importance of lessons and work, especially those that seem difficult or uninteresting. For example, mathematics may seem like a difficult subject to many students, but if its importance in developing logical thinking is explained, attitudes toward it may change.

Just as it is necessary to taste turnips, prepare a dish from them, or learn about their health benefits to understand their benefits, students are taught that they should experiment in their field and take time. In the process, they learn to look at their activities from a different perspective.

To increase students' interest, the most interesting and vital aspects of the lesson or work process are emphasized. For example, it is possible to attract their attention by organizing practical classes instead of theoretical knowledge.

It is necessary to explain that the result of every activity is linked to success. For example, it is possible to dislike turnips, but if their contribution to a healthy lifestyle is clearly indicated, attitudes toward them will change. Showing the students the results of their work also awakens their enthusiasm.

Each student has individual interests and needs. Therefore, making educational approaches flexible helps students find the most interesting and important aspects for themselves. For example, someone might like the narrative aspects of history, while another might be interested in scientific analysis. Any new job or lesson may seem difficult or unpleasant at first. At this stage, you need to be patient and focus on the beneficial aspects of the process. After realizing the benefits of a student's or worker's activity, an internal enthusiasm for it arises. At this point, they move toward loving the activity. At the end of the "turnip vegetable" effect, the student can perceive the lesson, profession, or work as a hobby and achieve success in this direction.

The "Turnip vegetable" effect is an innovative pedagogical approach to gaining a positive outlook on life, overcoming negative attitudes, and achieving success. It teaches students to value things they don't like and to realize their true value. Thus, this approach is important not only in the field of education but also for achieving success in various spheres of life.

Overall, many projects developing children's intellectual abilities are being implemented and effectively utilized abroad and in developed countries. Timothy Walker's 254-page book "The Finnish Education Miracle" reveals all the secrets of Finnish education. Most importantly, the book does not use the word "method" once. The book discusses the importance of strategies and approaches in developing a child's abilities. One of these strategies is called the "joy factor," and Finnish teachers define the main goal of the lesson as bringing joy to the learning process. All school teachers view happiness as a priority goal of the educational process. The roots of success begin here [Timoti, 2023, 27].

Today, one can find many game technologies, game engines (moving games) on social networks – YouTube, Telegram, and others – and use them during the lesson, linking them to a specific topic or as a "break time" or "cheerful moment".

Ultimately, when choosing teaching methods, the teacher must apply approaches that stimulate the student's mental activity and ensure their spiritual perfection. One of the primary tasks of the educator remains the development of logical and creative thinking in the cooperation of mind and feelings, and the orientation of students toward independent learning.

References:

1. Timoti Uoker. Finlandiya ta'lim mo'jizasi. –Toshkent: "Global books", 2023. – 272 b. 27-bet.
2. Husanboyeva Q., Hazratqulov M., Shodiyev F. Boshlang'ich sinflarda adabiyot o'qitish metodikasi. Darslik. – Toshkent: "Innovatsion-Ziyo", 2020. – 380 bet. 156-bet
3. Zeigarnik B. Das Behalten erledigter und unerledigter Handlungen. Psychologische Forschung. 1–85. <https://interruptions.net/literature/Zeigarnik-PsychologischeForschung27.pdf>
4. @kreaped.uz telegram kanali