

ABOUT MODERN EDUCATION IN PRIMARY SCHOOLS

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Abstract

The article raises the topic of the modern education system. About its benefits for primary school students, and its impact on them.

Keywords: strategic goal, innovations, competitiveness, creativity, talent identification and work on them.

Introduction

In the XXI century, the world civilization has entered a new stage of development. The strategic goal of the modern education system is to create favorable conditions for the formation of competitiveness and creativity of higher education, in modern schools children should not only acquire certain knowledge and skills, but also be able to use their example in life in everything.

The student is the future of society, so he can develop his nature, abilities and abilities only through interaction with others within the school. Therefore, the main characteristics of a student's personality are formed by his behavior, attitude to other students, character, his needs and ways of satisfaction, character of the student, upbringing, interaction with students. The emphasis is on the correct and pleasant behavior of the people around the child; in order for the child to behave well, the students, parents and relatives around him must behave well. There is reason to believe that this discrepancy between the levels of self-knowledge and self-esteem will persist for students in later adulthood. Thanks to the interaction between the students, they communicate and exchange ideas. Life experience, actions, thoughts are developing. Through interaction, they understand each other and develop positive behavioral traits. In order to conduct any research and draw conclusions, it is necessary to take care of the individuality and consciousness of students, as well as to make demands on them. Only then will the class be able to perform tasks efficiently and effectively. Increasing the complexity and importance of students' ability to communicate with each other, for example, solve problems, communicate with other students in public.



Theoretical and practical studies show that the vast majority of difficulties in pedagogical activity are associated not with insufficient scientific or methodological training of teachers, but with the deformation of pedagogical relations. One of the ways to solve this problem is to improve the pedagogical relationships of adults in the system of additional education.

An adult student has a certain amount and level of general and professional knowledge in one or more areas, life experience, experience in checking and evaluating any new information, analyzing the proposed material, learning experience, is capable of protection in all respects; ideal - clear interests, needs and interests; has spiritual, legal and social responsibility; understands the need to improve their professional level in accordance with the new requirements, trying to solve the task.

Subjects of pedagogical communication - the task of organizing pedagogical communication of mature adults in accordance with the specified age, personality, life experience, principles, requires not only a high professional, social, psychological culture of the teacher, but also personal development. This indicates that an adult teacher is a new profession, different in terms of tasks in pedagogy. The methodology consists of four complementary, closely interrelated stages (analytical, predictive, organizational and practical; evaluative-corrective), which take place in the context of additional education. Each stage has a specific goal and tasks that can be solved through the joint action of all subjects of pedagogical communication. At the analytical stage, the motivation, goals, communicative needs of additional training of adult students were identified. The content is a contradiction between the desires, needs and capabilities of the individual for their implementation. We came to the conclusion that creating the necessary conditions for resolving contradictions leading to a qualitative change in an adult will improve the process under study. Therefore, the forecast period is important for determining the "strategy" for the development of the process under study based on diagnostic data collected and analyzed at the analytical stage.

At the organizational and practical stage, in accordance with the role principles of pedagogical communication, adults organize mutual understanding, information exchange, joint activities aimed at achieving a common goal. The psychological differences are in the mutual understanding of adults, given the complexity of the interaction of the subjects of communication.



As a result of the work aimed at resolving the conflict between the desires, needs and capabilities of each adult student, adult students develop the ability, motivation and skills to coordinate their goals and actions with the goals and actions of their partners. The ability of the collective organism to conflict-free consent, mutual understanding, mutually beneficial interaction has developed, the range of individual opportunities has expanded. Most importantly, as a result of adult satisfaction with interaction, orientation and motivation for the constant development of communicative competence were formed.

Studies have shown that the attraction between a teacher and an adult student is an important factor in the development of all components of pedagogical communication and is motivated in many ways: appropriate praise, listening, respect for the object, positive nonverbal signals.

The problem of students' interaction with each other is one of the leading problems of modern pedagogical and psychological science. The theoretical study of this problem helps psychologists and educators to master the problems that arise in practice.

Communication lessons, exercises;
Psychological trainings.

Today, the development of communicative competencies is successfully solved in the context of socio-psychological training. The peculiarity of this method is that it is of a group nature.

Psychological training has manifested itself in the practice of correcting family relationships, in the adaptation of adolescents. Trainings that solve a wide range of tasks in the field of communication skills, combining elements of real and laboratory experiments, are an effective means of psychological impact. The difference between teaching and traditional teaching is the presence of basic principles. A psychologist should monitor this. The qualitative difference between teaching and traditional teaching methods is the systematic implementation of the principles.

Principles of group communication:

Discuss the principle of "now and here";

Equality and cooperation;

People in the group should not be aware of the situation;

Each participant should be active, not hiding behind his partner;

Criticize your partner's actions, not his or her personality.

Comments should be short, concise and relevant.



During the discussion, each participant can say "stop" if necessary.

It is necessary to monitor the work schedule of the group, as well as the time of classes.

The purpose of training:

The ability to find ways of self-knowledge, self-understanding, personal development;

They require flexibility of thought, ingenuity, development of originality of thought;

Training accuracy and speed of thinking;

Development of imagination, creativity;

Evaluate your own personality, self-esteem;

Development of communication skills, mastering various ways of communication;

Develop ideas about yourself, your rights and responsibilities;

Mood swings, regulation of feelings and emotions.

Conclusions

The peculiarity of the result of communication is the achievement of unity by the combined forces of the subjects in preserving the unique individuality of each, that is, the formation of creative relationships of group subjects. Trainings reveal the potential of students, contribute to self-esteem, teach them to appreciate their individuality and the individuality of others. A citizen living in a social environment can show who he is by his attitude to the environment and the outside world.

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