

## FORMATION OF EDUCATIONAL ACTIVITIES OF STUDENTS OF PRIMARY SCHOOL AGE

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### Abstract

Pedagogical-psychological bases of forming the abilities of elementary school students, increasing their creativity and motivating them have been studied and are being studied by many scientific researchers and scientists.

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Pupils of primary education age require more attention compared to pupils of other ages, the ability of the teacher to manage this process against the background of the more complex and continuous process of working with them, relying on pedagogical skills to achieve the intended results at the same time, issues such as being able to build and organize relationships in the middle, adapting oneself to it psychologically, also require planned and orderly work. In general, the teacher's personality and his individual pedagogical skills are made up of various and valuable technologies, which is a vital unity in the development of the student's personality. In recent years, Uzbek pedagogic scientists have conducted a number of comprehensive didactic studies on the study of students' educational activities. Among them, the researches of scientists such as O. Rozikov, K. Zaripov, N. Ortikov, B. Adizov, R. Safarova, R. Asadova, U. Musayev, H. Nazarova, G. Najmiddinova, A. Hamroyev can be included. However, the main issue we focus on is the analysis of the results of the research of foreign scientists and researchers. A future-oriented approach to pedagogy emphasizes historical context and transformative competencies through future-oriented policies, including the adoption and practice of new values in the learning process; resolve tensions and problems through balancing and reconciliation; requires the acquisition of skills such as taking responsibility for others and the environment.

Based on these approaches, researcher Kangas and other researchers created a dynamic pedagogical model that includes four important elements. This model includes: child, teacher, content and learning process. Another type of strategy that should be included in the content of the educational process is the metacognitive strategies of reflexive introspection. Many studies emphasize the need to develop the experience of reflexive analysis in students. In the European tradition, reflection is seen as the ability to distance oneself from the action situation. According to researcher K. Y. Vazina, reflection is the ability of a person to be aware of his own activities, to see his successes and mistakes, and to correct them. In fact, when evaluating one's own actions, reflecting whether or not they meet the requirements criteria is an understanding of a person's actions, their implementation allows a person to receive a complete and accurate report on the results of his activities. Through this, he understands what scheme and rules he should be aware of. This method also improves and polishes the building of relations with the student. The purpose of the teacher's reflection on his actions and activities is to help to consider, define,

understand and analyze the main components of the activity (its meaning, types, methods, problems and solutions, results, etc.). In recent years, due to the need to teach students the "ability to learn", reflection has become the object of attention of teachers, because if teachers do not know the teaching methods and understand the mechanisms of mental activity, students they cannot help them acquire knowledge at a high level. The use of reflexive introspection strategies is of great importance for forming the skills of analyzing independent educational activities in students. They consist of the following methods: to determine what is not mastered in acquiring knowledge; analysis of issues of improving the effectiveness of techniques in solving the set goals; refer to previous educational experience when presenting independent work; analysis of the sequence of techniques in the development of different strategies, etc.

Analysis of research results. In the foreign experience, scientists and researchers list the following main pedagogical and psychological factors of forming the motivation and ability of students during the educational activity of primary school students:

- a) using the form of training that the student chooses independently, taking into account his motivation, using various means of self-management and control of the educational process;
- b) formation of an attitude to the conscious study of techniques, methods and strategies, the formation of an attitude to the effective organization of knowledge education, collection, processing, storage and use, in which focus and will, motivation and self control gives direction to these processes;
- c) embodying social and interactive processes of self-improvement, regular updating of existing knowledge;
- d) Strengthening the ability and desire to learn to initiate and complete the learning process, manage time and information resources, self-discipline and coordinate their needs during the process, understand and overcome obstacles.

But in order for students to "learn how to learn", the teacher must be able to practically apply various methods of organizing and conducting the educational process. According to foreign scientists, this is helped by the use of different learning strategies. The development of the concept of "learning ability" was supported by researchers from the CIS countries S.G. Vorovshchikov, N.D. Galskova, N.I. Gez, V.V. Kraevsky, N.F. Talyzina made a great contribution, according to them, students' awareness of their goals in educational activities helps them to set specific tasks, solve set tasks, and create experience in choosing appropriate means and methods to achieve goals, knowledge and vision. the ability to apply different methods of mastering skills, adapt them to oneself and choose the most effective one, provides opportunities to use these methods effectively in one's educational activities and independent work. According to scientists, the educational content enriched with the use of information and communication technologies will be deeper and more meaningful if the following conditions are met: a significant increase in the level of professional and humanitarian cooperation between students and teachers due to the possibility of joint projects of teachers and students, including telecommunications;

the emergence of qualitatively new conditions for realizing the creative potential of students due to the possibility of using electronic libraries, scientific, educational and other culturally and socially significant Internet resources; increase the efficiency of independent work of students in traditional and electronic form; organization of the educational process of continuous education in which students can actively participate.

The evidence presented above once again proves the need to form the foundations of information culture in students by introducing relevant strategies into the content of the educational process. The use of information technologies, taking into account their psychological impact on young students, reveals another aspect of the teacher's personality.

**Conclusion.** Summing up from the above, we can say that the teacher's use of such pedagogical and psychological strategies has a very high impact on the development tendencies of students. The example we saw above shows that the processes of working with information, the reception, processing and delivery of information, their skills in this regard should be carried out based on modern approaches. Another aspect is that important steps in developing the skills of adapting to external life, which are just developing in children of primary school age, are the improvement of the teacher's personality at an appropriate level.

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