World Bulletin of Social Sciences (WBSS)
Available Online at: https://www.scholarexpress.net
Vol. 13, August,2022
ISSN: 2749-361X

EDUCATIONAL TASKS IN THE PRIMARY CLASS ARE A TOOL FOR DEVELOPING STUDENTS' HEURISTIC SKILLS

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Article history:
Received: 6th June 2022
Accepted: 6th July 2022
Published: 20th August 2022

Abstract:
This article was prepared on the basis of the innovations in our country regarding the further development of students' heuristic abilities in primary-grade native language classes, as well as several proposals aimed at solving this problem and increasing the effectiveness of the educational process. The article also provides specific solutions to increase the quality indicators of efficiency.

Keywords: Methodology, heuristic, creative, technology, competence, productive, reproductive, cognitive.

INTRODUCTION.

A child learns reading, writing, and computing techniques for the first time in primary school. During four academic years, he learns the general basics of modern science, production technology, and learns to think. Children learn ways and means of active participation in the educational process through education in primary classes. They will learn the secrets of independent thinking, taking their place in life, and prepare to learn the full course of the native language subject in the 3th-4th grades. These are explained by the fact that primary education is very complicated.

It is clear from the above that in the second qualitative stage of the reform of schools in general, primary classes in our conditions, it is necessary to continue studying the essence of primary education, pedagogically and methodologically comprehensive study of the real educational opportunities of primary school students, primary school improvement of the teacher training system, education of children's independent thinking skills, researching the means and methods of expressing one's thoughts fluently and comprehensibly in the mother tongue are considered the most necessary and urgent issues in the field of mother tongue methodology. Taking this into account, in this part of the dissertation, we will discuss the methodological value of State educational standards and elementary school mother tongue textbooks, as well as their importance for the methodology of the mother tongue, the inextricable connection between State educational standards and the issues of creative organization of education[1].

Didacts and methodologists explain the difference between the goal set in the educational process and the achieved result as the effectiveness of the educational process. The smaller the gap between the goal set in the educational process and the achieved result, the more effective the education is. Quality indicators of efficiency are determined according to the acquisition of knowledge and methods of activity. Quantitative indicators are determined according to the goal of education and the difference between the knowledge, skills, and qualifications of students. Efficiency improvement is tested in the following directions: improving the quality of education (the scope of students' knowledge, the level of generalizations, the ability to apply knowledge to production, the ability to use knowledge and skills when necessary); bringing the educational result closer to the set goal (mastery of knowledge, skills, experience of creative activity at the level of State educational standards and above); estimate the suitability of educational tools to the essence of the educational process; reasonable allocation of time budget. The mentioned directions make it easier to determine the purpose of pedagogical experience to a certain extent: didactic determination of the level of efficiency of organization, management, and control of creative education based on scientifically based design tools is the goal of pedagogical experience[2].

It is known that the content of education, the method of performing its tasks, the form of activity in the real educational process, in the form that exists today, practically do not correspond to the laws of personal development. The content of education reflected in modern documents on modernization, which is isomorphic to social experience, traditionally consists of its four main structural elements:

1) cognitive activity reinforced in the form of its results (knowledge);

2) implementation of certain methods of activity (in the form of reproductive abilities);

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3) creative activity (in the form of "creative" skills);

4) mastering the system of emotional-value relations to the outside world (in the form of personal directions and priorities).

Mastering the content of these four aspects, according to the developers of the concept of cultural studies, makes it possible to implement the "competence" approach, which is the basis of the new educational standard.

One of the reasons for the crisis of the traditional educational paradigm is that in modern conditions, information becomes obsolete much faster than the end of the natural learning cycle, as a result of which the traditional attitude to the transfer of the necessary knowledge is lost. his song. In addition, it will be more important to learn how to acquire knowledge in the labor market, because what is required is not knowledge in itself, but the ability of a specialist to apply it in practice, to perform specific and social functions (F. Yalolov).

In this regard, a task was set to strengthen the practical direction of vocational education, but to update the content of education while preserving its fundamental essence. Practice-oriented education includes the study of traditional fundamental sciences for Russian education together with applied sciences of technological or social orientation. Renewed education should play a key role in the development of practical sciences necessary for the sustainable development of Russian society, as well as in the preservation of fundamental science.

THE MAIN PART.

Within this standard, we can talk about a certain combination of active and cognitive aspects of educational content, the units of which include a set of skills (algorithms of intellectual actions) and concepts, that is, important features of objects, events, laws and facts. and features. Therefore, it is important to distinguish the content of the systematic nature, which is manifested in the special structure of the knowledge and songs (values) of the subject in active and cognitive aspects, as well as the related methods of performing actions that will allow students to realize their competence in their future activities.

The problem of increasing the qualification level of a future specialist capable of free and active thinking, production process modeling, independent development and implementation of new ideas and technologies is considered urgent in modern socio-economic conditions. First, a qualified specialist has a positive effect on the entire production process; secondly, he can achieve good results in his work; thirdly, it helps to realize their potential[3].

The categorical basis of the competency-based approach is related to the goals and tasks of the educational process, in which competencies determine the highest, generalized level of the student's skills and abilities, and the content of education is concepts (knowledge, skills, experience of creative activity, value relationship experience, etc.) is determined by the main educational content.

In the theory of the competence-based approach, two main concepts are distinguished: competence and competence, the first includes a set of personal characteristics that are interrelated in relation to objects and processes in a certain area, and the second is a person's possession of relevant competence, including his personal attitude to him and the subject of activity. The theoretical analysis of the concepts of "competence" and "competence" in relation to human activity in general, taking into account the essence of a competent specialist, was carried out by V.V. Batalov, M.G. Evdokimova, I.A. Zimnyaya, N.V. Kuzmina, A.K. Markova and other researchers made a great contribution.

RESULTS AND DISCUSSIONS.

Personal competence as a readiness to mobilize personal resources (organized in the system of knowledge, skills, abilities and personal qualities) necessary to effectively solve problems in standard and non-standard situations. includes The first represents a person's ability to effectively solve a certain class of tasks (design, diagnosis, etc.) adequately to a specific situation, and the second is invariant to the type and type of activity. The first can be formed (and assessed) within one or more academic subjects, and the second is a fundamentally redundant subject. The development of both is related to the process of mastering the way of activity of the person (developing the ability).

In order to form students' speech competence within the competence-based approach, it is necessary to optimize the existing educational system, which does not meet the requirements of modern education and does not contribute to motivation for the level of speech competence. innovations in everyday school life. Today, the old didactic system of traditional education, its components, especially in the technology of teaching students in higher educational institutions, taking into account the changes in the directions of value in society, have not undergone serious changes.

Another interpretation of the concept of developing education is based on systematic ideas about human knowledge. So, for example, N.I. Chuprikova stated that "the differentiation of cognitive structures and processes is the leading content of mental development (Werner, Vitkin) and the separation of various features and relationships in judgments is the key moment of the transition from

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direct emotional cognition to abstract thinking" And further: "The problem of mental development the main problem is to emphasize the substrate of development, to determine what exactly develops in the age and educational process. Modern psychology allows considering the internal cognitive structures of the subject as such a substrate of development[4].

The above-mentioned interpretations do not exclude each other, but complement each other, because in the educational process, a certain system of knowledge should be created, a certain way of thinking, and an advanced technology of acquiring and using knowledge should be developed.

An interesting analysis of developmental learning is provided by W.V. Repkin, who asks a legitimate question - can learning be underdeveloped? The paradoxical nature of this formulation of the question is almost obvious. In fact, no matter what we teach the student, he will develop in one way or another, there will be some changes in his mind, personality, and abilities. Different activities may contribute differently to development, have different developmental effects, but that's another issue — evaluating the developmental impact. Does this justify the separation of education between developing and non-developing? Undoubtedly, any training is intrinsically related to development, and one of its results is development. The problem is that learning and development go hand in hand.

The process of acquiring speech competence in schools, unfortunately, is sometimes very difficult. We need to overcome the inertia of the technocratic thinking of teachers of various subjects and the lack of understanding of the importance of the idea of speech culture development not only now, but also in the near future.

Implementation in innovative technologies is individual. The creative approach includes the formation of the ideal image of "I" in students: what should I be in order to be a master, a creator. This is related to the restructuring of the motivational sphere of the future specialist. The result of understanding the inner goals, the "personal music" of students' speech knowledge and skills is the phenomenon of adjustment.

In this regard, students should develop the following qualities:

- the ability to independently formulate tasks for self-development and develop strategies and tactics for solving them;
- independence in obtaining scientific and informational information and the ability to use it in solving tasks;
- the ability to acquire new knowledge in solving problems and tasks necessary for communication in the future.

Each speech sound is taught as part of a word in order to organize the phonetic aspect of the language in connection with the development of students' thinking. The requirement to teach speech sounds in word structure also increases the possibility of creative organization of native language education. For example, let's say the following task: find and write four words with the letter "i" in both syllables. Such creative works educate children's ability to search, increase spelling literacy, regulate children's pronunciation. When completing the task, the child looks for words from his thesaurus in the textbook. This increases the ability to search in the student's activity, causes the activation of words in the child's speech.

Teaching speech sounds in word structure helps children develop their phonemic hearing and also helps them understand the sounds of many words. Due to this, there is a need to use cognitive tasks related to the analysis of the aspects of speech sounds related to the separation of speech sounds. Indeed, khus (good) and hush (mind, hush), khol (black spot on the face) and khol (condition), khurma (vessel) and khurma (the barking of a dog), shak (tree branch, cow horn) and shah (king), khatlab (written, recorded) and khatlab (jump), ham (bent) and ham (connector) can be determined by combining the sounds of many words. The following task is used to compare the words with letters "X" and "H" based on the above characteristics.

At the same time, the development of the theory and technology of developmental education, especially in higher educational institutions, is not yet complete. In addition, there are different concepts of developmental education, which are far from being interpreted uniformly even by experts.

One of the first interpretations of developing education was V.V. In his works, Davidov states that development is the reproduction of historically formed types of activity and abilities corresponding to them, assimilation and therefore in the process of mastering them (broadly speaking, it can be expressed as a process of education and upbringing) - universal form of mental human development.

In the future, with the development of developmental educational technology, another concept - educational activity - has come to the fore, its development has become one of the main tasks of developmental education along with the development of theoretical thinking.

The ratio of education and development processes can be different. Thus, in one option, any training results are considered to be developmental shifts, but they are a direct result, a by-product of the training, or simply a side effect. Training can be aimed not at the development of a person, but at his

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functional readiness. In this case, training does not take into account how a person develops. Here is another criterion: how a person performs certain functions[10]. The goal of such training is a certain minimum in the form of optimization of knowledge, skills and abilities. Will there be progress? Yes, it happens, but it is not planned, it happens spontaneously and unpredictably, it can be big, small, etc. Development here serves as a prerequisite for learning and uses, adapts to, takes into account, as it were, spontaneous results, spontaneous achievements of development. (for example, differentiating training according to interest, ability; testing, selection, etc.). But at the same time, the training itself does not plan, is not directed, and is not intended for development.

CONCLUSION.

Cognitive tasks are one of the heuristic educational tools in mother tongue education in primary grades. They are considered a heuristic educational tool for elementary school mother tongue education, with the aim of developing children's thinking, developing independent thinking in students, and getting students used to drawing independent conclusions. At the same time, cognitive tasks are considered as an intermediate link between the exercises conducted in the native language and educational problems organized in the education of the native language. Consequently, through the continuous application of cognitive tasks to education, students acquire creative mastery of educational materials.

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