

REORGANIZATION OF TEACHING MANUAL IN HIGHER EDUCATION IN TASHKENT REGION

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Abstract:

This article is devoted to the study of modern trends in teaching the Russian language in primary school. An analysis of scientists' research in the field of teaching the Russian language to children of primary school age was carried out. Methods and forms of teaching are presented that contribute to the activation of cognitive activity of younger schoolchildren. Conclusions are drawn about the advisability of using extracurricular activities in the process of teaching the Russian language in primary school.

Keywords: Russian language, primary school, extracurricular activities, spelling, activation of learning, methods of studying spelling.

Introduction

One of the main tasks of modern education is the restructuring and adaptation of primary school students to today's realities, instilling in them the skills of self-education and creative use of acquired knowledge. The successful solution of these problems is associated with overcoming internal stereotypes that have formed over the past several generations. Currently, in pedagogy, various pedagogical technologies or technologies for teaching the Russian language are acquiring the greatest importance. In the education system, the Russian language occupies a special place, since it ensures the cultural and humanistic orientation of the child's development, the formation of the moral world of the individual, his spiritual environment. This was noted by such classical scientists as M.V. Lomonosov, S.I. Ozhegov, D. Rosenthal, L.N. Tolstoy, L.V. Shcherba, K.D. Ushinsky and others, and in a situation where a person often becomes a slave to the information environment, beginning to participate in communication according to its rules, this area of pedagogical work becomes even more significant.

The main task of youth policy is to create conditions for the normal passage of young people through the basic stages of socialization [2, p. 10], which is what the entire educational system is focused on. In this regard, one of the main and urgent tasks in modern primary general education is the development of independence skills among schoolchildren. Independent activity in primary school during literature lessons is a method of learning, as well as self-development of the student. Independent activity is work that is performed by primary schoolchildren without any help from a teacher.

Scientists such as V.P. Bepalko and G.I. Shchukin, who studied this problem, classified independent activity of schoolchildren as one of the most pressing issues of domestic pedagogy [9]. According to E.I. Passov and P.I. Pidkasisty, independent activity in Russian language lessons is considered an active activity organized by the teacher for students, for which special time is allocated during the lesson. It is aimed at fulfilling the tasks set by the teacher, during the solution of which knowledge, techniques and methods of action are acquired, and certain skills are formed. This type of activity can include both collective and individual activities.

Teacher-psychologist P.I. Pidkasisty, defined four types of independent activity of junior schoolchildren in Russian language lessons: activity based on a model; reconstructive activities; variable activities and creative activities.

Using the materials of the works of domestic scientists, we will consider in more detail the organization of independent work of primary schoolchildren when studying spelling.

In accordance with the methods of studying spelling, the following types of exercises are distinguished:

- exercises aimed at sound-letter analysis (graphic recording is required from students, and accompanying instructions from the teacher);
- memorization exercises (it is necessary for students to activate their thinking, speech and other components);
- exercises aimed at solving spelling problems (this type is needed to determine concepts, situations of specific rules).

Also, one of the very effective forms of work in Russian language lessons in primary grades is subject dictation, the purpose of which is to optimize children's thinking abilities and prepare for studying the material.

Self-control of formed knowledge, skills and abilities in the field of spelling can be organized, for example, in the form of performing tests and tasks on cards for individual work or other forms of work that include self-testing

We completely agree with the opinion of the modern scientist O.V. Domracheva, who believes that the learning process itself depends on the conditions in which the organization, planning and control of independent activity is ensured [1]. When creating such pedagogical conditions, a primary school teacher must himself understand the specifics of methods for managing the cognitive sphere of students, master them at a high level, he must correctly be able to formulate a goal, motive and value systems.

Also, in the process of teaching the Russian language to primary schoolchildren, a problem situation plays an extremely important role - a specially planned or invented means that is aimed at awakening students' interest in the issue being studied. Resolving any problem situation in Russian lessons in primary school is based directly on the cognitive as well as motivational spheres of children

To activate means to purposefully increase the cognitive processes of students, encourage them to expend energy and use willpower. T.A. Molchanova believes that problem situations in Russian language lessons in primary school should be varied in content; according to the problem and its level; by type of material mismatch; according to methodological features. Specifics of use on lesson of a problem situation is to choose its direction: pedagogical, related to the teacher, or psychological, related to the students.

In Russian language lessons in primary school, the use of problem situations contributes to the activation of students' cognitive activity [6]. In this regard, it is advisable to regularly include the following forms of activity in the educational process.

1. Crossword – is a type for entertaining grammar. A crossword puzzle is a question game (task), which consists of filling in the intersecting lines of cells where you need to enter the answers.
2. Tongue twisters are an interesting activity, which consist of difficult-to-pronounce combinations of words, syllables, words and sounds repeated in different orders. This method is also good for changing poor diction.
3. Word problems and games (logogryphs, metograms, charades (are riddles where a word is based on some components and is one word));
4. Riddles - you need to solve riddles (answer questions) that are posed in an explicit or hidden form.

5. Rebuses - questions consisting of numbers and letters (you need to use logical thinking and identify the resulting word).

6. Proverbs - develop the mental activity of students, fosters a love for the Russian language.

It should be noted that the specificity of teaching the Russian language in elementary school is the mandatory organization of extracurricular activities, under which, within the framework of the implementation of the Federal State Educational Standards of IEO, it is necessary to understand educational activities performed in forms other than classroom lessons, and aimed at mastering the IEO program.

The teacher has the opportunity to use different material in extracurricular work with students: acting out their favorite dramatizations, instructing the children to read thematically selected poems, stories, and fairy tales. Taking into account the specifics of extracurricular work with younger schoolchildren, wanting to awaken interest in the Russian language in any child, the teacher is obliged to conduct extracurricular activities with the entire class for the first 2-3 years.

So, extracurricular activities in Russian language lessons solve significant educational and educational tasks: it develops in students a more serious attitude towards lessons; develops quick thinking in students; the desire to learn to speak competently and correctly, preparing children for independent reading of literary works

Thus, in the course of teaching the Russian language in primary school, the personality of the teacher, his methodological training, his consideration of the requirements of the Federal State Standard and existing trends in the educational process, as well as taking into account the specifics of this subject, play an important role. Organizing independent and extracurricular work, creating problem situations in the classroom are a powerful tool for generating interest in the Russian language, only on the basis of which is it possible for modern students to freely and actively master oral and written speech.

One of the most important tasks of modern education is its humanization, which involves special attention to the comprehensive development of the personality of each child. The implementation of this principle requires a change in the nature of learning based on a person-centered approach while intensifying the cognitive activity of students.

A necessary condition for this is the creation of new pedagogical technologies and innovative teaching methods. Scientists and methodologists have come to the conclusion that educational activities are most fully carried out in developmental education when implementing a problem-based approach to learning.

The idea of problem-based learning is not new, since the theory of problem-based learning was intensively developed in Russia already in the 70s of the 20th century.

It received its scientific coverage in the works of M.I. Makhmutova, T.A. Ilina, T.V. Kudryavtseva, A.M. Matyushkina, N.A. Menchinskaya, P.Ya. Galperina, N.F. Talyzina, Yu.K. Babansky, I.Ya. Lerner, I.S. Yakimanskaya et al.

At the end of the 20th and beginning of the 21st centuries, problem-based learning technologies began to be actively included in the educational process. One of the founders of problem-based learning, M.I. Makhmutov defines problem-based learning as "a didactic system of developmental education that determines the general intellectual development of the student, which ensures the strength of knowledge and a special type of thinking, the depth of convictions and the creative application of knowledge."

The relevance of problem-based learning lies in the fact that, unlike traditional learning, it gives students the joy of independent search and discovery, ensures the development of children's cognitive independence and their creative activity. It is problem-based learning that is aimed at forming in students the necessary system of knowledge, skills and abilities, as well as achieving a high level of development of schoolchildren, developing their ability for self-learning and self-education.

Problem-based learning is based on "creating a special type of motivation, and therefore requires adequate construction of the didactic content of the material, which should be presented as a chain of problem tasks that create problem situations" [2, p. 278]. Creating problem situations in the classroom makes it possible to intensify the mental activity of students, direct it to the search for new knowledge and new ways of action.

However, the problematic method presents certain difficulties for primary school teachers. This is due to the fact that some aspects of problem-based learning in primary school have not yet been sufficiently studied, and difficulties in preparing and systematizing didactic material containing exercises and tasks of a problematic nature have not been resolved. It is probably for this reason that in the educational process of elementary school, problem-based tasks are used less often than we would like. Therefore, it is especially relevant in modern school practice to search for means of successfully organizing problem-based learning in Russian language lessons in primary school.

Currently, primary school teachers are provided with a wide selection of variable primary education programs, various systems, educational and methodological training kits. However, school practice shows that changing the content without changing the technology of teaching, without introducing into practice innovative technologies that contribute to the formation in children of primary school age of the main competencies leading to success in modern society, does not give positive learning results.

Today, the use of elements of problem-based learning in primary school is becoming increasingly relevant:

- methodological manuals and textbooks are created for search and research work of junior schoolchildren;
- developing creative tasks are introduced into the primary school education system, which allow children to actively engage in search activities, which contributes to the improvement and humanization of primary education;
- in the lessons, conditions are created for the development of cognitive interests in children of primary school age, a desire to think and search, to master forms of self-awareness and self-control is formed, which, in turn, gives students a feeling of confidence in their abilities and in the capabilities of their intellect.

The relevance of using problem-based learning technology is also determined by the development of a high level of motivation of primary school students for educational activities, activation of their cognitive interests and has a positive impact on the emotional sphere of students, creates favorable conditions for the development of children's communicative abilities

In lessons in which the teacher uses elements of problem-based learning, students develop such important qualities as flexibility of mind, depth of thinking, creative imagination, independence, and also develop such an important quality as criticality.

The systematic use of search and creative tasks creates favorable conditions for nurturing a culture of thinking in children, which gives students the opportunity to independently manage their mental activity, take initiative in setting goals and find ways to achieve them.

In addition, "the ability to see problems, ask questions, put forward hypotheses, define concepts, conduct observations and experiments, draw conclusions, classify and structure educational material, independently work with text - all this leads to the achievement of such educational results as the ability to independently cognitive activity and the ability to be successful."

Speaking about the methodology for using elements of problem-based learning, one should indicate the functions of problem-based learning, which are especially important given the specifics of primary education:

- development of students' intelligence, their creative abilities and independence;
- formation of a comprehensively and harmoniously developed personality;
- application in practice of a system of logical techniques and various methods of creative activity;
- application of acquired knowledge in a new situation and the ability to solve educational problems;
- formation and accumulation of experience in creative activity;
- formation of learning motives, social, moral and cognitive needs.

One of the most important methodological aspects of using problem-based technology in primary grades is the requirement to take into account the level of problem-solving, since it reflects the content of the educational material and the presence of educational problems of varying complexity in it. The level of problem is determined by two indicators:

- the complexity of problematic tasks, questions and assignments (taking into account their quantity and quality);
- the relationship between the four main types of independent work of students:
 - a) reproductive (reproducing);
 - b) cognitive and practical;
 - c) reproductive-search;
 - d) creative.

To implement problem-based learning in Russian language lessons in primary school, the teacher needs to:

- correctly select topics of educational material that make it possible to use problem situations and assignments in lessons;
- know the features and specifics of problem-based learning for primary school students;
- build an optimal system of problem tasks, create educational and methodological manuals;
- think over various types of learning activities that will help arouse the interest of students and intensify their work in the lesson.

When organizing the educational process, it is also necessary to take into account the basic psychological conditions for the successful application of elements of problem-based learning:

- problem tasks must meet the main goal - the formation of a knowledge system on the subject;
- problem tasks should take into account the age characteristics of students and correspond to their cognitive abilities;
- problematic tasks should evoke their own cognitive activity and activity;
- problem tasks should not be easy so that students cannot complete them based on existing knowledge, but they should not be difficult so that children can independently analyze problems and find the unknown

Problem-based learning in primary school is carried out in three forms, differing in the degree of cognitive independence of students in them:

Form I is a problematic presentation, which presupposes the least cognitive independence of students: the teacher communicates new material, and students are involved in active mental activity through different types of work (story, conversation, explanation with problematic questions, assignments). This type of activity takes place at the stage of communicating new material (heuristic conversation). The teacher poses a problematic problem in the form of a question, organizes the students' thinking process, offers to discuss the proposed solution to the problem, leads students to the correct conclusion, encourages student activity, poses questions to consolidate new knowledge and offers exercises to apply the acquired knowledge in practice. Depending on the complexity of the problem, the level of knowledge, the skills of the children, and didactic expediency, this type of interaction between the teacher and students can be used: the teacher poses and solves the problem, the students observe, participate in the discussion and act according to the model

Form II - partial search activity involves the activation of independent cognitive activity of students. The teacher formulates a problematic question-task, and students perceive the problem, comprehend ways to solve it, express solutions, prove the preference of one of the solution options, and then make generalizations and conclusions together with the teacher. The acquired new knowledge is consolidated by repeating conclusions and self-control. That is, this type of interaction between teacher and students is used: the teacher poses the problem, and the students themselves solve it with his help.

III form - independent research activity, in which the teacher indicates the presence of a problem, and students collectively formulate it, independently look for solutions, performing sequential search actions necessary to solve it: observation of language material, practical tasks, experiments, collection of information, experiments. In this form of activity, the problem is formulated and solved by students, and the teacher only guides them, helps, controls, evaluates their activity and corrects the conclusion. To organize the educational process, it is also necessary to know what methodological actions determine the successful work of a teacher in Russian language lessons in primary grades when using elements of problem-based learning.

The solution to any problem begins with its correct formulation.

The teacher's task is to clearly and competently formulate the problem that students will have to solve in class, taking into account their age characteristics and abilities. Before offering students solutions to search and creative problems, the teacher must first systematize and then update the students' existing knowledge and accumulated experience.

The inability to solve a problem using already known methods will require students to search for new knowledge or other methods of activity, which will lead to the formation of an assumption, a hypothesis regarding ways to solve this problem. During a collective discussion (and this is one of the main conditions for using elements of problem-based learning in primary school), several assumptions often arise in the class about ways to solve a problem. One of them is taken as a working hypothesis, which is proven or disproved with the help of linguistic facts, independently selected examples, personal judgments or information from a textbook. Constructing a hypothesis is the culmination of solving a learning problem. Methodologists offer several options for action: a) deductive formulation of a hypothesis based on already known rules, definitions, principles, laws; b) inductive generalization of facts obtained as a result of observation of language material or search and experimental work; c) analogy, that is, the hypothesis is built by students by analogy. At the stage of constructing a hypothesis, the teacher must: - ensure that students comprehend the educational task assigned to them and clearly formulate the problem; - help students analyze the problem from the point of view of ways to solve it:

what is given, what needs to be achieved, what actions, etc.; - organize student activities to select additional language data necessary to solve the problem; - monitor the correctness of making assumptions; - require students to provide detailed justification for their assumptions, choose the correct assumption and prove the hypothesis.

The question arises: how to manage students' activities at the stage of analyzing the situation and posing the problem? What techniques can a teacher use to activate students' thinking? First of all, we must remember that "a problematic situation is created taking into account the contradictions that are significant for children. Only in this case is it a powerful source of motivation for their cognitive activity" [p. 31]. To teach students to "see" and solve a problem, it is necessary to prepare them in advance to perceive and comprehend problematic situations, tasks, and questions. This means that students need to be taught: a) to "see" the problem, i.e. perceive contradictory information, be interested in different points of view, consider the same linguistic phenomenon from different angles; b) analyze information-cognitive contradictions, i.e. do not be afraid to express different points of view, offer your own options for solving problems, isolate inconsistent judgments, incompatible information, compare, contrast, and determine their connections; c) formulate the problem, that is, express it verbally in the form of a question, task, task. The role of motivation for completing educational work of this type is extremely large. It must be remembered that any problematic situation causes a certain change in the student's mental state - the state of "discovery" of new knowledge gives the child the joy of overcoming difficulties, overcoming his indecision, doubt, and encourages active work. The next stage is direct work with problematic situations. In Russian language lessons, the teacher must use a variety of techniques and methods for creating problem situations of various types: problem tasks of a theoretical and practical nature, problem questions, problematic tasks, etc.

Undoubtedly, work with a problem situation should be carried out taking into account the structure of students' cognitive activity at the problem-solving stage and strictly according to plan:

1. Updating previous experience.
2. Search for known solutions.
3. Justified refusal of them.
4. Formulating a hypothesis about ways to solve the problem.
5. Proof and testing of the hypothesis.

Conclusions

All work to solve the problem should be carried out by students independently, but it does not exclude the help of the teacher. The teacher must provide assistance, but strictly dosed and timely. In order for problem-based learning in lessons in the primary grades to give the expected positive result, it is necessary to remember that the use of single, unsystematic problem-based tasks does not contribute to the active development of abstract and logical thinking of students and the formation of skills for independent creative and research activities. One of the main requirements of problem-based learning is the systematic and consistent work of the teacher. Before starting work on creating a system of problem situations in Russian language lessons in primary grades, the teacher must become familiar with the methodological requirements: 1) such a system must cover the main types of problems accessible to primary school students for mastery; 2) use both traditional and innovative methods of problem-based learning available to children of primary school age;

3) provide for the formation of the most important skills in independent creative and search-and-research activities of students; 4) cover different levels of complexity of problem situations that are optimal for primary education; 5) take into account the requirements for increasing the complexity of problem tasks in terms of content, structure, and sequence of solutions in the learning process. It will not be superfluous to know the basic rules that should be followed when creating problem tasks.

In school practice today, the following methodological techniques for creating problem situations are used: - the teacher must consistently lead students to a contradiction and invite them to find a way to resolve it themselves; - the teacher offers different points of view on the same issue and gives students the opportunity to choose the correct one, from their point of view, and justify their choice; - the teacher invites the class to consider the phenomenon from various positions and identify the essential features of the phenomenon that help answer the problematic question; - the teacher encourages students to make comparisons, generalizations, conclusions from the situation, and compare facts; - the teacher asks specific questions aimed at generalization, justification, specification, and logic of reasoning; - the teacher himself determines problematic theoretical and practical tasks of a research nature; - the teacher poses problematic tasks to the students: with insufficient or redundant initial data, with uncertainty in the formulation of the question, with contradictory data, with obviously made mistakes, with limited time for solving, tasks to overcome "psychological inertia", etc.

Based on the objectives of problem-based learning and the specific role of the teacher in the educational process, we can formulate the following requirements for Russian language lessons:

- it is necessary to organize the activities of students so that they are of a searching, investigative, independent nature;
- the teacher must solve emerging issues together with students, carry out a joint search for a solution to the problem;
- to achieve the greatest effectiveness of the educational process, the teacher must focus on a predictive assessment of the students' capabilities, determine the direction and content of the next stage of the search;
- organizing problem-based learning requires the teacher to be able to analyze the actual course of the process and, on this basis, build a forecast of its further development, changing the conditions of the educational task in accordance with it, and for this the teacher must have the abilities of reflection and operational thinking;
- in the process of solving a problem problem, the teacher must promptly identify and eliminate circumstances that inhibit the progress of students' mental activity: focus attention on a different method of action, highlight essential facts in the problem problem, etc.;
- the teacher should try to captivate students with the problem and the process of its research, using motives of self-realization, competition, creating a maximum of positive emotions;
- the teacher is obliged to show tolerance to the mistakes students make when trying to find the correct solution to the problem assigned to them.

The system of problem-based learning itself presupposes a teacher's respectful attitude towards the child's personality. The student becomes an ally of the teacher, solves a problem together with him, discusses various assumptions, formulates a hypothesis, and determines methods of proof. As a result, the student receives satisfaction from the process of learning and cognition.

"Problem-based learning contributes to the formation of an active personal position in relation to the acquired knowledge, which develops a propensity for mental work. The energy of assimilation depends not only on the teacher, but also on the work of the student. The higher the internal cognitive activity of the children themselves, the more firmly the knowledge is absorbed."

The specificity of problem-based learning in the primary grades is that it must be combined with other teaching methods: explanatory-illustrative, partially search-based, etc., since using only problem-based

learning is beyond the capabilities of younger students. Taking into account the age, psychological and individual characteristics of students is one of the main conditions for problem-based learning. It is necessary to take into account the mental characteristics of children of this age: excessive emotionality, self-doubt, impatience, lack of perseverance and perseverance, instability of voluntary attention, rapid fatigue, etc. Therefore, problem-based learning in primary school cannot be turned into a universal teaching method, since solving a problem situation is complex and hard work for children of primary school age.

Thus, problem-based learning is a type of developmental education in which the independent search activity of students comes to the fore, and the system of methods is built taking into account goal setting and the principle of problem-solving. The implementation of this principle allows us to modernize the modern Russian language lesson in primary school. And this requires serious theoretical and methodological preparation of primary school teachers to carry out their activities in problem-based learning conditions.

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