

## IMPROVING EDUCATIONAL MASTERY OPPORTUNITIES IN PRIMARY SCHOOL STUDENTS

**Gavhar Ergashevna Nurkulova**

Master student of Termez State University

### ABSTRACT

This article discusses the requirements for an elementary school teacher. Today, the teacher has a responsibility to bring up a harmoniously developed generation, to define the tasks aimed at improving the content of education, to keep pace with the times, to introduce modern educational technologies to students. They are required to arouse interest in science, to form feelings of respect.

**Keywords:** education, mastery, qualification, skill, methodical, general

### INTRODUCTION

In pedagogical technologies, it is important to set goals for the learning process that guarantee the planned results. This is why teachers need to pay special attention to goal setting. Each teacher must first clearly define the subject they are teaching and the purpose of each lesson. It should be noted that a clear design of the didactic process based on the stated goal will be easier to implement. Motives play an important role in an effective didactic process. Because only curious and purposeful knowledge is effective.

### METHODOLOGY

Motivation is the motivation to do something. Therefore, teachers should strive to create and educate the child's motivation to read. Motives help students easily acquire knowledge, skills, and competencies. The motive evokes in the child a desire and interest in learning. It is useful for teachers to skillfully use this and develop a system of students' independent work. Primary school teachers are encouraged to use a variety of didactic games to organize each lesson. Since the school period is a very difficult period in the life of children 6-7 years old, this is a serious test for children. The child enters into a new life - school life. Now he must feel like a part of a new team, discipline, and adapt to the new regime. Although the child is small, he still has a lot of work to do, such as going to school, doing homework, and studying difficult materials. It is important to note that the transition from play to school, daily forced

and continuous labor is a turning point in a child's life. Even for preschool children, this is not easy. It is even more difficult for children returning from school. Especially sitting in a class for 40-45 minutes, listening and doing homework, long mental work quickly tires the child. The child may become cold from school and study. Therefore, teachers should try to make the school life of children interesting, create motivation and try to develop it. The motive does not arise spontaneously. It can be created with the help of didactic games and independent work, corresponding to the age and psychological characteristics of children. Learning engagement is especially effective in primary education as it makes lessons fun using pedagogical technology. In such classes, children are completely passionate and have a good memory.

## RESULTS AND DISCUSSION

Motives help students deepen their knowledge. Therefore, primary school teachers should pay attention to the organization of the educational process based on interesting motives. The emergence of the concept of "pedagogical technology" is associated with the emergence of the first organizational and methodological forms of education. Individual training is the oldest organizational form of the educational process that originated in Ancient Greece. The teacher worked with one student and directly organized, directed and supervised the teaching. The teacher read the texts or taught them to the children. Memorizing the rules and definitions, doing physical exercises, playing music on musical instruments, children acquired knowledge about life, art, speech, physical culture. Later, individual training was replaced by group training. In the Middle Ages, memorizing rules, performing the same type of exercises, oral questions and answers, and at higher levels, lectures and discussions became the leading teaching methods. This situation gradually led to the emergence of new technologies, which led to a system of classroom lessons. In the late 19th - early 20th centuries. Many pedagogical theories have emerged in foreign countries. Some of them were aimed at improving the education system and increasing the number of students. It was during this period that the "New Schools" pedagogical movement arose, founded by the French teacher E. Demolen. Such schools have opened in many countries, including the UK, USA, France, Belgium and Switzerland. In Geneva, the International Association of New Schools was created, which defines the requirements for new schools. These schools are private and only teach children of those who can afford it. The new schools are well organized, have well equipped

classrooms and laboratories, and use "free and active" methods. The students had self-government bodies. Schools are a practical pedagogical laboratory that seeks to educate children through the overall development of their thinking skills, rather than filling their brains with learned knowledge. Students were taught to observe, find hypotheses, and test their hypotheses. The teaching in these schools was based on facts and experience, contributing to the development of initiative and independence of children. In Germany, at the end of the 19th century, the teacher Wilhelm August Leu (1862-1926) founded the "pedagogy of action." His ideas also had their positive aspects and innovations. Lay attached great importance to expression and description in the pedagogical process, since, in his opinion, in the process of such expression or description, students have the opportunity to show their activity, to act. According to him, all types of images: drawing, making objects from clay and plasticine, sculpting various objects, drawing, dramatizing, singing, music, dancing, as well as experiments in caring for plants and animals, oral and written work, etc. are a means of "self-expression" in the educational process. According to Lay, all lessons should be based on these rules. To achieve mastery of this topic by all students; to improve students' fluency and accuracy, conscious and expressive reading; Encourage active student participation; motivate and motivate them to learn, identify ways to motivate students and achieve goals; Search and improvement of methods of mastering pedagogical technologies and their application in primary education, work on oneself; Work to develop motivation for reading in younger students; Connect the lesson to real life experience. As a result, the student learns to read correctly, consciously and expressively, and also improves reading skills through various exercises.

## CONCLUSION

The idea of the Motherland is expanding, love for the Motherland is being formed, pride for the Motherland, that is, national pride, is being formed. Learn to work with text yourself. Learn to express yourself freely; learn fairy tales, proverbs, sayings, sayings based on what has been learned. agree with peers or learn to come up with new ideas. selects from the truth those who purposefully fulfill the tasks of the organization, using them as methods of pedagogical influence in educational work. The methodology of pedagogical influence consists of a system of tools that serve to organize the socially useful activities of children in a pedagogically expedient way. These tasks are focused on the personality of the student, stimulate the behavior of children, turn complex and complex tasks into a source of joy,

creative pleasure and personal interest for each student. 2. The main methods of pedagogical influence The main methods of pedagogical influence are persuasion, demand, perspective, encouragement and punishment, public opinion.

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