



SYSTEMATIC USE OF INNOVATIVE METHODS OF IMPLEMENTING MODELING TO PRIMARY CLASS STUDENTS

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Abstract

This article presents the modeling methodology and ideas of its implementation in primary classes, its application based on State educational standards, innovative methods and their use in education, and their benefits for students.

Keywords: modeling, DTS, innovative methods, UO'A, innovation, methodology.

At the heart of the systematic renewal of primary education is the process of innovative development of education based on the goal factor. Briefly describe the purpose factor: "Why should you study?" can be explained by the answer to the question. This answer can be found in full in the State educational standards: the new main goal of education, its tasks, requirements for results in the academic subject, personal results of the student, planned results and in the subject stated in the curricula.

The idea of the modeling method for the systematic renewal of primary education and its implementation is to substantiate the importance of the most modern methods for implementing systematic changes in primary education and to put the concept of the modeling method into full practice. Sources, forms and types of the modeling method analyzed in this study, new types of methods - modeling methods and methods are included. It serves as a basis for classification according to the importance of new types and forms of modeling methods in primary education and for creating a general model of their implementation. The modeling method is useful in solving methodological problems that arise in the systematic renewal of primary education. These problems arise in the process of achieving updated goals for primary education, introducing a new model of the educational system (systematic-practical approach), and systematically solving emerging problems of education (DTS).

The analysis of scientific works, researches and programs, textbooks and training manuals on primary education on the problems related to the introduction of innovative processes in primary education shows that in the current period there is no modeling method that ensures systematic renewal of primary education and a targeted approach to its implementation.

Modeling and its implementation for systematic renewal of primary education provides:

- regulates the target processes of development of forms, types, methods, technologies of innovative methods for implementing systemic changes in primary school and creates opportunities to find new teaching tools;
- the effectiveness of the process of preparation for the educational environment, in which the primary educational requirements of primary school teachers are put into practice, is achieved;
- the use of forms, tools, methods and technologies of innovative methods, educational efficiency will increase due to the renewal of educational tools.



As a result of the study and analysis of the practice of primary education, it is concluded that those who have the methodical, regulatory-legal, psychological-pedagogical resources and foundations necessary for the implementation of modern systemic changes despite the fully developed didactic methods in pedagogy, teachers are often unable to use them in practice. Despite the existence of didactic methods used in the teaching of science, there are still cases of using traditional methods. It is known that pedagogical, psychological, regulatory and legal knowledge is necessary for the implementation of didactic methods in the teaching of subjects, but they are not enough. The most necessary of the methods that should be taught in pedagogy is the modeling method and the development of its implementation.

Socio-economic reforms in Uzbekistan, changes in the life of the society led to changes in goals and educational standards in the national education system. As a result, there was a social mood in schools to expect systemic changes in primary education, to achieve new goals, and to update educational standards in a short period of time. Many years of research and observation show that the preparation of primary school teachers to implement DTS qualification requirements and didactic methods is slow, unsystematic and often imperfect.

Therefore, it is considered necessary to introduce a new type of innovative methodology - modeling methodology. All the opinions and comments about the importance and necessity of the modeling methodology are illustrated by the scheme. The transition to the methodological stage of innovative processes requires taking into account the characteristics of the educational subject and the specific aspects of the educational stage, that is, primary education. This proves that the introduction and separate research of the modeling methodology, which is considered the most important type of pedagogical innovation, is the right way.

Thus, innovative methods in the educational system can be divided into methodical and didactic methods. Innovative methods are innovations in teaching methods. So, it can be said that innovative methods mean methodological provision of pedagogical processes.

Innovative methods are methodological innovations that are implemented and used in educational practice, meet the requirements of learners and become a tool for achieving new goals, educational processes in classes and extracurricular activities in a specific academic subject. ensures the qualitative improvement of educational efficiency in the activity.

Innovative methods are a type of pedagogical innovation.

- solving methodological problems;
- to implement didactic innovations in the educational process, taking into account the characteristics of the educational subject and the specific aspects of the teaching stage;
- serves to implement tasks such as introducing systematic updates taking into account the new goals of education and updated templates in the lessons.

Innovative methods in education are such methodological tools that can be responsive, new, applicable and effective at the same time. Methodological tools can be any component of the methodological system. This is the form, method, assignments, methods, the form of assignments performed in the lesson, backup, section of the content or a specific topic, the type of activity of the student, the type of



activity of the teacher, at a certain educational stage. There can be such components as the goals and objectives of the subject, teaching technology.

The system of innovative methods in education is the innovations applied to each component of the methodical system. Introducing structural changes to the educational system that can respond to updated social demands requires making similar changes and updates for each component of the methodological system.

Innovative methods in primary education is such a change in the methodology of primary education that it can be considered as a new, demanding and effective innovation at the same time. Or this definition can be expressed in a different way: Innovative methods in primary education - such a change in the organization and nature of primary education activities that simultaneously it can be considered as a new, demanding, effective innovation.

The idea of designing and implementing innovative methods for primary education fundamentally renews the system of primary education. It specifies the types of all methods recommended for use in education, the advantages and disadvantages of the components that make up these types, and the fields of application. It also includes specially developed recommendations for each method, style, technology, form and appearance of the organization of the teaching process.

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The purpose of dividing modeling methods into types is to clarify the order and sequence of their use. But it should be said that methods are divided into types only conditionally. After all, most modeling methods are versatile. Also, the concept of the system of modeling methods continues to develop and improve based on the periodic requirements for education, and this development and improvement takes place in the conditions of personal and individual orientation. That is, the main methodological question in primary education it is put like this: "To teach whom?", "To teach who?" is of great importance.

One of the main aspects of the National Education and Modern Education Requirements and State Education Standards, as well as the DTS adopted for primary education, is that every student has universal education for every academic subject. It is necessary to form educational practice (in the following places - UO'A). The question arises: "Which type of modeling methods does UO'A correspond to?". In order to find an answer to this question, it is necessary to conduct a research based on the factor "The main goal" of modern education, after fully analyzing methodological documents. The answer to the above question can be found as a result of researching the essence of education, which forms the fundamental basis of the general secondary education system of the national education system of the Republic of Uzbekistan. In particular, "universal educational practice forms the basis of educational method, form, style, content of educational subject and ensures the integrity of educational processes".



It follows from this that the teaching process should be conducted with the aim of creating an atmosphere of UO.

Thus, UO'A can be a component of any form of methodology in the system of modeling methods developed for primary education. The following should be followed in order for UO'A to be part of the modeling methods introduced in primary education:

- when it is a component of targeted methods - UO'A is derived from specific aspects of primary education and interdisciplinarity;
- when it is a component of essential methods - UO'A is interpreted as a view of the tasks being combined with other educational subjects; it is envisaged that the assignment will be solved from a didactic point of view;
- when the organizational activity is a component of the methods - the educational standards introduced in the national education system of the methods modeled and developed by the UO'A (factors such as method, style, form, teaching tools, provision of resources), the first it is intended to serve as a criterion for determining compliance with DTS requirements.

Universal educational practice is characterized by the primacy of the "goal" principle. From the point of view of the learner, the teacher's "who he is", "what he teaches" and "how he teaches" are important. From the point of view of the educator, "who is being taught", "what is being taught" and "how it is being received" are the main factors.

This view of the essential type of modeling methods sets the main goal of forming a sense of self-confidence in the student. When giving tasks to young students, the teacher consciously explains the task condition in a different way. It is up to the student to determine what the task condition is and what is required to be found in a given assignment. In the practice of experienced teachers, there are evidences of different interpretations of the same task. It was noted that only students who tried to think logically and analyze the environment of the task clearly found the teacher's goal.

It follows from the above that regardless of the style, method, and technology of primary education: first, the specific aspects of each subject must be fully covered. Secondly, it is necessary to achieve full adherence to the requirements of DTS, regardless of the method, method and technology of primary education. Thirdly, when applying didactic methods to the field of primary education, it is recommended to proceed from the interdisciplinarity factor.

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