

Practical Aspects for the Development of Thinking Ability of Primary Education on the Basis of Innovative approach

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Abstract: *This article describes what teaching methods to use in the development of thinking skills of primary education, their development on the basis of an innovative approach, the possibilities of didactic games in the development of thinking abilities and educational games can effectively affect the students' thinking skills and achieve high results if they are conducted in accordance with the rules.*

Keywords: Interactive methods, problem-based learning method, didactic games, development factors, critical thinking, independent thinking.

1. Introduction

It is very important to master primary education and develop thinking abilities in order to receive effective education at higher education. In the classroom, the teacher communicates his / her knowledge, skills and abilities to the students through the lessons, and the students will be able to use it as they master it. In the process of learning, students use different forms of learning, that is, they rely on specific differences in the reception, processing and application of the acquired information. In the educational process, the issues of cooperation between teachers and students in the classroom, independent work of students, education and upbringing in the form of extracurricular activities are addressed. Educational research has shown that when pupils understand how they think and learn they become more resilient and adaptable and make greater progress.

2. Literary Review

The use of interactive methods and educational games, modern information and communication technologies in primary school helps to students to think independently, expand the scope of creative research and logical thinking, as well as connect them with what they learn in class, increase their interest. . The quality of the educational process is guaranteed by the fact that teachers effectively use the conditions created in accordance with such modern requirements, and organize lessons on the basis of advanced pedagogical and information and communication technologies.

Since the organization of the educational process on the basis of modern pedagogical technologies, there are a number of interrelated stages of acquisition of knowledge, the acquisition of ready knowledge in the minds of students, memorization, , recollection. , narration, written expression represents the level of knowledge, understanding. At these levels, a creative approach is not required from the learner. At the next level of mastery, they are required to put into practice the acquired knowledge, to achieve certain results, to supplement, enrich, change, to have their own point of view. A challenging approach is needed for these levels of mastery.

One of the views and opinions of educators and psychologists today is the need to develop independence and initiative in students. One of the foundations of a student's independence is the independence of knowledge. Cognitive independence is the ability to engage in goal-directed learning. Independent learning activities of students, along with simple reconstruction, are characterized by a change, a creative approach. Creative activity is an activity that independently reflects the original innovations that reflect the personal experience, abilities and talents of the student.

3. Methodology

The characteristics of creative (productive) and regenerative, productive (reproductive) in independent activity are inextricably linked. Restorative independent activity is the first stage in the development of independence. As part of the regenerative activity, the elements of creativity will find their place in the learning environment.

Knowledge - Searching for and finding basic facts, memorizing, description, familiarity, animation, naming, research, knowledge of structure, and demonstration.

Comprehension is the ability to retell, to comprehend, to explain, to describe, and to describe in other ways and in other words.

Application (application) - involves the application of knowledge in other contexts (application, solution, experimentation, application, observation, prediction, problem solving).

Analysis - to identify the main relationships between concepts and understand their essence - to divide the material of the field (knowledge, event, machine, information) into components (components) and to understand the function of each of them. Be able to analyze from simple to complex and from complex to simple (identify relationships between parts, connect, combine, divide, categorize, group, find common ground, categorize).

Synthesis - the organization of a new thing (knowledge, object, machine) using several of its parts (parts) and their properties (creation, assembly of assemblies, combinations, creation of new ideas, proposing new hypotheses), their conduct testing and develop new ones as a competitor to existing ones based on the results.

Evaluation is the process of determining the outcome achieved, making a decision, or finding a solution (carrying out the evaluation process, solving, identifying the relationships in the cause and effect chain, categorizing, and identifying them) 14.

Innovation is a good part of the practice and theory of changing the internal structure of a system. Includes the content side of the innovation process (scientific ideas and their implementation in technology).

Innovation is the study of the laws of innovation and the promotion of innovation.

Innovation process - the introduction and conditions of innovation, changes that ensure the successful transition of the system to the new conditions. The process of preparation for innovation and its implementation.

Innovative activity - the mismatch of traditional norms with new social requirements. Activities aimed at solving complex problems that arise as a result of the collision of updated norms of practice with existing norms.

Innovative environment - In this pedagogical team, in general, in the educational institution, such a creative, sincere and friendly atmosphere is created, in which the teacher feels free. In the environment the teacher is ready to think creatively, to strive.

Innovation is the achievement of high results in a particular activity through the use of new forms, methods, new approaches to problem solving, the application of new technologies in the educational process. In short, a conceptual approach to the process.

Innovation - If the form, content and scope of reform activities are short-lived and do not have a holistic nature, it is tasked to change only certain elements in a particular existing system. In which case we are communicating with innovation.

An innovator is a person who is ready to accept an innovation and implement it. Constantly seeks, learns and applies innovations in his personal pedagogy. Innovators are innovators and they communicate. Takes risks in order to improve.

4. Discussions

Problem-based learning is a process that involves asking students a question or task, creating a problem situation, engaging students in problem solving, monitoring their activities, and drawing conclusions. There are categories such as “chase problem, problem situation, problem question, problem task”

Developing thinking abilities based on problem-based learning method:

The main purpose of problem-based learning technology is to increase the independence and activity of students, to develop their thinking, to strengthen the application of acquired knowledge in practice. In the pedagogical and psychological

literature, when talking about the scientific and theoretical foundations of problem-based education, there are cases when it is considered as a method, principle or a separate system of education. Whatever the name of problem-based learning, its main feature is to increase the intellectual activity of the learner, independent creative research, the discovery of new knowledge, skills and abilities.

Determining the role and importance of problem situations led to the idea of restructuring the learning process based on the consistent consideration of the psychological and pedagogical laws of student active thinking. Theoretical consideration of new pedagogical facts reveals the main idea of problem-based learning: in problem-based learning, almost all knowledge is not given to students ready, but is acquired by students in the process of independent learning in problematic situations.

The theory of problem-based education explains the psychological and pedagogical ways and means of organizing the developmental education of the intellectual power of the student.

Development factors of primary education are didactic games. Didactic games in the educational process are also a means of developing students' thinking. Didactic games should not be seen as a means of recreation or leisure, but as an educational activity.

We talked about the different classifications of educational games in the first chapter. The games were divided into classes according to their content and form of implementation. Didactic games help to increase pupils' independent and critical thinking

The scientific literature states that the main didactic purpose of the lesson should be taken into account when organizing didactic games.

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5. Conclusion

Problem-solving in elementary school subject lessons, creating problem situations through problem-solving assignments, and engaging students in problem-solving serve to direct students' learning activities toward a specific goal, gives creativity to the educational process and creates favorable conditions for the development of the level of thinking. Each exercise, problem, and story given in the elementary school subjects is a unique puzzle for the students. A creative approach to organizing the process of solving them also serves to develop mental activity. Reproductive and creative types of independent work can be distinguished, and high results can be achieved if a number of requirements are met in their implementation. Due to the age and psychological characteristics of primary school students, it is necessary to use the months in the educational process, which serve to activate their activities. It is an important tool in developing students' thinking levels. Educational games, if conducted in accordance with the developed rules and requirements, have a positive effect on the development of students' thinking skills, teaching them on the basis of innovative approaches.

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