

## ORGANIZATION OF EDUCATION BASED ON MODERN TRENDS IN PRIMARY EDUCATION

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### **Abstract:**

This scientific article talks about the importance, effectiveness and place of education in the organization of education based on the modern trends of the development of society in primary education.

**The purpose of writing this article:** to show that the use of modern forms of teaching in primary classes is effective and to reveal their content and importance.

**Methods and games:** "Sunflower", "Sinquain", "Pen in the middle of the table", "Number and word", "Six hats"...

**Result:** formation of skills in the organization of education based on modern trends in primary classes.

**Keywords:** modern trend, communication, intelligence, search, personal.

### **Introduction**

We all know that pedagogical technology in education is to make students interested in teaching and to achieve full mastery of knowledge, to create an opportunity for students to express their opinion. In the process of pedagogical technology, the most important requirement for teaching is to provide knowledge based on the student's life experience, previously acquired knowledge and interests. Modern trends in the development of modern society are the adaptation of education to personal interests and needs, the creation of conditions and an effective mechanism for the realization of personal interests based on the integration of education and culture, and spiritual improvement by joining the "spiritual-cultural sphere". refers to multilateral development as a priority.

If we define interactive methods in another way, in the process of interactive education, the lesson is carried out on the basis of the interaction of students. The main goal of interactive methods is to create the most favorable environment for the learning process, creating an environment for the active, free, creative thinking of the student, the use of his needs, interests, and internal capabilities. Such lessons are held in such a way that no student is left out and has the opportunity to openly express his/her opinions, what he/she has heard, read, seen. A process of mutual exchange of ideas takes place. Children's enthusiasm and interest in learning increases, mutual friendly relations are formed. Interactive education, by its nature, is done through didactic games, by designing heuristic (thinking, searching, finding) conversation-lesson process, interaction by creating and solving the situation, on the basis of creativity, includes methods of implementation using information and communication technologies. Today, there are many tools that serve to increase the effectiveness of the educational process and to create the above-mentioned educational need, among them information and communication technologies are important with their many convenient aspects.

For this purpose, the lesson process should be organized rationally, the teacher should increase the interest of the learners and constantly encourage their activity in the educational process, divide the educational material into small pieces, and open their contents intellectually. It is necessary to use methods such as attack, work in small groups, debate, problem situation, guiding text, project, role-playing and encourage learners to do practical exercises independently. Interactive method is an activity or problem. It is to solve together in mutual communication, in mutual discussion, in the course of thinking. The advantage of this method is that the entire activity teaches the student to think independently and prepares him for an independent life. When choosing interactive methods of teaching, the purpose of education, the number and opportunities of students, the educational and material conditions of the educational institution, the duration of education, the pedagogical skills of the teacher, etc. are taken into account. Interactive methods mean methods that activate learners and encourage them to think independently, with the learner at the center of the educational process. When these methods are used, the teacher invites the learner to actively participate. The learner is involved throughout the process.

**The benefits of a learner-centered approach include:**

study-learning with higher educational efficiency;

- high motivation of the learner;
- consideration of previously acquired knowledge;
- aligning the educational process with the goals and needs of the learner;
- support of the learner's initiative and responsibility;
- learning by doing;
- creation of conditions for two-way feedback

**"Sunflower" method.**

Vowels are written in the center of the sunflower picture, and consonant letters are written around it. Students make several words by adding consonants and single vowel letters. It is also possible to change middle vowels during the game. Pupils independently write their words in their notebooks. All students participate equally in this process. The teacher encourages and evaluates the most active participants during the training. We can use this method in both writing lessons and alphabet lessons. The more letters a student learns, the more letters he can add to make words. We can make such words from the letters given in the first and second sunflower. For example: world, cherry, father, sky, master, brother...

**"Sinquain" method.**

Cinquain means "five" and means "an unrhymed five-line poem." Students write a five-line poem that doesn't rhyme using the Cinquain method. Accordingly, the first line should consist of one word and it should be a word belonging to the noun group, the second line should consist of two words and it should be a word belonging to the adjective group to be, the third line should consist of three words, and this verb should be words related to the word group, the fourth line should be a complete proverb, and the fifth line should be a synonym of the word in the first line a word can be put.

**"Pen between the table" method.**

The whole group will be given a task (for example, the main factors of personality development and formation that affect the development and formation of the student's personality should be indicated one by one). Each student writes one answer option on a piece of paper, gives it to his neighbor, and puts his pen in the middle of the table.

**"Number and word" game.**

The game condition is explained. Students go out in turn and choose circles that are upside down on the table. Which number is written in the circle, says the word corresponding to that number. As a result, a word combination is formed. For example: number 3 - three friends, number 2 - two eyes, number 7 - seven days, number 5 - five fingers, etc. The game continues like this. At the end of the game, students who answered correctly will be encouraged. Circles can be according to the number of students. Then the whole class will participate. This game is used in reading, mother tongue, math, and other classes as appropriate.

**"Six hats" method.**

During the technique, 1 student must "wear" 6 hats of different colors one at a time. In white - the task of carefully and impartially checking all the facts on the topic is carried out, in black - to find flaws, in yellow - to analyze the advantages, in green - to give several ideas, in white - to express an emotional reaction and in blue - need to generalize. The literature suggests that the more domains covered in an assessment of creative thinking, the better the coverage of the construct. However, some practical and logistical limitations of the PISA study affect the possible domains to be included in the PISA program. The first of these is related to the age of those being tested. Given that the target audience of the PISA study (15-year-old students) has limited knowledge and life experiences, the domains chosen for assessment should be based on knowledge and experiences common to all students in the world (such as drawing, writing or problem solving). The domain being tested (and related tasks) should also reflect a realistic representation of the creative thinking that a 15-year-old student can demonstrate in this context. The second limitation is related to the time allotted for testing. According to the structure of the current PISA assessment, one hour is allocated to the test to assess students' creative thinking. This means that the number of possible domains must be limited so that a sufficient amount of data can be collected for each domain.

Since the purpose of the PISA study is to provide benchmarks of test results at the country level rather than individual test results, different forms of testing can be used interchangeably. In this, students solve a diverse mix of tasks (with some accidental overlap) within the domain. However, ensuring that students in each domain receive reliable indicators of national test performance requires that sufficient time be allocated to each domain's task and limits the number of tasks that can be covered in an assessment. A third limitation is related to the obligation to implement the test of creative thinking in the standard PISA test-taking platform. PISA tests are performed on a standard computer, which does not have a touchscreen or an Internet connection. The platform currently supports various forms of response input, including multiple choice, text input, drag-and-drop, hot-spot (clicking on an area within a text or image), chat interface, interactive charts, and graphics. So, the

Uzbek language plays an incomparable role in forming a sense of respect for universal and national values in the young generation, in building a sense of national pride in them.

In fact, the mother tongue is a sign of spirituality, and the role of Uzbek language teachers in promoting this spirituality is incomparable. Today, every subject teacher should be armed with advanced experience and scientific achievements.

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