

## **THEORETICAL ASPECTS OF THE USE OF DIDACTIC METHODS IN STATE EDUCATIONAL STANDARDS IN TEACHING PRIMARY CLASS STUDENTS TO MODELING**

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### **Abstract:**

In this article, the application of the modeling program to primary school students, its improvement, innovations in education, conformity of modeling to State educational standards, its use in the international assessment program PISA, as well as modeling thoughts and opinions about teaching through didactic methods are held.

**Keywords:** modeling, innovation, PISA, didactics, DTS, pedagogical process.

### **Introduction**

Systematic renewal and improvement of education in the world is determined by the new main goal of modern education and innovative approaches corresponding to this goal. At the stage of implementation, educational standards became not only a list of requirements that ensure developing education, but also the main indicator for the implementation of methodological changes in primary education. The need to solve the following in the educational system of our country, that is, to know and master the world, to develop the personality of students on the basis of systematic renewal, is defined in the qualification requirements of the state educational standards.

At first glance, the teaching methodology of each subject is essentially an integrated subject, but at the same time, it also has its own general rules and laws. At the same time, it is impossible to apply the system of rules and laws specific to the subjects, which are closely related to the teaching methodology of each subject. That is, the properties of an indivisible body cannot be interpreted as the sum of the properties of its components. Regarding the general and specific approaches to the problem, the researchers of the field of primary education note that "Any methodology is based on a specific initial situation, which has the characteristics of individuality and generality."

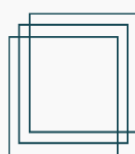
The theories reflected in the subject can be cited as the foundations of the science methodology of the primary course, which determine the essence of one or another methodological approach in modern primary education. The task of the teaching methodology is to "develop and implement new teaching methods, new forms and tools of lesson organization in order to ensure that students master subjects on the basis of psychological laws and to establish effective education. ". For example, in pedagogy, the theory of problem-based teaching was developed, but "until the theoretical rules of problem-based teaching related to the teaching of subjects to lower



grade students are not developed, the theory of problem-based teaching for primary school teachers does not produce the expected results." In order to achieve the goal in school education, "there is no single teaching methodology that we want, which incorporates the specific capabilities of each subject, ensures the perfect education and full development of each child." In this situation, the educational system cannot be implemented without modeling of educational structures.

Giving a special place to "methodological systems" in the implementation of modeling has justified itself in the history of education. However, no matter how important the science of methodology is, at the modern stage of education, "the role of the science of methodology in the system of teacher training is not only insufficiently evaluated, it is even being artificially degraded in later times". has been systematically implemented in recent years. This situation creates the basis for solving relevant administrative and financial problems in modern education. But this process does not allow solving the issues of innovative development of primary education. In practice, one of the main types of pedagogical innovation - independent, personal innovations - is observed to be weak and slow. In particular, according to the examples taken from the activities of primary school teachers, evidence of the introduction of ideas and principles of independent didactic innovations, which have not been methodically redeveloped, was recorded in the lessons. This situation leads to negative consequences such as incompleteness of the process, cessation of activity "halfway", abandonment of the selected innovation (an initiative started in class 1 will not be able to continue in class 2), differences in the use of terms will lead to negative consequences. . Also:

- the importance of pedagogical innovation decreases, as a result of factors such as changes in terms and principles during lessons, the pedagogical team develops distrust towards innovations;
- the fact that pedagogical innovations are not based on a special methodology often causes the opposite effect (I make the student think: for this, I put a red mark against his mistakes in his notebook - taken from the words of a teacher who came for certification to receive a higher category );
- idea and principle are devalued due to unprepared introduction of innovation ("this system did not work - we tried", "this method cannot be used in our conditions", "we are now working on other methods and innovations") ;
- incorrect use of the term, confusion (in many cases, the term individualization in education is understood as person-oriented education);
- failure to understand the essence of the necessary idea, loss of confidence in it, use of current innovative terms instead of "fashion";
- incomplete understanding of pedagogical innovative ideas, narrow scope of their use;
- health care is implemented by creating organizational, economic and material conditions, as well as by means of opening additional medical care rooms;
- measures to eliminate psychological and methodological reasons that seriously affect



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The goals of modern primary education have also been updated and changed, in particular, they are the concept of spiritual and moral development and education, State educational standards and qualification requirements of primary education, education of the Republic of Uzbekistan forms the basis of the regulatory and legal documents adopted to implement the process of updating the field. The priorities have also changed - now the main goal of primary education is to educate a well-rounded person through the subjects taught at school. At the previous stage of national education, the main goal was to form a system of scientific knowledge. In connection with the change of goals, that is, the change of direction and principles of educational development, there was a need to revise the main goals of the relevant regulatory and legal documents in primary schools. The requirements for the results of modern primary education were specified in the qualification requirements of the State Education Standards of primary education, and it was specifically noted as the basis and form of the main goal.

During the period of reform and modernization, the goals of education are changing widely.

The PISA international testing process focuses on the following weaknesses, which are often observed in students: they do not know enough about modeling; perform only



open exercises; can actively and consciously use tables, diagrams and other sources of information. The new main goal of modern primary education is stated in the first section of the State Education Standards of Primary Education: "to educate a person receiving education on the basis of knowledge and understanding of the world". This goal has an evolving nature and is fundamentally different from the main goal of previous reforms based on the "knowledge" factor (scientific knowledge system formation, improvement of competences and skills). Based on the tasks developed for the implementation of the goal, Primary education The approach to the wide implementation of the requirements of the state educational standards was called the systemic activity approach.

It is known that reforms and updates in the education system are carried out at the state level, this process is reflected in the state policy on education. At the level of educational institutions, innovation is allowed to achieve the set goals. Methodological innovations are carried out at the level of a specific person, that is, a teacher. The main requirement for these innovations is that they arise from the goals, requirements and tasks defined in the main state documents, and that they provide "socially acceptable results". The main social demand for innovations in the modern stage of reforms is the same. Also, personal innovations Primary education Methodological documents of state educational standards - the idea of morally and morally educating and perfecting the citizen of Uzbekistan, being based on the fundamental basis of general education in the Republic of Uzbekistan must Not only for the introduction of standards in primary education and thus for the formation of a person it is necessary to improve educational subjects, but also to create favorable conditions and environment for the development of children's abilities.

Factors indicating the results of teaching are listed in the model program for the following subjects in accordance with the primary state education standards: computer science. As a result of learning, students at the primary general education level:

- they learn to describe surrounding things, processes and events with the help of elementary knowledge, to evaluate spatial and quantitative proportions;
- develop spatial imagination and speech, acquire necessary analytical skills, logical and algorithmic thinking bases;
- learn to use knowledge, skills and abilities in the educational process and have initial experience of solving problems in everyday life with the help of knowledge;
- while working with tables, graphs and diagrams, they learn to collect, visualize and analyze data and gain initial experience necessary for practical activities;
- they will have the skills to find the necessary information from tables and diagrams, to write a ready analytical report based on this, to compare information, to draw conclusions as a result of generalization.

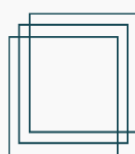


Thus, we can say that the process of innovative development of education based on the goal factor lies at the heart of the systematic renewal of primary education. Briefly describe the purpose factor: "Why should you study?" can be explained by the answer to the question. This answer is in full form Primary education State educational standards (the new main goal of education, its tasks, the results of the academic subject, the personal results of the student, the planned results requirements) and are stated in the subject curricula.

"Clear ideas about the essence and criteria of pedagogical innovations, a good knowledge of the methodology of their use allows teachers and heads of educational institutions to objectively evaluate them and put them into practice." Based on the understanding that this or that principle gives a certain result, it is necessary to develop methods and ways of teaching pedagogy that correspond to the studied subject and age categories of students, as well as specific aspects of the educational task. Here we are talking about the components of the teaching methodology. "In pedagogy, the improvement of any resource related to this activity can be considered an innovation. Active and passive means of work, as well as an important factor in educational activity - methodical provision of pedagogical processes, are also considered a resource.

One of the widely used innovative methods in primary education is methods in the form of organizational activities. Methodologies in the form of organizational activities are developed based on DTS qualification requirements and initial sources of innovative methodologies. In the development of these methods, the requirements for traditional education are modernized based on the requirements of relevant documents. It should be considered that the reasons for recommending innovative methods by separating them into separate types and forms of teaching methods, methods, forms and technologies are that which of them meet modern educational standards and which of them fail to meet the requirements of DTS qualification. Also, the fact that the primary sources of innovative methods are mainly didactic methods, and the fact that some problems appeared in the introduction of didactic methods to primary education was also a factor in turning to traditional methods of education. Thus, it can be said that didactic methods are the original basis of sources of innovative methods, the part of which is applied to the educational system has not yet been applied to primary education methods, but they are fully designed innovative methods.

Thus, it is noted that it is important to develop methodological ways of implementing didactic innovations that meet the requirements of the State Education Standards of Primary Education. The number of components of the methodical system and their names serve as the basis for the classification of methodical innovations.



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