

Formation of Educational Activity - The Main Task of Primary Education

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Abstract: This article discusses the main tasks of primary education in improving the professional preparation of future primary school teachers for educational activities.

It is known that Russian scientists V.V. Guzeev, V.V. Davidov, G.V. Dorofeev conducted fundamental scientific research with elementary school students on the problems of interaction and development. The fact that the elementary school, unlike the upper classes, has a fundamental scientific basis for the implementation of developmental educational ideas in education is scientifically based by the above scientists.

Key words: thinking, education, educational activity, educational task, control work, assessment, intellectual development, stimulation

It is an important part of their development to form the thinking of concepts in elementary school students, the ability to rise from the level of real concepts to the level of abstract concepts. In this system of concepts, the child is required to understand the learning task related to the search for a solution, control of the actions being performed and performing them in various thinking processes (analysis, synthesis, comparison, classification, generalization) related to their independent evaluation. learns learning activities. He came to the conclusion that the processes of teaching psychology and the development of thinking are closely related to each other. The effectiveness of thinking development is manifested by the formation of "an organized organic system of knowledge, in which various information is always compared and compared with each other in very different relationships and aspects, is conveyed and classified in different ways, and enters into various chains of causal relationships."

Scientist V.V. According to Davidov, while elementary school students are the basis of educational activities, educational activities determine the characteristics of these students' thinking, the development of the child's psyche and personality. The new way of thinking about age means "the same type and the same psyche that appears for the first time at this stage of the construction of the person and his activity and basically determines the mind of the child, his relationship with the environment, his inner and outer life, and the full course of his development during this period. and social changes" is understood

Through the implementation of educational activities related to theoretical awareness and thinking, skills acquisition, elementary school students are able to go beyond the limits of daily life tasks in relation to reality and to understand themselves in a wide range of events happening in the world. a theoretical relationship is formed that allows to take the place.

Students of the upper class of primary education develop thinking processes (analysis, synthesis, comparison, classification, generalization) and activity skills that allow them to withstand serious intellectual load, continue further education.

In primary grades, the child does not have the need for theoretical knowledge as a psychological basis of educational activity. This need arises later, in the process of mastering elementary theoretical knowledge when the school student performs the simplest educational activities aimed at performing relevant educational tasks in cooperation with the teacher and peers. Scientist L.S. According to Vygotsky: "the development of the psychological basis of education does not take place before the beginning of education, but is carried out during the activity that goes before it in close connection with it." From the first steps of studying at school, in cooperation with other children and the teacher, in the process of mastering specific concepts, the child sets learning goals and learning motives are formed. On this basis, the general need to acquire theoretical knowledge gradually arises and is formed.

The need to acquire knowledge is realized through incentives. incentive - the driving force of activity, the activity is carried out because of this force (the reason for its implementation). The motivation of educational activity has a dynamic nature and changes depending on the social status of the person. At the beginning, motivation of educational activity is formed under the influence of factors external to it, unrelated to the content of this activity. There are many incentives for any activity. Using reasoning, the learner evaluates various stimuli. he compares them, compares them with his existing beliefs, and, after an emotional evaluation of these impulses, determines the purpose of the activity and begins to implement it. The learning process should be built in such a way that its motivation is related to the internal content of the mastery subject, so that the tasks set before the students during the educational activity are not only understandable, but the tasks become important for them. it is also necessary to accept the tasks from the inside, that is, it is necessary to form the motivation to learn. The formation of such motivation is related to the content and methods of teaching.

The structure of educational activities includes:

1. Educational task - what the student needs to master;
 2. Learning activity is the activity necessary for the student to find the properties of the subject being studied;
 3. supervision is an instruction on whether the student is performing the actions correctly or incorrectly;
 4. evaluation process - to determine whether the student has achieved the result or not.
- As the scientist D.B. Elkonin noted, educational activity is not focused on the result, but on distinguishing the method of mastering it.
 - At the beginning, students of the class cannot independently express educational tasks and actions to solve them; therefore, the teacher helps in the early stages. Pupils acquire the necessary skills step by step (gradually), and it is in this process that their learning activities are formed.
 - In order for primary school students to be able to express learning tasks, they need to master the following actions:
 - 1) to analyze the educational task in order to find a certain (any) common relationship that has a legal relationship with its various manifestations;
 - 2) on the basis of this generalization, extracting some private relations and combining them into a single object;
 - 3) mastering the general method of constructing the studied object in the imagination during this analysis-synthesis process.
 - A learning task differs from a specific-practical task in that its goal is for the student to acquire a general method of solving all types of tasks. It should be said that the purpose of a specific-practical task is to obtain a result-answer.
 - Schoolchildren solve the educational task with the help of educational activities. These actions include:
 - - identifying the problem from the educational task;
 - - change the conditions of the task in order to find out the general relationship of the studied object;
 - - modeling of the extracted relationship from subject graphics and letter forms;
 - - specification and enrichment with specific manifestations of common relations and general methods of action;
 - - control over the completion of previous actions;
 - - assessment of mastery of the general method as a result of solving the given educational task.

In order for students to master the methods of performing educational actions, it is necessary to perform these actions in the full implementation of all actions included in this action. And later, as you polish this or that action, the process of performing the action will be collected and finally it will be done quickly and easily in the form of a single action. However, it is necessary to perform all these steps first, either with the help of material objects, or with the help of substitutes for their signs in the materialized form.

In the process of learning activities, primary school students discover the conditions of origin of the concept they are mastering: why and how its content is distinguished, why and what it is focused on, which specific appear in situations?

The process of learning a concept by primary school students is carried out under the direct guidance of the

teacher, the nature of guidance changes gradually, and the level of independence of students increases accordingly.

Monitoring and evaluation of educational activities play a special role in the acquisition of knowledge by primary school students. Control consists of establishing (determining) compliance of other educational activities with the conditions and requirements of the educational task. With its help, the student, by changing the structural composition of the actions, determines their connection with one or another characteristics of the educational task and the obtained result. There are several types of control:

- 1) control based on the analysis of the results of execution of actions;
- 2) control over each action (each step) in accordance with the pre-established full estimated basis of the action.

The evaluation process allows to determine the following: a) whether the general method of solving this educational task has been mastered or not? b) Does the result of educational actions correspond to their final goal?

The unity of content and educational actions to be mastered has a decisive influence on the mental development of students, first of all, on the development of their thinking.

Scientist A.M. Matyushkin writes as follows: "thinking is not limited to any set of knowledge acquired by a person, to actions (practical or intellectual) that have become human skills. The function of thinking in education is to open (discover) new methods of actions to be mastered and new knowledge consists of serving."

So, the age of junior primary school is the age of rapid intellectual development. Intelligence is a tool for the development of all other functions. Intellectualization of all psychological processes is manifested by students' understanding. According to psychologists, it is at the age of junior primary school that learning activities are formed that describe reflection and actions in a plan, necessary for successful cognitive activity at the next stages.

Acquiring knowledge through educational activities only expands the mind and thinking of a school student, but does not develop them. The development of a primary school student takes place only when learning and thinking actions occur and are formalized in the acquisition of theoretical knowledge. It is necessary to create favorable conditions for the formation and development of all components of educational activity in order for a primary school student to fully absorb knowledge and increase the level of development of various new mental formations.

It is in the process of formation and development of all the components of the educational activity that the elementary school student gradually, in the words of the scientist V.V. Davidov, becomes "a child who changes and secures himself during the implementation of educational activities." Encouraging the child's educational activities helps to form the need for educational activities and the desire to learn. We emphasize that mastering educational practices forms the skill of learning.

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