

COMPARATIVE ANALYSIS OF THE ROLE OF MODULAR EDUCATION IN PRIMARY EDUCATION PROCESS

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ABSTRACT

At the current stage of education improvement, there is a problem of methodical provision of systematic renewal of primary education in accordance with the requirements of educational standards. To solve the issue of formation and development of student's personality, provision of children's knowledge about the environment, formation of positive motivation for learning subjects; open educational opportunities; the development of speech, logical and algorithmic thinking, imagination, etc., ensures the achievement of new results. This article discusses modeling technology that has entered the field of education. It mentions that elementary school students are taught modeling technology in accordance with state education standards.

Keywords: modular education, modernization, generalization, individualization, universalization, fashion.

АННОТАЦИЯ

На современном этапе совершенствования образования остро стоит проблема методического обеспечения планомерного обновления начального образования в соответствии с требованиями образовательных стандартов. Решить задачу формирования и развития личности школьника, обеспечения знаний детей об окружающем мире, формирования положительной мотивации к изучению предметов; открытые образовательные возможности; развитие речи, логического и алгоритмического мышления, воображения и др. обеспечивает достижение новых результатов. В данной статье рассматривается технология моделирования, вошедшая в сферу образования. Упомянуто, что учащиеся начальных классов обучаются технологии моделирования в соответствии с государственными образовательными стандартами.

Ключевые слова: модульное образование, модернизация, обобщение, индивидуализация, универсализация, мода.

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.

In the educational system of our country, the need to solve the following, that is, knowledge and mastery of the world, development of the personality of students based on systematic renewal, is defined in the qualification requirements of the state education standards.

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 discriminated in later times." Application of methodical tools and didactic innovations in solving the problem is consistent with the goals of the educational field. To prove this point, it is appropriate to cite the following conclusions of experts. "... in the future, the main emphasis in the development of the educational system should be on qualitatively updated educational achievements rather than on strengthening the infrastructure of the organizational and economic reform mechanism." In order to achieve qualitatively updated education in primary education, it is necessary to introduce a changing paradigm in each lesson.

DISCUSSION AND RESULTS

The term "modular training" is an international concept related to module, which means a node consisting of interrelated elements that can be operated. In this sense, it is understood as the main tool of modular training, as a complete block of information.

Modular training is one of the promising systems of training, because the human brain is best adapted to the learning system. Modular learning is mainly based on the modularity of human brain tissue.

Organizational and economic mechanisms of modernization of the educational sector have been systematically implemented over the last 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, distrust of innovations appears in the pedagogical team;

- the fact that pedagogical innovations are not based on a special methodology often causes a negative 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 the health of students from the organization of educational subjects on proper nutrition and lessons are not implemented.

Reforms, development and renewal of the field of education in all periods have occurred as a result of changes in its goals. That is, as interpreted in this study, "new" means a newly changed goal compared to the previous period.

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 in the directions 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.

The analysis of the results of academic subjects shows that for these results: getting a specific goal depending on the surrounding things, processes, events; work with algorithms, tables, schemes, connectors and aggregates; develop the ability to think algorithmically and logically; Learning to conduct research is a prerequisite. From the point of view of modern sciences, if we list the main results of the department of mathematics and computer science, they are:

1) to know how to use elementary knowledge to describe and explain surrounding objects, processes, events, as well as to evaluate their quantitative and spatial proportions;

2) to acquire the basics of logical and algorithmic thinking and spatial imagination, as well as to perform and write algorithms, to form and improve the ability to clearly describe things and events, scientific language, dimensions, estimation and evaluation;

3) to have experiences of using knowledge in solving educational-practical and theoretical issues;

4) work with tables, schemes, diagrams, graphs and chains; collecting data, analyzing and summarizing the results and drawing a conclusion;

5) to have basic understanding and skills in computer literacy.

When analyzing the main tasks of teaching in the lower grades listed in the State Educational Standards of Primary Education, it became clear that they are fully consistent with the results of teaching subjects and the new main goal of education.

A model science curriculum for elementary schools lists the following goals for teaching in the elementary grades:

1) Development of academic talent of lower grade students.

2) Mastering basic knowledge (searching and understanding the essence of data, visual overviews, algorithms).

3) Education (critical thinking, scope of interests, role of knowledge in everyday life).

Thus, according to the standard and program, the following can be listed as the main goals of modern primary education:

- developing the talent of lower grade students;
- formation of primary knowledge system;
- increase students' interest in cognitive activities.

Such factors as textbooks, practical learning process (taking into account the characteristics of students, generalization and individualization of teaching) serve to further clarify educational goals.

One of the main factors in the methodology is the availability of updated requirements for the subject of study. That is, in addition to the basic knowledge and skill factors in traditional methods of education, the student's "desire to understand the basis of scientific knowledge that forms the basis of the world's scientific environment, the ability to acquire new knowledge, specific to a particular academic subject The experience of perception of types of activities" is also taken into account.

The changes in approaches to studying the essence of primary education towards universalization (the transformation of a specific approach to a particular subject into a general approach, the universalization of the essence of concepts, the approach to performing exercises) are developed on the basis of individual orientation forms the basis of the developed methods. Below we will focus on the main problems and goals of education, as well as the methods and means of applying didactic methods to primary education through the purpose of designing and developing innovative methods to ensure high results in modern education. our The logical sequence of the components of the innovative methods used in primary education is aimed at the main goal of education, which is manifested in such effects as the expansion of the child's thinking range, the formation of the quality of reasoning. In the sections where the objectives of the methodology are indicated, this factor is interpreted as "development of students as a result of assimilation of educational information and perception of the world".

CONCLUSION

In order to achieve the main goal of primary education in national education, the following are envisaged in the innovative methods:

- establishment of educational activities in primary education based on modern requirements;
- organization of research activities in primary education;
- organization of design activities in primary education;
- get students to solve logical problems and systematically implement logical actions;
- establishing and improving modeling in primary education;

- formation and systematic development of a modern approach to general concepts in primary education;
- formation and systematic improvement of general approaches to performing exercises in primary education;
- improving the method of groups and pairs in passing primary education subjects and redeveloping this method based on the qualification requirements of DTS;
- use of materials in the field of local studies in primary education;
- creation of optimal conditions for elementary school students to engage in practical training and laboratory work;
- organization of excursion classes in primary classes;
- development of a system of exercises for primary school students, including knowledge tests, practical problems and life situations;
- arousing interest in learning the basic subjects taught in junior high school students;
- creating an educational environment during the transition of various subjects in primary grades.

In short, the idea of designing and implementing innovative methods for primary education will fundamentally update 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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