FORMS OF ORGANIZATION OF THE EDUCATIONAL PROCESS IN PRIMARY SCHOOL

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DISCUSSION

The process of learning in primary school, including in advanced or independent pedagogical classes, is formed by the gradual acquisition of external practice by students, which in turn is the primary basis of these educational systems. While the advanced educational system is a method of theoretical thinking, the main method in the independent pedagogical educational system is the process of perception. It is impossible to develop a learning system without arousing the student's interest. Therefore, one of the main tasks is to arouse the interest of each student in this educational system in order to implement the advanced learning process in the classroom. According to the teacher U. Masharipova, the main task of the educational activity is to cultivate the student's passion and passion for creativity. If a student does not know the purpose of the task, he will not be able to show these qualities. In the improved curriculum, the inconsistency of the proposed topic with the student's wishes posed great challenges. Sometimes teachers find it difficult to implement program topics in accordance with the basics of the student's initial desires. In a survey of traditional high school students, most students answered that "word suffixes are needed to make a gal," while in advanced school students, suffixes are one of the most common.

The lexical connection between words is just as useful. Then students begin to realize that there is another connection to the lexical connection. Otherwise, according to the children, foreigners could easily learn the language without knowing the rhyme agreements. In the classroom, the experiment begins, and the students speak in the same way as the foreigners, without the addition of words. The teacher's task is to find a sentence that does not make sense without additions. For example: "Check my sister after I do my homework" checked someone. It was necessary to add attachments. But the students were looking for a sentence that was completely incomprehensible without additions, so that's the conclusion. In order to make sense, one must first place the person who is moving and then the words that describe the action, including in this case "I teach" and then "check the sister." It is safe to say that English is the language of the reader. Thus, students identify the functions of words and sentences and begin to understand the interrelationship of words, with the help of gestures in the next step: to express the meaning of "I don't want to write with a pen" and in the next case: "I don't want to write with a pen". "Unfortunately, it became clear that this gesture could not be expressed through a letter. The only way to do that is to change the words. Students will be able to work on new styles on their own. Some entrepreneurs are proposing a new style, a method of choosing new words and replacing them with new ones. Then the meaning of the sentence will be revealed. For example, a new task arises for the teacher or student, such as "I want to write this pen" or "I do not want to write this pen", and as the position of the words changes, a new meaning does not appear. It turns out that in such a sentence, the exchange of words does not give the main meaning. That is why foreigners are offered a long speech. Then they justify understanding them. In short, the situation is much more complicated.

One of the most popular sayings made by children is: "My sister likes dogs." No one could find the meaning of this phrase. Who likes whom. Then all students agree that they need to learn grammar. This example illustrates the importance of motivating students to teach in an advanced style. Another problem for the advanced learner is that while the period of action in the sciences explores the theoretical aspects of any beginning teacher system,

it focuses on the importance of specific areas in the initial theoretical generalization of the system's lessons. This is done by giving the children clear information and allowing them to move in each direction, often in these directions the exact object is understood, i.e. it cannot be held in the hand. Let's focus on the example of school lessons "Eureka development that helps the child to gain experience through discussion and debate". Classroom style involves children working with a variety of texts, utensils, scales, and more. In this sense, mathematics was protected in the 1st grade, which helps teachers from various mistakes.

However, it is much more difficult for the teacher to organize the subject movement in the next learning topics, because in practice nothing is given to the student, so many teachers believe that in this case there is no subject movement and do the appropriate work. do not increase. Russian language teachers find it more difficult than math because from the very first lessons, students learn to distinguish between vowels and consonants by giving them paper squares and circles. And then the teacher finds it difficult to work with words. The developed curriculum here helps teachers with discussions and children's experiences. In discussions, it is often found that the teacher understands the words differently than the teacher and other students. Each case should be studied and analyzed separately. For example, every student has to deal with pre-school math. Many teachers think they know what a square and a rectangle are.

Some children give the square a completely different meaning, while others are skeptical. Their understanding is questioned with every question. This is done primarily through explanations received from adults or through their own perspectives, not through the child's perception. In a discussion with 2nd graders, we will look at a lesson on the concept of a square. "Students are asked to find a square of different shapes on the board. After various researches, some students come to the conclusion that there is no square shape at all on the board.

The developed learning process is based on the cooperation of teachers and students. According to L.S. Vmgotsky, this cooperation is the main condition for the development of the child. All cooperation is related to the development of consciousness in small groups. The emergence of new ways of acting on the basis of different views and arguments of children is a key criterion for cooperation in groups. However, it is important that students agree on their common ground. Some differences in students 'perspectives and subsequent consensus-building create teamwork, which is

naturally done in several stages. At the stage of formation, the main factor is the individual actions, their content and sequence. This stage emphasizes the norms of teacher-child interaction with children and the problem between students. In this way, the children first set the general rules and then allow the participants to organize their own activities. In the next stages, the interactions between the groups and the characteristics of the students have a positive impact on the quality of the learning process. Therefore, in a small group, each student should be able to communicate with each other, so that the psychological mechanisms of the learning process are formed in students. The student will have a unique weapon. This will help you to solve any learning problems in the future. For now, they are solving it with the help of a teacher. A small group represents a learning entity. By the end of elementary school, only monitoring and assessment can be a personal tool for students, because it means that you, the student, will not be able to determine the limits of their knowledge, and as a result it will be difficult to find a solution. In general, assessment is a problem in both the developed system and the traditional school. We conducted several surveys among traditional school students and found the following. When a teacher gives meaning to an assessment, the teacher gives meaning to it. Most students think the assessment is not fair. The main thing is that the student does not know what to do after the assessment and what is wrong, and does not know what to do to enrich their knowledge in the future. Evaluation and definition in pedagogy can be a creative assessment of the experience of everything that is understood on the following basis. Grading is only for experimental learning, and students need to know how to read. In practice, the assessment range is large and it is difficult to determine low, medium and high grades. This price is closed and needs to be opened. Students looked for other methods of assessment. As a result, first-graders were offered a style that was understandable. The new system of teacher evaluation has been implemented in several stages. The first stage is behavioral assessment: in which the school's knowledge of the rules is assessed, the student understands what it is like to be educated. Here are some simple rules:

Students can call to indicate the start of a lesson or a break. Learns to work with classmates in the group, while not interrupting others in their studies. Actively participates in the lesson, asks and answers questions.

This stage of mastering the second stage of the subject is studied in the native language course as an "analytical part of speech by sound. Items are studied

instead of grades. Such assessments are directly relevant. In sound analysis of a word, the knowledge of the following is determined by the teachers. Know the words that represent things, actions, signs. Distinguish words in a sentence. Distinguish words from sentences. Distinguish sounds in a word. Distinguish sounds and vowels. Describe different consonants. Know the sound analysis of a word. Grades were written on daily notebooks, and the children painted them with enthusiasm, and over time, the need for grading for behavior disappeared at the end of the lesson. One day, the children were able to take their diaries and explain their grades on the cover. After saying, "This is me, I became a student," they began to evaluate themselves. Research conducted by teachers in advanced education led to the following conclusions. First of all, such assessment satisfies children's desire to get an assessment and provides an opportunity to see the teacher's attitude to student work. The second assessment is clear to the students and shows that they are working hard to get an assessment. Teacher-student assessment "Reading has become very close to each other. Monitors are a social didactic tool through which a child begins to understand the environment. In the Talstoy system, the text serves as such a tool. Our teachers began to shape the content of lessons in accordance with the traditions of reading, based on modern educational standards, taking into account the philosophical views of Talstoy. Thus, oral, written, and reading subjects were introduced in the native language classes. Traditional elementary school does not specialize in oral speech, and children often find it difficult to recite texts in order to speak fluently. Teach to progress. What is a text concept? What types of matinee are there? Students' opinions on the questions do not completely solve this problem. Developing speech in primary school means creating basic language practice. Talstoy's "Yasnaya Polyana" letter did not include language development lessons because peasant children would have developed some level of oral communication by the age of 6-9. And for some as a baby gets older, he or she will outgrow this. They don't have the experience of word games and a wide enough spoken language. Children are far from mythical memories.

In the LM Dalgova group, free reading, teachers try to develop the language of school-age children through speaking. The course is divided into three main areas. Word games through small genres, which are memorized orally, and the content of small texts are discussed, as well as the features of the

rhyme text. The dramatic orientation of texts and poems by children: the establishment of legends, epics and other folklore examples of folklore, the organization of speech depends primarily on its content.

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