

TECHNOLOGY OF CREATING EDUCATIONAL TASKS

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Abstract

In this article, educational tasks and the technology of their creation in the native language classes of elementary school students are highlighted. The theoretical foundations of educational tasks are reflected.

Keywords: student, elementary education, study, knowledge, technology, theoretical, dispart, creative, subject.

INTRODUCTION. In order to form higher knowledge, skills, and abilities in the primary school, as a result of monitoring the educational activity of students in State language education and creatively organizing it in contrast to traditional educational methods, students have learned that motivation, ability, and interest in educational activities can be increased. A modern primary education teacher is the leader of the learning process. For this reason, a primary school teacher must have deep knowledge to properly guide the process. At the same time, the teacher should have high professional skills. The teacher is an example for the student in many ways. First of all, he should be able to attract the child. The updated theory of primary education emphasizes the teacher's personal qualities, in training a professional teacher. If the teacher is skilled, the students will certainly be educated and mature in all aspects. For this, first of all, it is necessary that the teacher himself be completely perfect. President Shavkat Mirziyoyev in his book "Strategy of New Uzbekistan" emphasized such words: "It is an honorable and at the same time extremely responsible task to bring Uzbekistan to the ranks of the most developed countries.". As a sign of this, "President's Schools" are being built in every region of Uzbekistan to develop the character of students in the process of primary education. In it, students of junior high age engage in scientific activities that allow their age characteristics, thinking, and mental levels to develop.

LITERATURE: In the following years, a number of extensive didactic studies were conducted by Uzbek pedagogic scientists on the study of students' educational activities. Such works include the research of scientists such as O. Rozikov, K. Zaripov, N. Ortikov, B. Adizov, R. Safarova, R. Asadova, U. Musayev, H. Nazarova, G. Najmiddinova, and A. Hamroyev. Although various aspects of educational activity are covered in these works, only some issues of motivation in educational activity are described in them. For example, R. Safarova thought about the need to manage students' practical activities according to the need to learn language materials. He emphasized that as the students' interest and activity increase, their practical activities will also develop. And K. Zaripov highlights the components of managing students' cognitive activity in the teacher training system. N. Artykov distinguishes the components of management in students' activities. N. Artykov distinguishes a number of characteristic features such as interest, aspiration, goal, and trust in students' activities. These

determine the productivity and direction of the activity. O. Rozikov separated content, purpose, task, and method as their invariants in educational tasks. He founded the invariants of educational tasks as a means of organizing and managing students' educational activities. B. Adizov, through the creative organization of primary education, and A. Hamroyev observed the educational and cognitive activities of the students in the conditions of the State language education of the primary class and made it different from the traditional educational methodology. As a result of creative organization, students' motivation, ability, and interest in educational activities can be increased. In G. Najmiddinova's research, students' educational and knowledge formation issues were specially approached, and students' creative activity was developed by working on the educational material.

MAIN PART: We consider educational activity and cognitive activity as two sides of the same coin—two vectors of activity. They are disparate events that come from one point, complement each other, and at the same time require each other—they do not negate each other. If the didactic and psychological basis of educational activity is memory phenomena, the didactic and psychological basis of cognitive activity is thought phenomena. In the objective course of education, educational activity turns into cognitive activity, and cognitive activity turns into educational activity. Educational activity is a labor process in terms of its essence, content, and social work. Educational activity is formed over many years: it first begins to form at the age of preschool education, then in the elementary school, and continues to develop in the upper grades. is enough. If we take permanent, continuous education into account, the first formation of educational activity and its continuous development and training will continue throughout life. Educational activities are managed on the basis of normative requirements with social value. Through management, the child's activity rises from the lowest, lowest level to the highest, improved level. It would not be wrong to say that almost all the exercises given in the elementary school State language and reading literacy textbooks are educational exercises. Well, what can you say are cognitive activities exercises? As we mentioned above, this comes from the teacher's creativity. We can easily create several cognitive activity exercises from one exercise.

DISCUSSION AND RESULTS: Below, I would like to give an example from the State Language and Reading Literacy textbook in the 2nd grade. Exercise 3 (page 8).

THE COURAGE OF THE ANT. In ancient times, there was a wide meadow covered with various flowers and grasses. There he started sprinkling the fire with lambs, cockroaches, hedgehogs, and turtles. Other beings who saw this situation said:

"Hey, ant, have you eaten?" Would the fire be extinguished by the drop of water you bring? Save your work and your life! Then the ant answered without stopping his work:

You're right; a drop of water won't put out a fire.

But I want to try. Because this meadow is my homeland. If I have even the slightest chance to save it, I will use it. Ant's words had a strong impact on the people of the meadow. The creatures running in all directions suddenly stopped and followed the ant. Bees in buckets, partridges in beaks, and lambs with water in their mouths rush to put out the fire. So, when all the creatures came together and sprinkled water on the fire, it was as if rain fell from the sky. In this way, the fire was extinguished. Based on the text "Courage of the Ant" by Sa'dulla Kuronov, it is possible to create cognitive tasks as follows:

How many monosyllabic words are included in this text?

How many sentences does the text of the ant's courage consist of?

How many words in the text start with a vowel?

How many animal names are involved in the text?

Find and write a row of words with consonants.

We can strengthen the knowledge of students through these types of cognitive tasks. In the

cognitive activity, students set tasks in front of them in cooperation with the teacher and solve the problems independently. Children's independence is at its highest level in cognitive activities. The subject of students' cognitive activity is (subjective) new knowledge for the student. Learning goals are characterized by the study of educational materials. Realization of the goals of social communication and moral self-activation leads to the realization of the goals of knowledge and conscious implementation. Applying the learned knowledge to a new situation, trying to solve problems, using examples and exercises in new ways, searching for new evidence on the subject, and so on, leads to the realization of knowledge-related goals.

CONCLUSION

The great changes taking place in our society require making theoretical and practical changes in the teaching methodology and organizing lessons in accordance with the requirements of the time. In the educational process, the teacher plays a very important role in motivating students' educational activities. Because he, as the subject, organizes and manages the educational process, he directly manages the educational activities of students.

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