

Development Of Educational-Intellectual Learning Of Primary School Students

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ABSTRACT:

this article presents the justification of various pedagogical conditions for solving the problem of developing educational and intellectual skills aimed at the formation of independent learning skills of primary school students themselves.

Key words:*educational-intellectual training, independent knowledge, intellect, intellectual training, synthesis, comparison, generalization, memory, interest, motivation*

Tasks for the development of educational and intellectual skills of primary school students include: Discovering the psychological characteristics of primary school students. To determine the essence and classification of the concept of educational and intellectual learning of primary school students. The study of the problem of independent learning on the basis of a synergistic approach. Defining the essence and content of the knowledge of independent organization of knowledge as a higher order of educational and intellectual learning. Development of its criteria and indicators in order to characterize the level of development of learning to independently organize the knowledge of primary school students. To determine the possibilities of pedagogical conditions to increase the effectiveness of the development of educational and intellectual learning of primary school students.

Intellect (lot.intellectus - comprehension, perception, comprehension) - a mental function (comparison, formation of reasoning, reasoning, conclusion, etc.) that transforms the mind, thinking ability, wisdom, imagination into knowledge or critically reconsiders and analyzes existing knowledge.) set of s. In a number of psychological concepts, the intellect is set precisely by a system of mental operations, a method and strategy of problem solving, an effective individual approach to a situation that requires activity in cognition, a cognitive method. In modern Western psychology, pragmatic interpretation as the ability to solve a relevant problem is more common, it effectively integrates into socio-cultural life, successfully adapts. Determining the essence of the intellect depends on the description of the activity of the individual spheres (education, production, politics, etc.) with the corresponding social value. In connection with the success of the scientific and technological revolution - the development of cybernetics, information theory, computer technology, the term "artificial intelligence" is becoming more widespread.

Intellectual culture is a level of personal development that characterizes the level of acquisition of spiritual wealth and characterizes education, independence of thought, understanding of the primacy of universal values, the ability to see and evaluate events in

opposition, active pursuit and ability to learn, knowledge, creative approach to any work. Intellectual development is the use of different forms of thinking (empirical, figurative, theoretical, specific - historical, their dialectical units) and the formation of the ability to master them. The ability to independently analyze events and happenings in life, speech development, that is, the ability to master the richness of language vocabulary and use it freely is an integral part of it. The semantic aspect of intellectual development is the general moral knowledge, which includes a certain amount of basic scientific knowledge about the universe, the ability to philosophically, historically evaluate the existence.

Intellectual training is a method by which people learn to develop and use their thinking skills. As a result of practice exercises, enriching their intellectual skills, individuals move towards cognitive activity, which allows them to successfully solve problems and take action in any situation.

Cognitive science is the science of thinking, which studies the structures and processes associated with thinking, including the areas of imagination, memory, and problem solving; the goal of cognitive science is to identify the natural means available to man in the process of thinking, imagining, and understanding.

Cognitive sphere, sphere of cognition - the basic, most of the taxonomy intuition (Lat. *intueri* – attention, attention) - intuition, perception, perception of direct truth without logical basis on the basis of previous experience. "Direct" intuitive knowledge (knowledge that emerges without being perceived as a way to achieve) is usually based on a person's practical and spiritual activity, which allows us to talk about professional intuition as a necessary organizer of professional creativity in a set of components of professional activity. (142)

The age characteristics of the primary school student are studied on the basis of the analysis of pedagogical-psychological literature, the features of the development of the intellectual sphere of the primary school student are determined.

At present, the development of the intellectual sphere of the school student is an urgent problem of teaching theory and practice. The state primary education standard states that by the end of school, primary school students should be able to analyze words, phrases, problems, compare, generalize, classify, and so on the text, events, and things.

However, it should be noted that the study of the intellectual reading of primary school students has been conducted in isolation from mental processes such as motivation, volitional cognition, and so on.

From the point of view of the integrity of the child's mental and personality characteristics, it is necessary and important to address the problem of formation of intellectual skills on the basis of studying the general characteristics of the primary school student.

At present, there are well-known and well-developed studies on the study of the laws of the processes of teaching, educating and developing primary school students, including K. Kasimova, R.A. Mavlonova, E. Yangibaeva, N.U. Bikbaeva, M. Akhmedov, M.Jumaev, R.Ibragimov, M.Zaynitdinova, Q.Abdullaeva, X.G'ulomova, M.G'ulomov, A.Bekmurodov, A.G.Grigoryants, Sh.Mirzaxmedova, Z.G.Tadjieva, R.I. We can cite the works of Sidelnikova, M. Khaydarov, H. Sanakulov, I. Makukhina, F. Kasimov and others.

The analysis of pedagogical and psychological literature allowed to distinguish a number of features of primary school students, including:

- the formation of learning motives, its sensitivity to the needs and interests of sustainable learning;
- Development of productive methods and skills of educational work, "reading skills"; reveal individual characteristics and abilities; self-control, self-organization, and self-education; adequate self-assessment; mastery of social norms; moral development, its sensitivity to the development of communication skills with their peers.

Since the characteristics of the primary school student are well known in modern science, we consider it expedient to focus on the characteristics of them within the scope of the research topic.

Along with the leading types of activities (play, work, communication) in the primary school, educational activities are also considered H. Sanakulov, I. Makukhina and others. Particular attention is paid to this age, that is, at the same time the main components of educational activities: learning efforts, control, self-education.

R. Sunnatova and other researchers envision learning as a combination of several components: the learning problem, the learning endeavor, self-monitoring, and self-assessment. In other words, in the process of learning activities, primary school students not only acquire knowledge, but also learn to set goals for themselves (learning problems), find ways to acquire and apply knowledge, monitor and evaluate their own efforts.

Researchers point out that primary full learning begins when one learns oneself, when one acquires learning activities. It identifies very important changes in the development of the psyche of primary school students, in the intellectual potential of students. "As part of the educational process, new psychological structures will be established, which will be the basis for describing the most important achievements in the development of primary school students and ensuring their development at the next age.

Under the influence of teaching in primary school students there is a reconstruction of all cognitive processes (B. Adizov and others). This is a period of rapid development and qualitative change of these young cognitive processes, which are of an indirect nature and are understood and voluntary. Students gradually begin to master their own mental processes, learning to control attention, memory, thinking.

A number of studies by psychologists (P.Ya. Galperin, A.N. Leontev, Z. Nishanova, etc.) are devoted to the study of the development of attention in primary school students. Attention is defined by many of them as the conscious or unconscious selection of one type of information coming from the sensory organs and the neglect of another type of information.

When the learning process is organized correctly, the following qualities of attention are improved: stability, repetition, distribution. In studying the characteristics of this psychological process, we noted that the voluntariness of attention develops along with the features listed above, and goes from the performance of adult goals to the student's own goals and monitors their implementation, ie a high level of voluntary attention ability to follow.

R. Ibragimov's research [64] found that analysis, comparison of objects, separation of important features, head, main object in the material read, classification of objects into groups, identification of cause-and-effect relationships and other types of thinking activities focus on in-depth collection of relevant objects and events. can not be done without. As P.Ya. Galperin points out, attention is control in the form of mental, abbreviated, automated effort that is formed during the reading process. According to his theory, the formation of attention consists of self-control in the process of the gradual formation of mental endeavors. This scientist proposes the following algorithm for attention training:

1. Determining the specific content of control.
2. Give students a system of control commands.
3. Find the initial effort of control.
4. Selection of a system of tasks that will ensure the improvement of efforts on all identified indicators.
5. Ensuring the transition of the effort to the mental realm, its gradual shortening and automation.

Research under his leadership proves that the formation of attention as a self-control in the process of learning activities also includes the teacher's ability to properly organize student activities.

In the works of AI Leontev a special place is given to the formation of attention: "To pay attention to the student, to educate his attention - is, first of all, to organize in the student the required activities, to educate the student of certain types and forms." In modern science, the attention of primary school students has been proven to be involuntary, unstable, and limited in size. We partially agree with this statement of the issue, because the attention of second, third, and fourth graders is very different when it comes to goal-oriented work.

The formation of voluntary attention plays a special role in the development of students, and it requires constant practice, willpower, motivation and an integral interaction with other cognitive processes. Accordingly, taking into account these characteristics, specially organized conditions provide the basis for the successful formation of attention at different stages of the primary class.

R.Sunnatova uses a variety of methods in the development of attention at different stages of education: comparing the properties and quality of things and events, the use of tasks for the development of various types of thinking, including creative tasks, games, games to identify new hidden properties of things, etc. gives a special place.

The study of the memories of primary school students is aimed at developing their logical, rational memory of the material, the research of AA Smirnov and others. These authors found that it is still possible to effectively develop voluntary and conscious memory at a young school age. In this case, the basis of logical memory is the process of thinking that comes as a means of remembering. Thoughtful methods of memorization can include the separation of spiritual bases, planning, spiritual comparison, and so on.

Research by K.P. Maltseva shows that elementary school students are less likely to resort to rational memory methods for memorization. Therefore, according to this author, the main condition for the development of voluntary memory of an elementary school student is to encourage him to use methods of rational recall by the teacher.

It has been proven by this researcher that the level of self-control in memory varies in small school age students. We agree with this view because we also found in our own research that second- and third-graders check themselves externally, quantitatively, when memorizing, while third- and fourth-graders, by contrast, check themselves by the correctness of repetition.

The general theory of general psychological activity aimed at the study of memory is widely popularized, it was found that efforts are better remembered than thoughts, and among the efforts related to overcoming obstacles, including the obstacles themselves, are better remembered.

According to the scientist, text memorization goes through a number of stages: simple multiple reading for the first stage, a certain diversity in reading for the second stage, and for the third stage, the reader puts the problem independently and consciously uses reading to solve it.

We believe that the different methods and techniques of teaching that are being studied, including the basic method of logical recall, are of particular importance. These include these special methods of memorization: reading control questions, studying material in order to search for answers to questions asked, and so on. It is important to note that the teacher plays an important role in this, it forms an activity that helps students to memorize the material over a period of time and helps them to remember.

It should be noted that the memory of children of this age is mainly visual-figurative, so the bright and interesting material is better remembered.

VVDavydov, DNBogoyavlensky, P.Ya.Galperin, Z.I.Kalmikova, N.A.Menchinskaya and others were engaged in checking the development of thinking in the process of learning activities in primary school students. These scientists have proven that elementary school students have serious opportunities for abstract thinking.

Representatives of various scientific schools were interested in the issue of intellectual development of the child, and the common problem was to identify and reveal the connection between the development of the child's psyche and its teaching and upbringing.

A striking representative of one such school is J. Piaget. This scientist developed the theory that mental development is not dependent on teaching. According to this theory, intellectual development is presented as a process that is subject to the laws of nature - a type of maturation, while learning consists only in the external use of opportunities that arise in the process of development.

J. Piaget made a significant contribution to the development of the problem of the development of the child's intellect, but we believe that a serious shortcoming of his theory is that it does not recognize developmental learning.

They developed a theory that recognized the interdependence of development and teaching. We also consider some of the rules of this theory to be controversial; because according to this development is determined by some internal factors as well as upbringing and education, the nature of which depends on the real level of human development.

L.S. According to the theory pursued by Vygotsky's scientific school, a child's mental development is indirectly expressed by his teaching and upbringing. An important principle of this theory, which we will base our future research on, is that properly organized learning follows the mental development of the child and has created such developmental processes in the child's life that they could no longer be outside of learning. "The presence of the nearest developmental zone" implies the formation in the child of mental characteristics that are not present in him.

In modern psychology, the intellectual development of students is presented in the most general terms in the following concepts: the gradual formation of mental effort (P.Ya. Galperin, N.F. Talyzina, etc.), the meaningful generalization of knowledge (V.V.Davydov, D. B.Elkonin et al.), Evolving teaching (L.V.Zankov, V.V.Davydov et al.) As a methodological basis, L.S.Vigotsky and S.L. Rubinstein's ideas about the leading role of education in child development serve.

According to psychological research, in the development of thinking in second-graders, visual-motor and visual-figurative thinking predominate, while in third- and fourth-graders, verbal-logical and figurative thinking predominate. In this case, lower grade students face the task of developing the child's intellect to the level of understanding the cause-and-effect relationships.

S.L.Rubinstein shows that the development of thinking depends on the extent to which the development of the child is based on internal conditions. Therefore, it is necessary to consider creating internal conditions to provide the child with new effort schemes, as well as to enable students to find new ways of effort, in order to use them effectively in the later stages.

Developing this idea, G.D. Kirillova notes that such an understanding of the essence of thinking is reflected in the organization of teaching. This, in turn, will be an even more effective way to guide students in independent thinking. The author writes: "This is actually a way of developing mental activity."

Concepts and their features are of special importance in the development of thinking. "Concept is one of the logical forms of thinking, the highest form of generalization inherent in verbal-logical thinking."

Many psychologists have studied the formation of concepts in children. Studies have shown the optimal ways of forming this process in children (K.A. Menchinskaya, M.I. Moro, R.Sunnatova, T.AdizvaZ.Nishanova).

Distinguish the concepts of objects and concepts of relationships, as well as the stages of mastering each of these concepts (R. Ibragimov).

Many works are devoted to the study of basic thinking operations (analysis and synthesis,

generalization and comparison, concretization and abstraction) of primary school students. According to psychologists, practical-action and emotional analysis are predominant in primary school students. "Analysis is the process of breaking a whole down. "There are three stages in the development of analysis: partial, complex, and systematic. Partial analysis (analysis of individual parts and properties of subjects) and complex analysis (complete but not necessary interrelationship analysis) are typical for the primary education stage.

Acquisition of analysis begins with the child's ability to distinguish between different properties and characteristics (including important and insignificant, common and different) in objects and events. N.F. Talyzina found that in order to effectively develop this indicated learning, it is necessary to show children the methods of comparing the subject given with other, objects with different properties.

We concluded that full mastery of the learning material would not be possible without mastering the logical analysis techniques that students will need from the first grade. Therefore, purposeful work should be carried out to teach the same young schoolchildren the basic methods of thinking.

Synthesis is a necessary stage of cognition, which is included in the act of interaction of the organism with the environment, the process of combining the whole from these parts or integrating the various elements, aspects of the object. There is an organic correlation between analysis and synthesis. In elementary school students, synthesis develops more slowly than analysis and is a more difficult thinking operation.

By the end of primary education, students' knowledge becomes sufficiently systematic that their understanding is formed on the basis of generalizations of important properties and phenomena of existence phenomena. Many psychologists note that children, relying on these concepts, rise to the level of abstract mental analysis and synthesis in their thinking under the guidance of a teacher.

Comparison is also one of the logical operations of thinking, which is a mental effort aimed at identifying similarities and differences between two (or more) comparable objects.

For elementary school students, there is also a line of comparison, in which children either identify only the difference without seeing the similarity, or without identifying the difference, only the similarity and commonality. To solve this problem, it is necessary to make a comparison in order to find homogeneous and different traits, which are clearly focused on the fragmentary analysis of the objects being compared.

Generalization is a product of thinking activity, a form of reflection of the general features and qualities of the phenomena of existence.

Some scholars have shown that elementary school students replace the generalization operation with a synthesis, combining subjects not by common signs but by cause-and-effect relationships (L.S. Vygotsky [42] et al.).

There are three levels of development of generalizations in school students. Practical-action generalization is specific to preschoolers and first-graders and consists of generalizations of the relationships of both important and insignificant properties of objects and events.

Figurative-conceptual generalization is the generalization of important and unimportant characters in the form of visual images.

The generalization of concepts specific to primary school students is the generalization of important similarities of objects and events, their important connections and relationships (MN Shardakov). It has been proven by the author that generalization is in constant interaction with concretization.

Concretization is one of the methods of cognition that introduces the studied phenomenon into real connections and relationships through abstract understanding.

For primary school students, there are three stages of this interaction. In the first stage, the connection is partially manifested. Then the installation of the unit takes place within the

framework of the training material. In the third stage of generalization, generalization and concretization are in complete unity, in which students fully understand the content of the material being studied and are free to use new evidence.

One of the basic operations of contemplation is called abstraction, in which the subject distinguishes some features of the object under study and omits the remaining features.

Scholars distinguish a number of features of the abstracts of primary school students. As important characters, students perceive bright, external characters. The second feature is that it is easier for students to abstract their properties, properties than to abstract the existing connections and relationships between objects and events.

There is also a distinction between the isolation abstraction (complete separation of one element from another) and the fragmentary abstraction (the conscious separation of the important and the unimportant) used by primary school students.

Thus, in the process of elementary school, the child gradually learns to describe the problem, ask questions, construct evidence, think, and draw conclusions.

The student acquires concepts and certain mental efforts, which effectively affect the development of his intellectual sphere. All this should be taken into account by the teacher in his work, because the development of thinking, the development of mental operations depends on the conditions in which the process of teaching primary school students takes place.

The problem of developing the motivation of schoolchildren is discussed in the works of many psychologists (LI Bojovich, MV Matyukhin, AK Markova, AB Orlova, LM Friedman, etc.) "Special formation, development of motivation and motivate and, most importantly, teach students to motivate themselves independently. "

Motivation in reading is to motivate students to active learning activities.

AI Bojovich divides reading motives into two categories. He connects some of them with the content of the learning activity and the activity of its implementation. These include children's interest in learning, intellectual activity, and the need to acquire new knowledge, skills, and abilities.

Another category of motives is related to the child's broader interactions with the environment. It should be noted that the author did not draw a clear line between these motives. The scientist points out that both categories of motives are necessary for the successful implementation of not only learning activities but also any other activities.

It is well known that the presence of a hierarchy is characteristic of school-age children: in this case, some leading motives predominate, and they change from age to age (L.M. Friedman [131]). At the same time, modern youth psychology emphasizes the possibility of creating a new type of attitude to learning, for example, the formation of interest in learning methods at an early school age (V.V.Davydov [---]).

In the research of M.V. Matyukhina [133] two large groups of motives are distinguished: motives connected with the educational activity itself, its direct product, and motives connected with things lying outside the educational activity itself.

This author notes that assessment is the main motivating motive of learning activities for primary school students. At the same time, learning motivation is not the main motivating factor for them to study.

In grade 4, there is an interest in the content of reading, but at the same time there is a decrease in motivation associated with cognitive activity. We believe that purposeful, well-organized work helps to focus on the formation of full motivation of children of this age, and it is the main condition for the development of the most effective learning motives, which underlie the educational activity.

The main condition for cultivating the will of the primary school student in the process of organizing the student's activity in such a way that he learns to make voluntary actions (T.

Adizova [-], etc.).

The development of the will of lower grade students is carried out under the influence of educational activities. Qualities such as purposefulness, perseverance, independence are formed in school students in the community of peers in educational activities.

Independent performance of the components of the learning activity testifies to a certain degree of its formation. Accordingly, in this case it can be assumed that the educational activity was leading.

Today, problem-based learning has proven to be an important method for developing the independence of school students' thinking. This technology is based on a radical change in the role of the teacher, and it turns from a basic source of information into a creator of problematic learning situations, and the teacher gradually solves them and forms creative thinking in himself. The main organizer of this technology is the independent search of educational information by students, which is necessary for the effective solution of the problem of learning.

The improvement of the voluntary regulation of the child's behavior is inextricably linked with the enrichment of the moral sphere, the general intellectual development, the emergence of motivational and personal reflection.

Thus, it can be concluded that the decision-making of the intellectual sphere of the primary school student is inextricably linked with its basic mental processes, motivational and volitional characteristics.

Studies have shown that there is a significant change in the characteristics shown at this age from the beginning to the end of teaching at the primary school level, and especially by the end of the first grade, the jump in child development should be bright. This is due to a number of reasons: mastery of learning activities, schooling occurs with general psychological reserves in the development of children aged 7-8 years. In this regard, the question of choosing a classification of training based on the specified processes and characteristics and contributing to the successful mastering of educational activities arises sharply.

This is where the main contradictions arise. On the one hand, the modern educational standard emphasizes activity and independence in primary school learning activities and sets new requirements. On the other hand, there is no possibility of mass realization of the great Psychological potential of students in the primary school, because in it the teaching is carried out on a traditional basis.

Our analysis shows that teaching an elementary school student is focused solely on memorizing information, which often does not provide either a level of understanding of different situations or techniques for creating unconventional effort strategies. This direction of work forms learning skills that can only be used in a narrow effort, limits the ability to see and understand new situations, makes it difficult to develop and assimilate information independently, to master ways of thinking.

This leads to lower grade students having difficulty finding the right solutions to certain problems, not being able to plan their activities, not being able to evaluate their work, not being able to reason, not being able to prove, not being able to work with textbooks.

In this regard, it is necessary to develop skills that will help primary school students to fully master the standard of education and to succeed in secondary and higher education.

We believe that in order to solve this problem, it is necessary to develop concrete educational and intellectual skills in primary school students that are consistent with the structure of educational activities, the process of acquiring knowledge and integrate thinking operations for the successful implementation of state standards.

Thus, the primary school consists of a period of great potential for the development of the main types of children's activities, the improvement of the student's sphere of knowledge, the

improvement of the intellectual potential of his personality and emotional-volitional characteristics. These features are inextricably linked, they complement each other and are partly the basis of one another. Therefore, insufficient attention to any of them can affect the overall intellectual development of an elementary school student.

The development of educational and intellectual skills based on these processes and manifestations should help the child to make an effective decision on the intellectual sphere of the individual and to succeed in secondary and higher education.

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