

**USING THE DESIGN METHOD IN THE DEVELOPMENT OF LEARNING
ACTIVITY OF PRIMARY SCHOOLCHILDREN**DOI: <https://doi.org/10.53885/edinres.2022.57.81.033>**Iminova Mukhayyo Aslanbekovna,***Senior Lecturer, Andijan Regional Center for Retraining and Advanced Training of Public
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Abstract. This article discusses the problem of improving the pedagogical conditions for the development of educational activities of primary school students through project methods, the development of its technology, and also analyzes the relevant scientific literature.

Key words: Primary class, design, educational activities, primary education, creativity.

**ИСПОЛЬЗОВАНИЕ МЕТОДА ПРОЕКТИРОВАНИЯ В РАЗВИТИИ УЧЕБНОЙ
ДЕЯТЕЛЬНОСТИ МЛАДШИХ ШКОЛЬНИКОВ****Иминова Мухайё Асланбековна,***старший преподаватель Андижанского областного центра переподготовки и
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Аннотация. В данной статье рассматривается проблема совершенствования педагогических условий развития учебной деятельности учащихся начальных классов посредством методов проектов, разработки ее технологии, а также анализируется соответствующая научная литература.

Ключевые слова: начальный класс, проектирование, учебная деятельность, начальное образование, творчество.

**БОШЛАНГИЧ СИНФ ЎҚУВЧИЛАРИНИНГ ЎҚУВ-БИЛИШ ФАОЛИЯТИНИ
РИВОЖЛАНТИРИШДА ЛОЙИХА МЕТОДИДАН ФОЙДАЛАНИШ****Иминова Мухайё Асланбековна,***Андижон вилояти халқ таълими ходимларини қайта тайёрлаш ва уларнинг
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Аннотация. Мазкур мақолада бошлангич синф ўқувчиларининг ўқув-билиш фаолиятини лойиҳа методлари воситасида ривожлантиришининг педагогик шарт-шароитларини такомиллаштириш, унинг технологиясини ишлаб чиқиш муаммоси ҳақида фикр юритилган бўлиб, мавзуга оид илмий адабиётлар таҳлил қилинган

Калит сўзлар: бошлангич синф, лойиҳалаш, ўқув-билиш фаолияти, бошлангич таълим, ижодкорлик.

Introduction. The achievements of world civilization and the widespread use of information resources, the opportunities for developing international cooperation and dialogue to improve the quality of education are at the forefront of research in the field of education around the world. At the same time, it attracts the attention of scientists and researchers as an urgent problem of using in the educational process models of educating students as knowledgeable, highly educated, spiritually cultured, open-minded people through the use of project concepts, including educational concepts and innovative development technologies, aimed at making «discoveries» in education, and this is becoming one of the key factors in improving the quality of education.

In our country, reforms in the field of education have laid the foundation for teaching the younger generation using modern pedagogical and information and communication technologies, introducing advanced methods into the educational process, also, modern education is aimed

at improving the efficiency of the educational process, students have the opportunity to independently search and study and analyze the acquired knowledge [11]. At the same time, it is necessary to widely introduce a systematic approach to the educational process through the improvement of technologies for using project methods in primary education. Primary school teachers are required to develop a technology for preliminary planning of the technological chain, from the goals of the educational process to the establishment of a system for diagnosing and monitoring the process. Since project methods are based on the use of new tools and information methods, their application will ensure that modern students implement the organization of the content of education in accordance with international standards.

Materials and Methods. This article used the methods of conducting a comparative study and analysis of philosophical, sociological, pedagogical and psychological literature on the problem; The study of GES, curricula and programs, textbooks and teaching aids; socio-pedagogical (observation, interview, questioning, survey, test) and pedagogical experiment; monitoring; mathematical and statistical processing of results.

Results and Discussion. Based on the trends in the development of world education in the 21st century, the leading tasks are the coordination of the innovative organization of the subjects of the educational process, the training of highly potential personnel, and the improvement of pedagogical technologies based on competence-based approaches. Today in the world there are models of education: Europe, South Asia, USA. Based on these educational models, the world's leading educational institutions work.

The educational activity of younger schoolchildren proceeds almost like educational and cognitive needs, therefore, many authors define the concept of educational activity and educational activity of schoolchildren at the first stage of the study. Therefore, we also began to study the learning activities of younger students from the earliest stages of our study.

Activity is a process of consciously active interaction of the subject (surrounding reality), in which the subject purposefully influences the object, satisfies any of its needs, achieves the goal [2, p.17].

In connection with the extreme complexity and continuous variability of external conditions, at the early stages of phylogenesis, mental forms of control over the practical interaction of a living being with the environment arise. Of particular importance is the development of purposeful research activities [12].

Learning activity is a specially organized activity of students, a process subordinated to conscious goals aimed at acquiring theoretical knowledge. Generalized modes of action, forms of human experience play an important role in learning activities.

Learning activity should not be identified with broader concepts such as teaching, learning, mastering these forms of behavior that can be implemented in other activities.

The main difference between educational activity and educational activity is that if the student acquires not only knowledge, but also the ways of acquiring it, if these methods are not given to him in finished form, then it is carried out as a learning activity, i.e. the student can apply knowledge in life and independently acquire the skills of independent work [13].

The main condition that plays a decisive role in the emergence and development of the physical and spiritual qualities of a person is labor. Any other type of activity (playing, reading) is also associated with genetic difficulties. In the process of socio-historical development on the basis of labor, mental labor appears as a special, socially necessary theoretical activity.

In the scientific literature, based on the analysis of existing scientific developments, it is concluded that the "educational and cognitive" activity of a schoolchild is a perfect cycle of actions aimed at understanding it on the basis of knowledge, which is focused on acquiring new knowledge and being active. education. Educational activity serves to determine the criteria and indicators of students' productive independence in project activities.

V.V.Davydov believes that teaching is one of the leading types of reproductive activity in

younger schoolchildren, since it determines the emergence of basic psychological neoplasms at a certain age, the general mental development of younger schoolchildren, the formation of personality and refers to theoretical knowledge, which includes the unity of theoretical concepts.

A full-fledged educational activity of younger students includes: understanding and acceptance by students of a learning task; perform active learning activities (changes, comparisons, modeling); behavioral and self-assessment actions are manifested in them. At primary school age, educational activities are carried out under the direct or indirect guidance of a teacher.

The educational activity of younger schoolchildren in its structure repeats the structure of any human activity, and also includes three main components: motivational-orienting; active; monitoring and evaluation. However, the analysis of the literature allows us to highlight the specific features of educational activities:

- 1) in the implementation of educational activities, a person has no other goals than the acquisition of social experience (N. S. Talizina) [10];
- 2) focus on mastering the methods of work in the process of its construction (V.A. Slastenin) [9];
- 3) the needs and motives inherent in educational activity: mastering the theoretical attitude to reality and the appropriate methods of managing it (V.V. Davydov) [2];
- 4) preliminary planning of educational activities;
- 5) the social nature of educational activities;
- 6) changing the nature of educational activities;
- 7) learning activity is an expression of human activity;
- 8) the student acts not only as a subject, but also as an object of educational activity;
- 9) learning activity takes place if the change in the subject is not only the result of the lesson, but also meets its goals (E.I. Mashbits) [5];
- 10) the emotional nature of educational activity (M.N. Skatkin) [8].

The educational activity of young schoolchildren is gradually becoming a leader. In the process of leadership activity, the junior schoolchild gradually learns the structure of his extended educational activity: the adoption of a goal - the choice of means to achieve it - actions to implement - monitoring and evaluation of results [1]. The content of education includes theoretical knowledge and the skills and abilities based on them, and it is necessary to create appropriate conditions for the formation of full-fledged educational activities among younger students. according to the needs and desires of the children.

A number of authors argue that in the process of learning activities, primary school students should master the following key components: knowledge systems and activities based on them; systems of generalized and individual methods of educational work; goals and motives in the process of mastering knowledge and techniques; a system of generalized methods for managing one's own learning activities.

N.G. Dilova examines the issues of improving the mechanisms of interaction between primary school teachers, the achievements of world civilization and the widespread use of information resources, expanding the possibilities of interactive learning. According to the scientist, "... pedagogical cooperation reflects the gradual development of the subjects of the educational process, creatively combining the activities of a teacher and a student. This direction, which requires considering the specifics of the activities of educational subjects, is based on the content of regular and irregular situations in the educational process, the laws of imbalance and balance, the ratio of order and disorder, consistency and inconsistency" [4]. After all, in the process of primary education, it is necessary through cooperation to direct the cognitive abilities of the child to good, to choose the right content, methods and techniques of pedagogical opportunities necessary for him to grow up as a personality loyal to personality development.

Motherland. Therefore, it is necessary to use the method of projects in the process of primary education, to predict the expected results of the formation of creative feelings among students, to predict the completeness of the use of epistemological and axiological knowledge, and to improve prognostic mechanisms.

The use of project methods in primary education should take into account the fact that the study of the level of human thinking according to the scientific and practical criteria of its time has a long history of science. The importance of knowledge in society leads to the emergence of intellectual dimensions. Development, social consciousness, intellect, the perception of being, the desire to reach the pinnacle of knowledge served as the driving force, mechanism and necessity of critical thinking and will continue to perform a multifunctional function.

In general, despite the fact that the use of project methods in various subjects (Russian language, labor, geography) has been widely studied, the use of project methods in the development of primary school students' learning through electronic educational resources, approaches to their systematization are not uniquely interpreted. These issues should receive broad understanding and theoretical substantiation in the field of pedagogy. At the same time, there is no scientific justification for the extent to which the student's personality changes intellectually and qualitatively when using project methods. In addition, the design of learning objectives has already been recognized by many researchers. In particular, in the monograph by R.G.Safarova and F.Yusupova "Strategy for the formation of cooperation skills among students on the basis of friendly relations" the development of a new conceptual framework for cooperation is based on the issues of popularizing knowledge of a certain complexity [7].

In the monograph by R.K.Djuraev «Design in the lessons of technology» also explores the issues of designing the activities of students in the educational process, teaching them creativity [3]. It is obvious that the issues of systematic study of the method of projects in the process of primary education, organization of the educational process on their basis have not yet received a full scientific justification. In this regard, it is necessary to know what the purpose of the project is when studying the pedagogical conditions for the application of the project method in primary education.

Conclusion. The project method, which is currently widely used in the classroom and in extracurricular activities at all levels of school education, contributes to the development of subject, general educational, communication skills, as well as the formation of students' readiness for cooperation, independent constructive work and purposeful mental activity. However, in the primary grades, this method of work of students is based only on creating conditions for mastery in the form of organizing effective practical activities for students under the guidance of a teacher. Not enough attention is paid to its content and quality.

Experience has shown that students who have completed general secondary education have a certain level of logically completed knowledge and skills in primary education, which creates the basis for the development of learning activities.

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