

CONTENT AND ESSENCE OF PRIMARY EDUCATION LESSONS**Hayitov A.I.**

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Annotation: This article presents ideas on how teachers can use pedagogical technology in primary school education, interactive methods and educational games in primary school, and modern information and communication technologies to help students think independently, expand their creative search and logical thinking, and connect what they have learned in the lessons with life, and increase their interest.

Keywords: technical, informational, audiovisual active citizenship, responsibility, obligation, legal awareness and culture, deep worldview, healthy faith, enlightenment, tolerance, spiritual, ideological, and refined education.

Аннотация: В статье представлены идеи о том, как использование учителями педагогических технологий на уроках, интерактивных методов и образовательных игр в начальных классах, а также современных информационно-коммуникационных технологий в преподавании образования в начальных классах может помочь учащимся мыслить самостоятельно, расширить их творческий поиск и логическое мышление, а также помочь им связать то, что они узнали на уроках, с жизнью и повысить их интерес.

Ключевые слова: техническая, информационная, аудиовизуальная активная гражданская позиция, ответственность, обязанность, правосознание и культура, глубокое мировоззрение, здоровая вера, просвещение, толерантность, духовное, идеологическое и утонченное воспитание.

Annotatsiya: Ushbu maqolada boshlang'ich sinflarda tarbiya fanini o'qitishda o'qituvchilarning darslarda pedagogik texnologiya, boshlang'ich sinflarda interfaol metodlar va ta'limiy o'yinlardan, zamonaviy axborot-kommunikatsiya texnologiyalaridan foydalanish o'quvchilarni mustaqil fikrlashga, ijodiy izlanish va mantiqiy fikrlash doiralarini kengaytirish bilan birga ularni darslarda o'rganganlarini hayot bilan bog'lashga, qiziqishlarini oshirishga yordam beradigan fikrlar bayon qilingan.

Kalit so'zlar: texnikaviy, axborotli, audiovizualli faol fuqarolik pozitsiyasi, mas'uliyat, majburiyat, huquqiy ong va madaniyat, teran dunyoqarash, sog'lom e'tiqodlilik, ma'rifatparvarlik, bag'rikenglik, ma'naviy, g'oyaviy, nafosat tarbiyasi.

The subject of education was introduced in secondary educational institutions from the 2020-2021 academic year at the initiative of the President of the Republic of Uzbekistan. This subject, as part of the Concept of Continuous Spiritual Education, was established by Resolution No. 1059 of the Cabinet of Ministers of the Republic of Uzbekistan on December 31, 2019, with the aim of instilling in students the idea of "From National Revival to National Upliftment", preparing them for a successful social life, forming such qualities as an active civic position, responsibility, obligation, legal awareness and culture, a deep worldview, healthy faith, enlightenment, and tolerance. The experience of foreign countries such as Japan, Singapore, England, the UAE, China, Korea, Russia, and Germany was used in creating the concept of the subject and textbook. Since the educational process is an extremely complex process, the effectiveness of education depends on the activity of the teacher and the student, the availability of educational tools, the organizational, scientific, methodological perfection of the educational process.

It is a system of improving the educational process based on advanced tools, methods, technical means, and techniques. This system is created by the teacher and serves to interconnect the stages of education. It includes the preliminary determination of its content, tasks, and purpose, the preparation of forms and means of education, and the planning of lessons aimed at the development of the spiritual qualities that are intended to be formed in the student. Today, with the development of science and technology, human activity has expanded enormously, and new technologies are entering. Qualitative changes indicate that now there are new technical, informational, audiovisual tools that require new methodologies and are becoming an integral part of the educational process, introducing certain features into it, which have made modern pedagogical technologies a concrete reality.

It increases the productivity of the educational process, forms the process of independent thinking of students, increases the enthusiasm and interest in knowledge in students, forms the skills and qualifications for the solid assimilation of knowledge, its free use in practice. The traditional education system, one might say, is characterized as informational education due to its work based on written and oral words, because the teacher's activity is evaluated not only as an organizer of the educational process, but also as a source of authoritative knowledge. The Uzbek

people have methods and means, forms of activities, unique customs and traditions, ideas about education and life experience that they have used for many centuries to prepare the younger generation for life. This heritage has served as the basis for the emergence of many scholars and wise men in the past.

Nowadays, the creative use of this heritage is of great importance. Our ancestors attached great importance to the work of a teacher who teaches knowledge. This was one of the main requirements for pedagogical activity. The great thinker of the Eastern Renaissance, Abu Nasr Al-Farabi, said the following about intelligent, wise and sharp-thinking people: "Intelligent is a person who is virtuous, sharp-minded, devoted to useful work, has a great talent for discovering and inventing necessary things; they keep themselves away from bad things. Such people are called wise." In his opinion, "Education is only through words and teaching. Education is learning through practical work and experience, that is, being devoted to work, activity, profession, which consists of the practical skills of this people, this nation. "If they are dedicated to their work, their profession, if they are interested in their profession, if this interest draws them completely into their profession, then they are truly passionate about their profession."

The educational process includes two interrelated activities - the activities of the teacher and the student. In the process of education, the student's consciousness is formed, feelings and various abilities develop, ideological, moral, volitional, aesthetic qualities are formed, a system of scientific views on nature and society is formed, and physical strength is strengthened. In the process of education, behavioral skills and habits are formed in the student that correspond to the moral requirements that society places on the individual. To achieve this, a systematic and systematic influence is exerted on the student's consciousness (in the educational process), emotions (in the classroom and in various extracurricular activities), and will (in the process of organizing activities and managing behavior). If any of these (consciousness, emotions, will) is neglected in the process of education, it becomes difficult to achieve the goal. The essence and tasks of the educational process aimed at a certain goal are planned and regulated by the educator.

- A) Which quality of the student is planned to be formed or destroyed.
- B) Resources are sought to be used to cultivate or destroy these qualities.
- C) Which and where theoretical and practical resources are planned to be used for the specified purpose.

The essence of education carried out in such a plan is the intellectual and physical activity of society and people in the education system.

In addition, the concept of continuous traditional education sets out the following concepts to be formed and established in primary school students through the science of education.

Aspects that should be taken into account in primary grades:

✓ Broadly integrating knowledge, skills and competencies that serve to form spiritual education indicators and competencies in students through the subject of “Education” into the content of education;

✓ Implementing spiritual education indicators within the framework of academic subjects into practice, enriching them with practical exercises and tasks that allow them to be applied in practice (spiritual and moral competencies);

✓ Strengthening the motivation to strive for success as a priority characteristic of the individual;

✓ Strengthening the child's conscious control over his own behavior and activities;

✓ Responding to his own and others' behavior and actions, teaching diligence;

✓ Emergence of social motivations for cooperation with adults and peers;

✓ Expansion, deepening of knowledge, development of spiritual and moral skills and competencies;

✓ manifestation of interest in the traditions and values of one's own people and other peoples;

✓ formation of age-appropriate personal qualities required in the process of socialization;

✓ strengthening of safe life skills;

✓ expanding ideas about professions, interest in the profession and work;

✓ teaching the skills of conscientious work, showing the importance of work in the life of a person and society;

✓ strengthening the motivation to achieve success;

✓ teaching self-assessment;

✓ encouraging the desire to show oneself in activities;

✓ enriching the experience of spiritual and moral relations with peers;

✓ studying national and universal values.

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