

THE EFFECTIVENESS OF SOCIO HISTORICAL TOPICS IN UNDERSTANDING THE WORLDVIEW OF PRIMARY SCHOOL STUDENTS

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Abstract

This article explores ways to further stimulate and enhance interest in reading and learning activities among modern students, to form creative and information-related intellectual mechanisms, and to improve their thinking based on national culture.

Keywords: Primary education, spiritual and moral, literary and aesthetic education, interest, advanced pedagogical technology, teacher and student activities.

INTRODUCTION

Nowadays, ways are emerging to further stimulate and enhance interest in reading, learning activities, to form intellectual mechanisms related to creativity and information perception, and to improve their thinking based on national culture.

As is known, any educational system has its own goals and objectives. Any activity without a goal will not produce the expected results. The essence of activating cognitive interests is to organize educational activities in which the student acquires the basic skills for acquiring knowledge and, on this basis, learns to acquire knowledge independently. Problem situation and educational problem are the main concepts of problem-based learning, which is considered not as a mechanical combination of teaching and learning activities, but as a dialectical interaction of these two activities. Problem-based learning is the activity of the teacher in creating a system of problem situations, explaining them (fully or partially) and providing guidance (in traditional or non-traditional ways) on the activities of students aimed at mastering new knowledge, as well as providing guidance through independent preparation and solution of educational problems. The basis of problem-based learning is systematic and specially created problem situations by the teacher through the presentation of problem questions and tasks. The main feature of all problems is that, firstly, they contain a contradiction, and secondly, these contradictions are objective, not dependent on the person. The educational problem is a form of implementation of the principle of problematization in teaching.

The educational problem is a subjective phenomenon and exists in the student's mind in an ideal form, like any judgment, until the logical conclusion of thoughts. The task is an objective phenomenon, for the student it exists in a material form from the very beginning and becomes a subjective phenomenon only after the task is perceived. An educational problem is a manifestation of the logical and psychological contradiction of the assimilation process, which determines the direction of intellectual search, arouses interest in studying (explaining) an unknown essence and leads to the mastering of a new concept or a new method of action. The psychological essence of an educational problem is that it constitutes the content of a problematic situation that arises in the process of a student's educational activity. It embodies new knowledge and methods of mastering this knowledge, and also determines the structure of the thinking process.

The main functions of problem-based education: determining the direction of intellectual search, that is, the student's activity related to finding a way to solve the problem; The formation of the student's ability, interest and motives for mastering new knowledge. The systematic use of problem-based educational technology in the process of literary education in grades 1-4 is the basis for the formation of a cultured person with a high level of self-awareness, independent thinking, a sense of tolerance, able to determine his direction in the world of spiritual values, and developed creative abilities. From the point of view of modern didactics, problem-based education is considered to be education with a bottom-up approach, based on searching for a solution to the problem and completing the tasks arising from it, which activates the interests and thinking of students. The use of problem-based learning in the process of studying literature at school is carried out primarily on the basis of its discussion, development of the student's creative abilities, discussion of the behavior and feelings of the heroes of literary works, attention to tasks of a research and literary nature. In the upbringing of such a person, it is appropriate to pay attention to problem-based learning along with traditional forms of education. The lesson, based on the principle of "the teacher gives knowledge, the student acquires it without excessive effort," has failed to meet the modern requirements of social development. As a result of students' misunderstanding of what didactic analysis is and why it is needed, literary analysis of the work often fails.

It makes one wonder how much time, how much vital and aesthetic experience it takes for students to understand the national values in the epics "Ravshan", "Kuntug'mish", "Alpomish", among the examples of folk oral creativity included in school literature textbooks. After all, reading a work does not mean only understanding it. Understanding a literary work, imagining the era reflected in it, understanding a person in the person of the heroes of the work, distinguishing between universal and national values, mastering them, and at the same time educating oneself is a very personal process compared to other academic disciplines, which is carried out in a deep and successful way when using problem-based learning in teaching literature. In problem-based learning, didactic analysis, debate and discussion are used to develop students' creative abilities, as well as to complete tasks of a research and literary nature. These are also characteristics of problem-based learning, which help to actively acquire knowledge in problem-based teaching of literature and ensure the spiritual development of students. The basis of problem-based learning in literature lessons

is also a problem question or a problem assignment. A problem question or a problem assignment is a type of activity that encourages students to think independently and work independently, and directs them to independent research. In this case, creating a problem situation is important. A problem question sometimes requires an alternative form.

As rightly noted, serious reforms in education have begun to bear fruit today, which indicates that the value of a person and his opportunities to express his independent ideas are expanding, which plays a leading role in the formation of their way of thinking. After all, a student who strives for independent thinking from the first grades will continue to form and expand his world of thought over the years. The specific topics included in the primary school "Reading Book" textbooks are determined by the fact that they introduce students to the magical world of fiction and are aimed at correctly forming their worldview on the basis of the ideology of national independence. Accordingly, the leading feature of reading lessons, along with ensuring the literacy of students, is aimed at educating students in the spirit of high moral values based on national ideology. The range of subjects studied in reading lessons in primary school is quite wide, and they are united mainly around such general topics as nature, seasons, folk oral creativity, love of labor, major holidays, national independence and spirituality.

The topics selected for the lessons are intended to provide students with knowledge and education in everyday life, strengthening independence, and human relations. Among them, topics about independence, homeland, spirituality, and nature stand out. The intended goal of them is to understand identity, awaken feelings related to independence, homeland, and nature. Topics of socio-historical content give a certain idea of the past of our homeland, the life of our people, the heroic struggle, the deeds of great figures, and historical dates. These include texts about Beruni, Amir Temur, Alisher Navoi, Babur, Shaybani Khan, and other ancestors. Such works not only introduce students to our past, but also help them to deeply understand their filial duty and responsibility to the Motherland.

Working on a literary text is the basis for expanding the student's thinking and enabling him to draw meaningful conclusions: "Literature embodies nature, man, and life, and in this embodiment awakens and moves people's passions, pleasures, fantasies, and imaginations, and educates the truth of morality, appealing to human reason, conscience, religion, and honor, and in turn, it should embody all its nobility in the image of great works before the eyes of innocent children and adolescents." It is impossible not to mention the very fundamental considerations in the views of the literary critic, skilled translator, Hero of Uzbekistan Ibrahim Gafurov. He emphasizes that life is impossible without literature, and that even from the primary school level, a student has the opportunity to draw certain conclusions, and the formation of independent thinking along with excitement is emphasized. In this way, a sense of love for the Motherland is formed in primary school students. In the process of getting acquainted with and analyzing works that tell about the past of our Motherland, students have the opportunity to compare the past with the present, and they gain, albeit briefly, an understanding of the development of society. In this regard, the works related to national independence, especially "My Uzbekistan" by H. Imonberdiyev, "Independence" by Jumaniyoz Jabbarov (2nd grade), "What is the flag?" by A. Rustamov,

"My Generation" by Anvar Obidjon (3rd grade), "A Day of Eternity" by Safar Barnoyev, and "Hello, Nexia!" by E. Malikov (4th grade), are of great help.

When working on texts about nature, trips to nature are organized, teaching children to be observant, and oral presentations of their conclusions about the natural landscape are also effective. If the analysis of patriotic works is carried out through meetings with prominent people of the homeland or through the screening of films related to the topic, the effectiveness of the lesson will increase even more. In general, all the topics in the "Reading Book" textbooks, in addition to educating students, also pay attention to increasing the vocabulary of their thinking, correctly forming oral and written speech, and cultivating speech culture. Only then will the unique views and worldview of primary school students be formed.

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