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## THE MAIN ISSUES OF THE USE OF INNOVATIVE METHODS IN PRIMARY EDUCATION

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### ABSTRACT

*This article discusses the main issues of using innovative methods in primary education. The author provides methodological recommendations on innovative methods and techniques that can be used in primary education. The general development of the child is carried out in the process of his search activity in interaction with the teacher, the class, his environment. Therefore, it is necessary to pay special attention to the organization of educational activities and the socialization of children. Psychologists have proven that when conducting classes using new information technologies, the right hemisphere of the brain is activated, which is responsible for associative thinking, the birth of new ideas, intuition, the psycho-emotional state of the student improves, and his positive emotions are activated.*

**KEYWORDS:** *Primary Education, Innovative Methods, Methodology, Methodology, Practice, Experience*

### INTRODUCTION

Obedience, repetition, imitation are replaced by new requirements: the ability to see problems, calmly accept them, and solve independently. This applies to all spheres of life: household, social and professional. Innovative education presupposes learning in the process of creating new knowledge - through the integration of fundamental science, directly the educational process and production. It brings with it new foundations of developmental education, as the main modernizing factor in education. With regard to the pedagogical process, innovation means the introduction of something new into the goals, content, methods and forms of teaching and upbringing, the organization of joint activities of the teacher and the student.

The high-tech world is rapidly gaining momentum day by day. In our children - children of the 21st century, we are obliged to cultivate the habit of changes, teach them to react quickly to changing conditions, obtain the necessary information, and analyze it in many ways. It is characteristic that the craving for novelty, research activity, according to neuropsychologists, is characteristic of the younger schoolchild. In children of primary school age, the leading one is the right hemisphere, which is responsible for integral emotional-figurative perception and thinking. A person of the right hemisphere type is a researcher.

The goal of my training is to achieve the optimal overall development of each child. General development is understood as the development of the mind, will, emotional and moral ideas - everything that underlies the educational activity and the successful socialization of the student. The general development of the child is carried out in the process of his search activity in interaction with the teacher, the class, his environment. Therefore, it is necessary to pay special attention to the organization of educational activities and the socialization of children. In the pedagogical literature, a large number of classifications and groups of innovations are given. I am closer to innovations aimed at developing new forms, technologies and methods of the educational process; innovations aimed at working out the new content of education and new ways of structuring it.

The development of a student in primary school depends on many factors, including how clear and easy-to-understand the educational material is. Therefore, at the present stage of the organization of the educational process, the teacher cannot do without information and communication technologies in the lesson. Thanks to the Power Point program, any illustrative material can be turned into a good methodological aid for the teacher. Psychologists have proven that when conducting classes using new information technologies, the right hemisphere of the brain is activated, which is responsible for associative thinking, the birth of new ideas, intuition, the psycho-emotional state of the student improves, and his positive emotions are activated. The effectiveness of teaching also increases due to the activation of independent work of students, the development of their cognitive and creative abilities, a figurative presentation of the material

The use of computer technology makes the lesson attractive and truly modern, individualization of training takes place, control and summing up are objectively and timely.

An elementary school teacher is obliged to teach children to learn, to preserve and develop the cognitive need of students, to provide the cognitive means necessary for mastering the basics of science. Therefore, one of the main goals is to develop cognitive processes.

Cognitive activity develops cognitive processes, logical thinking, attention, memory, speech, imagination, maintains interest in learning. All these processes are interconnected.

The ability to competently organize work in the lesson, create conditions of ease and interest for all students allows the teacher to use additional opportunities (for example, the use of computer technology) to develop the abilities of each child. Such an organization of classes helps in a shorter time to remember and consolidate those techniques that are known to children from preschool age, to more fully ensure the mastery of the newly shown teacher.

The developmental importance of computer technologies for the development of the abilities of a primary school student is very great. The use of computers in the classroom creates an emotional mood, which, in turn, has a positive effect on the development of children. This arouses great

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interest in children in the studied term or concept, increases attention and at the same time is a repetition of the previously known names of materials and tools, terms.

Today, given the fact that it is impossible to “invest” in a child all the knowledge acquired during human evolution, it is difficult to manage the process of mastering this knowledge, the child should be taught to independently advance along the path of his own development and improvement in educational and social activities. And this is facilitated by the introduction of project technology into the educational process. The project method is one of the ways to implement children's knowledge in a visual way.

Today, work on projects is included in the content of various academic disciplines in the programs. The topics of the projects and instructions for their implementation are included directly in the textbooks; meanwhile, work on the project is carried out mainly after school hours. With proper management of the student's activities, projects can constitute a full-fledged interdisciplinary project.

The creation of presentation lessons enables me to use methods of active, activity-based learning. Conducting such lessons requires special preparatory work from the teacher. Lessons become more interesting, more emotional, they allow students to use vision, hearing, imagination in the process of perception, which allows them to immerse themselves deeper into the material being studied. A multimedia presentation makes it possible to present information in the most visual and easily perceived form.

I would like to list the possible options for using ICT in the classroom:

- Presentations;
- Viewing a video film or video clip;
- Use of selected electronic materials;
- Acquaintance with historical sources;
- Working with Internet resources.

An example of the use of ICT in history lessons is working on educational projects. Students independently search for material, analyze it, and comprehend it. This contributes to both the growth of the student's general information culture and the deepening of knowledge of history. Thanks to the use of ICT, there is immersion in the problem on the one hand and a serious saving of study time on the other. Information technologies make it possible to fully reveal and realize the potential of other innovative technologies and methods: to instill research skills through the organization of research activities using a variety of methods. As well as forms of independent cognitive and practical activities; develop the ability to extract information from a variety of sources, process it using computer technology; to form the ability to concisely and clearly formulate their point of view; to contribute to the humanitarian development of students on the basis of familiarizing with information of a cultural, humanistic plan.

Information technologies are successfully applied outside school hours. Within the framework of the subject week, historical tournaments, KVN's are held, and here one cannot do without computer technology. As an argument, something that is clear, vivid, and accessible looks more convincing.

As a result of the use of information technology in history lessons, students observe:

- increased interest in the study of history and academic performance;
- More complete assimilation of theoretical material;
- mastering by students the ability to extract information from a variety of sources, to process it using computer technology;
- The ability to concisely and clearly formulate your point of view.

Over the course of several years of pedagogical activity, through the analysis of the results of my work and the work of my colleagues, I came to the conclusion that the traditional pedagogical technologies used in the classroom and in extracurricular activities, when reproductive teaching methods remain predominant, do not give the results that we aim at the theory of modernization of Russian education. A modern lesson should differ from the traditional one in that the teacher should master a wide variety of methods and techniques. And the most important task facing the teacher is the awakening of students to knowledge. At the same time, the teacher's personality comes to the fore, his ability to use this or that educational technology with the greatest efficiency. I am deeply convinced that the lessons are really interesting and effective, the teacher must be in constant search, experiment; improve the forms, methods, methods of work. We must strive to ensure that at each lesson there is an element of surprise, novelty, creativity. As Voltaire said: "everything that becomes commonplace is of little value."

For the practical implementation of this idea, I use the following main innovative technologies:

- Problem learning;
- Technology for the development of "critical thinking";
- Information and communication technologies;
- Design and research methods in teaching;
- Technology of intensification of training on the basis of schematic and symbolic models of educational material (VF Shatalov).

As well as elements of other innovative technologies

- Technology of using game methods in teaching: role-playing, business and other types of educational games;
- Training in cooperation (team and group work) technology "debate";
- Interactive methods.

Thus, using innovative educational technologies, I was able to solve the following interdependent problems:

1. Through the formation of skills to navigate in the modern world, to contribute to the development of the personality of students with an active civic position, who is able to navigate in difficult life situations and positively, solve their problems.
2. Change the nature of interaction between the subjects of the school education system: teacher and student - partners, like-minded people, and equal members of the "one team".

3. To increase the motivation of students for learning activities I believe, and my experience proves that positive motivation for learning in a child can arise when 3 conditions are met:

- I am interested in what they teach me;
- I am interested in the one who teaches me;
- I am interested in how I am taught.

High motivation for educational activities is also due to the versatility of the educational process. There is a development of different aspects of the personality of students, by introducing various types of student activities into the educational process.

4. To pay more attention to the study and mastery of modern pedagogical technologies, which make it possible to significantly change the methods of organizing the educational process, the nature of the interaction of the subjects of the system, and, finally, their thinking and level of development.

Types of innovative lessons. The following types of innovative lessons are distinguished: lessons of independent activity; research; based on group technology; problematic; differentiated learning; based on project activities. A research lesson is a form of teaching schoolchildren on the basis of knowledge of the surrounding world, the organization of the study of a particular subject or phenomenon. The purpose of the research lesson is to use, develop and generalize the experience of students and their ideas about the world.

At the heart of such a lesson is the organization of a practical laboratory study of a problem, topic or task. Students in the lesson choose questions for study themselves, search for solutions to the problem, exchange opinions, experiment, developing the ideal version of proposals for study. The purpose of students' activities in a research lesson is to obtain a specific result (product).

Distinctive features of the technology of such productive (aimed at obtaining a product) training:

- Independent educational activity of a student, closely related to his real work activity;
- Orientation of study and work to the final result;
- Change of lesson, closed forms of relations between the teacher and students to more open, aimed at joint activities and cooperation.

The ideology of productive education opens up wide opportunities for teaching students outside the walls of classes, school programs.

Differentiated teaching lessons are built in accordance with the level of development of the student and the level of his basic knowledge. The goal of differentiated education is the development and formation of the abilities of each student. The organization of educational activities in such lessons is specific and requires consideration of individual principles of teaching, as well as improving the theoretical and practical material of the educational process in the classroom.

The most common type of such lessons is a lesson that involves the work of students in small groups with several levels of knowledge (level differentiation of learning).

Conditions for the implementation of such lessons:

- determining the levels of knowledge of students and their learning abilities;
- Allocation of the basic volume of knowledge required for consolidation;
- defining teaching methods for each student;
- Preparation of didactic material;
- Preparation of blocks of educational material;
- The establishment of regulations for the performance of certain tasks;
- determination of a mechanism for monitoring the educational actions of students during independent work in order to indicate further steps or stages of organizing training.

The level of knowledge of children and their ability to learn is the main indicator on the basis of which the teacher should organize the educational process. In the lessons of differentiated teaching, the process of mastering a certain topic, section can be repeated several times, until the student learns certain actions.

Problem lessons are a form of organizing student learning based on the creation of a problem situation. In such a lesson, a problem is either posed to schoolchildren, or a problem is defined together with them. The purpose of problem-based learning is to activate the cognitive sphere of students' activities on the basis of identifying cause-and-effect relationships.

Of course, the success in the development of society today should be associated not only with scientific and technical achievements and new information technologies, but also with the moral transformation of a person's personality.

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