



ORGANIZING LESSON PROCESSES IN PRIMARY CLASSES

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Abstract: *Innovation is the final result known to lead to success in the application of technology, forms and methods, a new approach to solving a problem or a new technological process in a certain field of activity or production. The goal of innovation is to get the most out of the money or effort.*

Key words: *Innovation, technology, primary classes, new style.*

Working with elementary school students is a very complicated process. First, if students learn to write, then different subjects will be taught accordingly. All this does not happen easily, it requires great responsibility, talent and knowledge from the teacher. In addition, it is important to be able to interest students in each lesson. Therefore, based on today's requirements, it is important for a primary school teacher to know various innovative methods for teaching students and to apply them in his place. It is possible that the methods that are not used in their place do not give the expected results and affect the students' mastery of the lesson. Today, there are hundreds of methods that we can use in the process of primary education. In addition to them, new methods can be created depending on the teacher's creativity. Below we will talk about some of the innovative methods that are popular among such teachers and try to enrich them creatively. Innovation is the end result of the use of technology, forms and methods, a new approach to solving a problem or a new technological process in a certain field of activity or production, which is known to lead to success. The goal of innovation is to get the most out of the money or effort. Unlike other spontaneous innovations, innovation is a controlled and controlled change mechanism. It is known that today in the course of the lesson "Brainstorming", "Crossword", "Sinkway", "Muzyorar", "Case study", "Insert", "Venn diagram" and "BBB" technologies are used to organize the educational process. . In this article, we recommend several more innovative methods that serve to ensure the effectiveness and quality of the teaching process. It is appropriate to use the "Rainbow polish" method for primary classes. This method can also be used in mother tongue, mathematics and reading classes. For example: when classifying words in mother tongue classes, classify words such as doll, car, laughed, cried, yellow, big, small, nine, and see words related to the noun group The task is to place the words of the adjective group on the blue line. This method can be used during the



division of numbers into unit units in the mathematics lesson. That is, if we take the first color of the rainbow as a one-digit number, then the color of the second row can be an example of a two-digit number. The following knowledge, skills, abilities and qualities are formed in children through the "Rainbow Gloss" method: - the student remembers the category of words by means of colors; - students develop ideas about natural phenomena, love the environment and nature, and develop skills to preserve it; - pupils' worldview and imagination expand, concentration, thinking, intelligence and resourcefulness skills develop. "Fifth (sixth, seventh ...) plus" method: This method is especially important for students to acquire logical thinking skills. When using it, the following actions are performed:

- Formation of a system of concepts that serves to reveal the essence of the subject being studied;
- to achieve the placement of four (five, six, ...) concepts related to the topic and one unrelated concept from the created system;
- assign students the task of identifying a concept that does not apply to the topic and remove it from the system;
- encourage students to comment on the essence of their actions (in order to strengthen the topic, students should be asked to comment on the concepts preserved in the system and justify the logical connection between them). This method requires students to think analytically about the studied topic (or section, chapter), as well as to be able to express the most important basic concepts. When applying the method, the following actions are organized:
 - the teacher creates a system of basic concepts related to and unrelated to the topic (section, chapter) in equal proportion;
 - students determine the main concepts related to the topic (section, chapter) and not related to the topic and remove the main concepts that are not relevant from the system;

The formation of pedagogy as a science stems from the need to prepare the young generation for life, to effectively implement their education. After collecting the experiences gained regarding this need, there is a need to generalize these experiences, to develop laws on youth education. First of all, the theoretical buds of pedagogy appear on the basis of philosophy. Some philosophical ideas began to develop even in the slave society. From ancient times, ideas about human education have been expressed in folk proverbs, legends, and epics. They praise virtues such as honesty and respect for parents. Patriotism in epics and tales such as "Alpomish",



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"To'maris". humanitarian feelings are glorified. Issues of education and training are always thoughtful. the writer has occupied the minds of scientists. They are their childish nature. who contributed to the development of the science of pedagogy with their bright opinions about raising them to be perfect human beings, the famous Indian parable "Kalila and Dimna", "Siyosatnama" by Nizamulmulk, "Saodatnama" by Nasir Khisrav, "Roshnoyinoma", "Qutadg'u" by Yusuf Khos Hajib knowledge". Many works of Mahmud Koshgari "Devon-u lughatit Turk", Ahmad Yugnaki, Kaikovus, Alisher Navoi are directly related to ethics. The works of these scholars play an important role in the development of pedagogical ideas. Because high moral qualities such as humanity, honest work, friendship, true love and loyalty are reflected in these works. A complex system of philosophy was created by great philosophers such as Socrates, Plato, Democritus.

Jan Amos Comenius, a Czech pedagogue, made a great contribution to the formation of pedagogy as a science. His work "Great didactics" is rightfully considered the first scientific work created in the field of pedagogy. By the 18th century, pedagogical ideas began to develop in Central Asia. At the beginning of the 19th century, enthusiasts of enlightenment such as Mahmudhoja Behbudi, Abdulla Avloni, Saidrasul Azizi, Saidahmad Siddiqi emerged. These schools were active in establishing new schools, creating textbooks, and promoting enlightenment among the people. There are a number of sources that enrich and develop the content of pedagogy. In particular, folk wisdom about education is covered in proverbs, fairy tales, epics, songs, riddles and riddles. Alloma's ideas on the theory of pedagogy are being used effectively in science. In addition, the science of pedagogy is enriched with such ideas. Pupils explain the essence of their actions. The method can be used in individual, group and public form to ensure thorough mastering of the subject by students and to determine their knowledge. Using this method to strengthen a new topic in the study of topics such as "Kitchen equipment", "Birds", "Pets and poultry" in the 1st grade textbook gives a positive result. In this case, four words related to the topic and one irrelevant (extra) word (concept, idea) are given. Students identify this word (concept, idea). For example, it can be used as follows to complete the task given in exercise 1 of the 1st grade textbook. The recording will be displayed on the screen. Students identify the redundant word. Pets: cow, sheep, turtle, horse, dog. Then a task is given to make a sentence with the participation of these words, and moral education is given based on the formed sentences. Example: A horse is a man's best friend. Based on the sentences created by the students, love for Mother Nature is



awakened in the hearts of students, and they are taught to have a positive attitude towards domestic animals. Above, we briefly touched on the innovative methods that can be used in the educational process of teachers working in our republic. Any elementary school teacher can use these methods in their classes and add to them creatively. We believe that lessons conducted using innovative methods in primary classes will help to increase students' interest in the lesson and to organize the lesson well for the teacher.

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