THE TECHNOLOGICAL APPROACH TO THE EDUCATIONAL PROCESS IN THE PRIMARY SCHOOL IS A FACTOR IN IMPROVING THE EFFECTIVENESS OF EDUCATION

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Abstract. The content of radical reforms in the field of education in the Republic of Uzbekistan today is enriched with a new approach to the design of the educational process. The technological approach to education ensures the effective management of the educational process with the help of specific tools and the successful achievement of learning objectives. This article examines the factors in improving the effectiveness of education.

Key words: technological approach, educational process, primary school, factors, effectiveness of education.

Pedagogical technology is a system that is programmed according to the distribution of time, scientifically based and clearly defines the tasks of all stages and parts of the pedagogical process, ensuring the achievement of the expected result.

Educational technologies cover a specific area of pedagogical activity. Building a series of stages of the didactic process means the organization of students' learning activities using selected teaching methods in accordance with the objectives set for the topic. Teaching methods, by their nature and content, belong to one or another classification based on a certain pedagogical theory. When thinking about their effectiveness, it is important to ensure that all educational institutions achieve the goal of ensuring the teacher-student interaction, which can regulate and direct the learning process. It is necessary to keep in mind. Or teaching methods are concepts that are directly related to educational practice. “Teaching method initially exists in the mind of the teacher in the form of a generalized project of activity. This project is introduced into practice as a set of specific actions, practices or methods of teaching and learning, in the plane of the interaction of teacher and student activities. There are no other manifestations of the method, because in general, the teaching method itself is a didactic model of activity.

There are cases in pedagogical publications of teaching methods into active and passive groups. If each method is used in its place to solve a particular goal, it is certainly active. Pedagogical technologies are also aimed at achieving a predetermined goal based on ensuring a high level of student activity in the classroom. Therefore, in this chapter we consider the methods of foreign didactics, which are still unknown for pedagogical practice.

The American Street Law program has been adopted by many countries around the world for centuries and is becoming an educational space. This is due to the activity, attractiveness and impact of the hundreds of teaching methods included in the program. With their help, students will quickly have the opportunity to express themselves freely, to receive information critically, to realize their rights. The teacher should use these methods judiciously in the construction of the didactic process, confusing them

with the complexity and time density of the learning elements on the topic. Below are some of the methods in the Street Law program.

The essence of the method of "brainstorming" is to divide the problem-solving process into several stages over time (generation of ideas, their development in a critical and constructive way) on the basis of teamwork.

Targeted use of mental attack in the classroom is a guarantee of the development of creative, non-standard thinking. Organizing a "brainstorming" is a bit simpler and can be used in the process of changing the content of education, as well as finding solutions to production problems. First, the group gathers and is challenged. All participants express their views on how to solve this problem. At this stage, no one has the right to attack or evaluate someone else's ideas.

This means that there will be an opportunity to come up with ideas in a short period of time through a "brainstorming". In fact, the number of ideas is not the main goal, they are only the basis for a rational solution to the problem. One of the conditions of this method is that each of the participants must be an active participant without any external influences. Only five or six of the ideas presented are key, creating a potential opportunity to find a sensible solution to the problem.

Thus, the rules of "mental attack" can be defined as follows:

- The ideas put forward are not evaluated or criticized;
- The focus is not on the quality of work, but on quantity, the more ideas, the better;
- We try to expand and develop any ideas as much as possible;
- ideas far from the solution of the problem are also supported;
- All ideas or their main assumptions are recorded;
- The time of the "attack" is determined and must be observed;
- Brief (unsubstantiated) answers to the questions should be provided.

Mission: "Brainstorming" allows you to find solutions to difficult situations, to expand the horizons of the problem, to lose the monotony of thinking. Most importantly, in the process of solving the problem, the transition from an atmosphere of struggle to a mood of creative cooperation and the group becomes more cohesive.

Object: according to the purpose of application, this method is universal in research (allows you to solve a new problem), in the teaching process (focused on the rapid acquisition of learning materials), in development (self-efficacy is somewhat effective). forms active thinking based on management).

How to use: The participants of the "mental attack" can express any comments and suggestions on the problem. These thoughts are recorded and their authors have the opportunity to recall their thoughts. The effect of the method is characterized by the diversity of ideas, and during the attack they are not criticized, not re-expressed. When the brainstorming is over, the best suggestions are generated in terms of importance and the ones needed to solve the problem are selected.

The method of "openwork saw" in terms of structure includes the following steps:

1. Division of assignments: "Assignments and text materials are cut into several main parts (or topics)."

2. Primary groups: "Each group member takes a cut topic and becomes an expert."

3. Expert groups: "Students who have assignments on one topic join expert groups to discuss the topic, to have a plan to teach others."

4. Primary groups: "Students return to their primary groups and teach what they have learned in expert groups."

Note: To clarify the essence of the "open saw", it is necessary to highlight some recommendations.

1. This approach to teaching allows students to work together and absorb large amounts of information in a short period of time.

2. A lecture is an effective tool that can replace the need to provide students with basic information in order to carry out this or that activity in the classroom.

3. The teacher prepares a separate information package for each of them in advance to prepare students for the lesson on complex topics. It should contain materials from textbooks, in addition to newspapers, magazines, articles.

4. Each student participates in 2 groups: first, they unite in the group "their home" (primary) and independently study the elements of learning. In order to quickly organize an expert group, it is recommended that the information packets received by the students be written on the same colored paper or that one corner of the paper be painted with a colored pencil.

5. Each group can have 3 to 5 people, depending on the number of students. Each student must identify what is "on their way" and where to meet again.

6. The teacher invites students to join a group on the basis of "colorful" tasks, and they become experts on specific topics. For example, the "reds" will meet at the end of the room, and the "blues" in the hallway. Each expert group should have no less than 3 students.

7. An information package will be distributed to the groups. Each group should receive a different set of materials and read and discuss them, and become an expert on this information. Students need to have enough time to become "experts" in teaching materials. To do this, if the materials are complex and large, perhaps one lesson is required.

8. Students are given the following tasks:

- diligently study and discuss the materials in the package;
- Ask each other and make sure that each of you understands the learning materials;
- Focus on the important learning elements of the materials, taking into account the need to train your home group.

9. Ask students to return home. Each of them provides information to their "home" group. Undoubtedly, in the "home" group must be one student from the expert group. The student should take responsibility for teaching the material to his / her group. This process can take another hour, depending on the need to master the training materials.

10. After the students have learned the information from each other, the teacher can carry out a pre-planned type of activity.

Discussion. With this method, students are provided with detailed information on a particular problem, the topic chosen for the discussion is brutally "stormed" and, as a result, they learn more about the problem.

Methodology of the discussion:

1. The facilitator (teacher, journalist, supervisor, etc.) pre-selects the topic and invites participants.

2. The facilitator gives the participants a “brainstorming” task and explains its rules:

- The purpose of the "attack" - to offer as many options for solving the problem as possible;

- Try to focus your mind and express your thoughts, focusing on the problem. Although the ideas expressed contradict the general opinion, none of them is rejected;
- develop the ideas of other participants;
- Do not try to evaluate the proposals, you will do it later.

Thus, the application of the above interactive methods in the educational process can increase the effectiveness of education and a technological approach to the educational process.

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