

INNOVATIVE TEACHING TECHNOLOGIES FOR USE IN PRIMARY SCHOOL
CLASSROOMS AND STRATEGIES FOR DEVELOPING STUDENTS' POSITIVE
ATTITUDES

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ABSTRACT: The article talks about the methods and technologies that can be used to form and develop a positive attitude of primary school students to the lesson, and also describes the results of the study. It is necessary to imagine the processes of forming a positive attitude towards the lesson among students as a whole, that is, the processes that are important for improving the effectiveness of students' educational activities are interconnected and interconnected, that is, the characteristics of the system have been studied.

Keywords: Students, motivation, pedagogical technology, method, subject, integrativity

The updates and positive changes implemented in the continuous education system in our country are progressing in harmony with the processes of socio-economic reforms implemented in the society. All the good works carried out in the directions of ensuring the priority of education and modernizing the content of education are bearing fruit.

In order to form a positive attitude to the lesson in students, it is necessary to organize educational activities on the basis of teaching them to read and learn, analyze and objectively evaluate, that is, teach them to think analytically. Experiments show that more analytical thinking occurs in the processes of independent assimilation of new concepts by the student himself, that is, in the processes of independent thinking, when he is not traditionally taught by a second person. Therefore, it is necessary to pay special attention to the formation of subject-subject relations in organizing and managing the processes of forming and developing a positive attitude to the lesson in students. The effectiveness of the processes of formation and development of students' positive attitude to the lesson organized on the basis of subject-subject relations (hereinafter, the processes of forming a positive attitude of students to the lesson) depends not only on the knowledge, skills and qualifications of the subjects, but these aspects are also neglected. The accuracy of the object being studied depends on the novelty, reliability, naturalness and validity of the information and information about the object, as well as on the efficiency of the implementation of innovative technologies of organizing and managing educational activity processes. Because the quality of the process of forming a positive attitude to the lesson among students represents not only the results of the educational process, but also the factors that form these results. These factors are the purpose of the processes of forming a positive attitude to the lesson in the recipients, the composition of subjects, the educational activity and activity of the teacher, the processes of forming a positive attitude to the lesson in the students, educational programs and educational technology, resources and the conditions of their use, education covers organizational-legal and material-technical support, as well as system-specific features of the processes of forming a positive attitude to the lesson in students.

The quality and effectiveness of the process of forming a positive attitude to the lesson in students depends, first of all, on the reflexive activity and activity of the teacher, as well as on the correct selection of the studied object according to the specified purpose and the degree of validity, on the other hand, It depends on the technologies of organizing and managing the processes of forming a positive attitude in students and using them correctly and effectively according to their purpose and function. Such a connection determines the need to pay special attention to the organization of the processes of forming a positive attitude of students to the

lesson in educational institutions and to take into account the specific characteristics of the processes of educational activity.

Therefore, it is impossible to imagine ensuring the quality and efficiency of educational processes without implementing the technology of a systematic approach to the organization and management of the formation of a positive attitude to the lesson in students. The introduction of a systematic approach to the processes of forming a positive attitude to the lesson in students serves to increase the effectiveness of the educational activity of students in these processes.

Based on the implementation of a systematic approach to the processes of forming a positive attitude to the lesson in students, the processes that are important in improving the effectiveness of their educational activities (ensuring that the accuracy, content and importance of the studied object correspond to the set goal, consistently and organically updating, determining students' inclinations, forming and motivating their need for reflexive activity, implementing new educational programs and educational technologies, providing educational and methodological materials, students' mutual cooperation activities based on personal relations, control of students' knowledge, worldview and mutual relations, coordination of reflexive activity processes according to situations) as a whole system.

It is necessary to imagine the processes of forming a positive attitude to the lesson in students as a whole, that is, the processes that are important in improving the effectiveness of the students' educational activities are interconnected and related, that is, they have characteristics of the system. The process of forming a positive attitude to the lesson in students consists of a set of several components that have special characteristics as a complex pedagogical system. Therefore, in the study of the effectiveness of the processes of the students' educational activities, the relations between the processes of forming a positive attitude to the lesson in the students and the features of interdependence are determined, because each component has its effect on the change of the whole system.

In order to study the effectiveness of the processes of forming a positive attitude to the lesson in students organized on the basis of a systematic approach, embodied technologies are used on the basis of concepts such as specific integrity, generality, universality, and differentiation. On the basis of a systematic approach, the set of demands placed on subjects and their educational activities in the planning, organization and coordination of the processes of forming a positive attitude to the lesson in students, as well as the set of requirements set in the directions of objectivity, content and practical importance of the studied object is not only the effectiveness of the processes of forming a positive attitude to the lesson among students, but also the most necessary factors that ensure the effectiveness of the processes of ensuring their educational activity and its development.

The effectiveness of the processes of the student's educational activity depends on the direction of the interaction of some constituent components or components. For example, ensuring the interdependence and relevance of the processes of forming a positive attitude to the lesson in students, updating the studied object or processing and improving information about the object, ensuring the activity of students in the processes of educational activities, subjects content update, etc.

Therefore, the processes of organizing and managing the processes of forming a positive attitude to the lesson among students as a whole system should have system-specific features. Therefore, the effectiveness of the process of forming a positive attitude to the lesson among students is reflected in the decision of the following principles, depending on the reflexive activity and activity of the participants of this process:

- the dominance of subject-subject relations over subject-object (teacher-student) relations in the process of forming a positive attitude to the lesson among students;
- goal-directedness, consistency and interrelationship of the activities of the participants in the process of forming a positive attitude to the lesson in students (leaders of the educational institution, teachers, learners, parents, public organizations and collective management bodies) loneliness;
- comprehensiveness - the process of forming a positive attitude to the lesson in students is a set of interrelated and related components;
- reciprocity - the effect of the reflexive activity and activity of subjects and participants on the effectiveness of the processes of forming a positive attitude to the lesson in students;
- integrativeness —. the mutual unity of the internal and external factors that serve to ensure the effectiveness of the processes of forming a positive attitude to the lesson in students;
- interdependence - the presence of the processes of forming a positive attitude to the lesson in students as a separate system and as a constituent component of a higher-order integrated system;
- communicativeness - that the processes of forming a positive attitude to the lesson in students have the characteristics of interaction with the external environment and other systems.

In the process of forming a positive attitude to the lesson in students, the reflexive approach is of special importance as an important mechanism of their creative-analytical thinking in the organization, management and coordination of the reflexive activity of the subjects.

Analyzing and objectively evaluating the activities of subjects in the process of reflexive approach (this is the assessment of the current situation and the actions of subjects in the educational process, the ability to independently find methods and directions for solving tasks in the direction of increasing the effectiveness of the processes of forming a positive attitude to the lesson in students) includes), conditions are created for subjects to analyze the current educational situation, to actively think about their concepts and actions.

A person-activity approach is also necessary in the organization and management of the processes of forming a positive attitude to the lesson in students, because the attention directed to a particular person in the process of forming a positive attitude to the lesson in students serves as a means of ensuring the activity of students and motivating them. .

The components of student activity and educational activity (studying, analysis, objective assessment, drawing conclusions, proving and justifying opinions) are closely related to each other in the process of forming a positive attitude towards the lesson in the implementation of the personality-activity approach. is studied independently, because in the processes of subject-subject relations, students also act as subjects, and in turn, the student's activity as a subject is

determined by the development of his independent, free, critical, analytical and creative thinking.

The processes of forming a positive attitude to the lesson in students and the rapidly changing characteristics of the processes of educational activity determine the need to coordinate the activity of students according to the internal and external situation in a certain situation. The technology of the situational approach has its own practical value in determining the effectiveness of the processes of forming a positive attitude to the lesson in students according to specific situations, depending on the effectiveness and activity of the students' educational activities. Because the processes of forming a positive attitude to the lesson in students according to the internal and external situation in specific conditions, coordinating their activities on the basis of ensuring the activity of students, implies the following tasks:

- to identify important problems according to the situation and to analyze the effectiveness of educational activity processes;
- to determine whether there is a need to coordinate the processes of students' educational activities according to situations;
- to determine the proportionality of the studied object according to the situation;
- to determine the reasons for the change of the factors affecting student activity according to the emerging situations
 - comparing the efficiency of the results achieved in different situations and determining the factors influencing the efficiency according to the situations;
- predetermining strategies for the development of student activity and educational activity according to the situation, etc.

In order to ensure the effectiveness of the processes of forming a positive attitude to the lesson in students, the activity of students and their capabilities, abilities and initial concepts, as well as existing situations and conditions, not only for teachers and students who are considered subjects of this process, but creating a system that is most convenient for the organizers and for the participants of the efficiency assurance processes requires the use of coordinated approach technologies.

As a result of organizing and managing the processes of forming a positive attitude to the lesson in students based on the implementation of coordinated approach technologies, the activity of subjects is ensured and the labor and time spent on organizing, managing, improving the quality and efficiency of educational activities is saved.

The importance of the processes of forming a positive attitude to the lesson in students is reflected in its effectiveness. Therefore, the approach based on results management technologies in the organization and management of the processes of forming a positive attitude to the lesson among students has its own practical significance. Because the implementation of management technologies based on results is valid as a development system and involves the implementation of the following activities aimed at coordinating the activities of students and ensuring their activity:

- to approach the processes of forming a positive attitude to the lesson in students as a system with analytical and research characteristics;
- designing the processes of forming a positive attitude to the lesson in students as a whole pedagogical system;
- to determine the specific characteristics of motivational processes and motivational processes that encourage students to read, learn, analyze and objectively evaluate;
- on the basis of the organization of the educational activities of the students, the implementation of technologies that ensure the interdependence and relevance of the processes of forming a positive attitude to the lesson in them;
- to increase the effectiveness of the processes of forming a positive attitude to the lesson among students based on the design and modeling of the processes of organizing the educational activities of the students.

In the implementation of results-based management technologies, all subjects of this process (i.e. educational management bodies, heads of educational institutions, teachers, students, educators, parents) -mothers, neighborhood activists, collective management bodies and public organizations) it is important to form interests, to cooperate in organizing and managing these processes. A corporate approach is used to organize the processes of forming a positive attitude to the lesson among all subjects, and on the basis of the corporate approach, cooperative activities of all subjects of the system are ensured. Another important aspect of the corporate approach is that the experiences and cooperative activities of neighborhood activists and parents will be of practical importance in applying the technologies of the ethnic and national-territorial approach to the processes of forming a positive attitude to the lesson in students.

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