

## OPTIONS FOR ENSURING EDUCATIONAL ACTIVITY IN PRIMARY SCHOOL STUDENTS WITH THE HELP OF EVRISTIK ASSIGNMENTS

Gaipov Dilshod Jumabekovich

Base doctoral student of the scientific research institute of Pedagogical Sciences of UZBEKISTAN

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In the decree of the president of the Republic of Uzbekistan № PF-5712 dated April 29, 2019 " on the concept of development of the system of public education of the Republic of Uzbekistan up to 2030", the issue of creative activity with an individual approach to pupils, development of independence has been put on the table. The state of Uzbekistan's modern approach to education the law of the Republic of Uzbekistan " on state policy on youth" adopted on September 14, 2016, the decree of the president of the Republic of Uzbekistan "on increasing the effectiveness of state policy on Youth and supporting the activities of the Youth Union" dated July 5, 2017, the decree of the president of the Republic, the decision of 187" on the approval of State educational standards of vocational education", " concept of Primary Education", " concept of 11 years of compulsory secondary education", is expressed in such legal-normative documents.

One of the means of satisfying these conditions is the euristic method of teaching as well as the assignment of the euristic character. These tools require the abandonment of exercises, assignments and techniques of the reproductive character. Assignments and exercises based on the euristic method allow students to effectively formulate the abilities of initiative, independence, dexterity, decision-making. The problem of organizing the educational process with the help of innovative methods as a subject of active creative cognition is of particular relevance when students are approached from the point of view of their effective adaptation to the environment and sociology. It is known that the traditional teaching process consists in the organization of the learning process using the tested methods. This limits to a certain extent the independence, activity, self-expression of the students. The organization of the educational process of students of junior school age is a very responsible pedagogical phenomenon. The main achievements of this period include the formation of basic skills, qualifications and competences inherent in educational and cognitive activities in students. This can be an important factor in ensuring quality and efficiency in later stages of the learning process. At the end of primary education, students should be independent and confident in their own strength. The results of observation of pedagogical practice show that the independence of students is an indicator of quality, which serves to accurately determine their position in the future. And such a quality, we have witnessed that the majority are sufficiently shaped in elementary schoolchildren.

*"Evrastika " is a Greek word, meaning" I seek", " I find", " I opened".* Euristic education has a very long history. It is being used in the neck from ancient times. Due to the fact that the extramural education system has been practiced over long periods of time, there has not been enough attention paid to evristical education. The method of evristical teaching was first used in the educational process, which was manifested in the form of evristical conversations. Euristic conversations are formed in the process of asking questions in a row. Students will be able to participate in the discussion of problems in the process of answering questions. The euristic method is of particular importance in pedagogy as a method that develops the thinking

activity of students, in which purposeful, productive educational and cognitive actions are integrated. The evristic method is innovation, universal method. It is manifested in the form of evristic questions, assignments, exercises. With the evristic method, initially, the philosopher, the mathematician of Greg Papp Alexandrinsky, and later the French philosopher and mathematician Rene Dekart, were engaged and evaluated it as a universal method.

Evristik education is a system of Education, based on the writing of guiding questions in the educational process. In the process, positive skills are formed in the students, such as curiosity, resourcefulness, searchability, the advancement of the consistency of goals. As a result of this, students have the ability to independently search for problematic situations, to find a clear solution to the tasks posed. The evristic method is such a method that thanks to it, a person discovers new ways of solving problems, draws up non-standard plans and programs. With the help of such plans and programs, it is possible to look for ways in which solutions have a clear meaning. V.I.Andreev, however, emphasizes that within the framework of the concept of the evristic method one understands certain didactic methods. As a result of the purposeful application of such methods, there is a possibility of solving strategies izlash, teaching-research tasks that enable students to solve issues at certain stages of their learning problems [5; 17].

Most scientists have recommended the use of innovative methods of teaching in the development of the creative abilities of students.

R.G.Safarova, B.R.Adizov, M.Mahmudov, R.Ibrahimov, G.Najmiddinova, G.Q.Hasanova, N.G.Dilova, I.P.Volkov, A.N.Tubelskiy and the work of others is from the sentence.

Among such active methods and methods of teaching are problematic excursions-trips, creative Diaries, recording of base Information, working on creative pamphlets and diaries, "open thoughts" lessons. All this contributes to the development of creative activity in students.

L.M.Friedman, A.N.Tubelskiy, in their work, they revealed the following possibilities of the evristic method:

- independent acquisition of knowledge and methods of action;
- develop creative thinking;
- introducing new challenges to traditional situations;
- introduction of new signs of the problem under study;
- formation and re-formation of known and new methods of activity;
- mental qualities, development of firming skills, formation of cognitive skills;
- direct active knowledge of students and training them in communication;
- reading and development of trends in achievement vs. [9;44].

In the process of using the evristic method, teachers should rely on certain printtypes:

1. Orientation printsipi towards the personal purpose of the reader.
2. Printsipi choose individual training tutorial.
3. The basis of the predicate of the content of education is the printsip.
4. Printsipi t'min productivity of the learning process.
5. It is a print of the unity of the educational products of the students.
6. A print-out of the vazity of the learning process.
7. The basis of the educational reflex is the printotype.

The effectiveness of evristik education is more and more expressed in exercises that serve to solve tasks, legalities, targeted assignments aimed at unlocking new causes-agbats. The most effective forms of the evristic method are evristic conversations, formed from interrelated questions. Each of these questions was considered an important step towards solving the problem. These assignments encourage students to search more.

The heuristic method also includes a number of didactic forms. Partridge:

1. Classes organized on the basis of the method “Smart attack”, which serves to form a critical thinking in students.

2. Didactic situations aimed at finding new ideas as a team. Its important sign is manifested in the process of solving tasks with collaborative creativity. In the process, students are sure of each other. Didactic situations, which serve to successfully harmonize the intuitive and logical thinking in students, are also important.

3. Situations of application of the euriscopic questions. Euristik questions develop the sensitivity of thought in readerstiradi.

Famin.M.M. the works, a number of possibilities of the heuristic method are analyzed. From these opportunities, primary school teachers should have the ability to use them effectively in certain learning situations.

They are:

- tirishga oriented heuristic assignments that develop the personal-creative activity of students. For example, make a line of words that denote the name of the trees; as if write a pair of numbers up to 100.

- competition situations built on the basis of euriscopic questions and games; such situations formulate resourcefulness, creativity and initiative in students. In these situations, students will be able to create their own creative products in a short period of time.

- Business games that bring the learning process as close to Scientific, Productive conditions as possible; business Games are organized in Hool, which provides for the protection of certain projects of students themselves from the roof. They are directed to solve tasks as a group. Workable games will focus on economy, production problems in terms of content.

- creative work of Primary School students; such works differ among themselves in scale, type, time spent. Such assignments are directly related to the subject under study, and students perform them in the classroom or at home. [8; 79].

Teachers should regularly look for opportunities to motivate students to creative activities in the educational process organized with the help of the euriscopic method.

Euristical assignments play an important role in ensuring the independence of junior school age students. These assignments primarily motivate them to research activities.

Because independence is one of the important personal qualities of the student, it is necessary to form it effectively in the process of primary education. Students with such qualities easily master the skills of pursuing their goal, managing their activities, evaluating it, without the help of an adult. The independence of the readers serves them to find a worthy place in the future sosium. therefore, it is worthwhile to allocate a wide place in textbooks for euristical assignments, exercises and questions, which will serve to stabilize their independence.

## REFERENCES

1. Ўзбекистон Республикаси Президентининг 2019 йил 29 апрелдаги «Ўзбекистон Республикаси Халқ таълими тизимини 2030 йилгача ривожлантириш концепцияси» тўғрисидаги ПФ-5712 сон Фармони // [www.lex.uz](http://www.lex.uz)
2. Ўзбекистон Республикаси Президентининг 2017 йил 7 февралдаги “Ўзбекистон Республикасини янада ривожлантириш бўйича ҳаракатлар стратегияси тўғрисида”ги ПФ-4947-сонли Фармони // [www.lex.uz](http://www.lex.uz)

3. Ўзбекистон Республикаси Президентининг 2017 йил 5 июлдаги “Ёшларга оид давлат сиёсати самарадорлигини ошириш ва Ўзбекистон Ёшлар иттифоқи фаолиятини кўллаб-қувватлаш тўғрисида”ги ПФ-5106-сонли Фармони // [www.lex.uz](http://www.lex.uz)
4. Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2017 йил 6 апрелдаги “Умумий ўрта ва ўрта махсус, касб-хунар таълимининг Давлат таълим стандартларини тасдиқлаш тўғрисида”ги 187-сон Қарори // [www.lex.uz](http://www.lex.uz)
5. Бошланғич таълим концепцияси // тузувчилар: Р.Г.Сафарова ва бошқ.- Тошкент: РТМ-2015.
6. Андреев В.И. Эвристика для творческого саморазвития / В.И.Андреев. – 2-е издание. - Казань.: Академия, 1994. — 237 с. - ISBN 77-20215-0592-7
7. Адизов Б.Р. Бошланғич таълимни ижодий ташкил этишнинг назарий асослари: Пед. фан. док. дисс... –Т.: 2003. – 320 б.
8. Сафарова ва бошқ. Ўқувчиларнинг билиш фаолиятларини кенгайтиришга йўналтирилган ўқув вазиятларини лойихалашнинг назарий-амалий асослари /Т.: “Fan va texnologiya”, Монография-2012й. 135 б.
9. Фомин М.М. Педагогическая эвристика как методология современного обучения /М.М. Фомин // Социализация личности в XXI веке: Материалы межрегиональной научно-практической конференции, посвященной 75-летию профессора В.Д. Семенова. - Екатеринбург, июнь 2005. – 259 с. - ISBN 5-691-00256-2.
10. Фридмана Л.М., Турецкий Е.Н. Как научиться решать задачи: Книги для учащихся.- 2-издание. - Москва: Издательство “Просвещение”, 1989.