Impact Factor:					
	ISRA (India) = 6.317	SIS (USA) = 0.912	ICV (Poland) = 6.630
	ISI (Dubai, UAE) = 1.582	РИНЦ (Russia) = 0.126	PIF (India) = 1.940
	GIF (Australia) = 0.564	ESJI (KZ) = 9.035	IBI (India) = 4.260
	JIF = 1.500	SJIF (Morocco) = 7.184	OAJI (USA) = 0.350

SOI: 1.1/TAS DOI: 10.15863/TAS
International Scientific Journal
Theoretical & Applied Science
p-ISSN: 2308-4944 (print) **e-ISSN:** 2409-0085 (online)
Year: 2021 **Issue:** 06 **Volume:** 98
Published: 30.06.2021 **http://T-Science.org**

QR – Issue QR – Article

Egambergan Madrahimovich Khudoinazarov
Urgench State University
Senior Lecturer, Department of
"Methods of Primary Education"

AN ACTIVE APPROACH TO EDUCATION AS A METHODOLOGICAL BASIS FOR THE STUDY OF PROBLEMS OF PRACTICAL TASKS

Abstract: *This article describes the methodological foundations for studying the problems of active joint practical tasks in primary mathematical education.*

Key words: *practical tasks, development, motivation, activity, mental activity.*
Language: *English*
Citation: Khudoinazarov, E. M. (2021). An active approach to education as a methodological basis for the study of problems of practical tasks. *ISJ Theoretical & Applied Science, 06 (98),* 764-767.
Soi: http://s-o-i.org/1.1/TAS-06-98-107 ***Doi***: https://dx.doi.org/10.15863/TAS.2021.06.98.107
Scopus ASCC: *3304.*

Introduction

Throughout our research, we have taken into account that there are two aspects to the use of practical assignments in the learning process: meaningful and procedural. Based on this situation, we need to choose a specific educational model to address the developmental issues of students. This will definitely affect the content of the practical assignments. As an example of such technology, we adopt developmental educational technology. The concept of "development" is explained in the pedagogical dictionary as follows:

Development - it is a qualitative change in the human psyche and body. These changes occur as a result of the influence of the social environment, housing conditions, and the people around it. In the development of a person, that is, in his upbringing, the educational institutions organized by society and the upbringing involved in the educational process play an important role.

Materials and methods

Development - it is an objective process, the formation of quantities and, that is, the qualities, merits and rights of the individual by external and internal controlled factors, the transition from easy to difficult, from simple to complex, from abstract to specific, from simple forms of life to higher activity.

L.V. Zonkov ignores the developmental aspect of educational activity in considering the essence of "general development", does not show the place and role of the student in the learning process.

In contrast, V.V. Davidov believes that the essence of developmental education lies in the creation of conditions for the development of each student. That is, he sees each student as a "self-changing subject of education". To be such a subject means to have the need for the self-transformation and the ability to satisfy it through education, that is, to desire, love and be able to study [1].

I.S. Yakimanskaya describes developmental education as follows: "Education, which ensures the full acquisition of knowledge, shapes learning activities and thus has a direct impact on the intellectual development of students. This is developmental education" [2].

Taking into account all aspects of developmental education, we are based on the definition given by H.J. Ganeev - "education is developmental education, the purpose and result of which is the intellectual development of students and the acquisition of knowledge, aimed at shaping the method of working in a particular field of information"[3].

This affirmation shows that there is always activity between educating a person and his mental development. Therefore, when considering primary developmental education, it is crucial to first

thoroughly analyze the content and structure of educational activities. The mental development of young students is directly related to this situation.

Thus, based on the reasons mentioned above, we consider the proactive approach as a methodological basis in creating a system of practical tasks.

However, it is impossible to address this issue without the "activity" category. Since this category has important methodological significance for activating students cognitive abilities.

Research in recent years has illustrated that the "category of activity" is more deeply grounded and clarified.

For M.S. Kagan, activity is the activity of a subject directed to another object or to other subjects [4]. The definition proposed by M.S. Kagan identifies three main elements of activity and establishes structural relationships between them: the activity of the subject in relation to one object or another; the object in which the activity of the subject is directed; activity itself is expressed in one-way or another affecting an object or establishing relationships between subjects. Based on these facts, it is possible to formulate a definition of cognitive activity. If object-oriented activity is returned to the subject in the form of information about the qualities of the object, connections, relationships, the laws of the real world, that is, knowledge, then such activity is called cognitive activity. If the activity of the subject is expressed in the form of information about the importance of this object for the subject, such activity is called value-oriented activity.

Psychologist A.N.Leontev reveals activity through relationships. He focuses on not any process when in terms of activity; It means that 1 the processes by which a person meets certain requirements in the course of the implementation of this or that relationship in the world [5]. So, the activity done by man is always focused on its needs and an object that satisfies him. This subject arouses and directs the activity of the subject.

Results and discussion

According to the systematic-structural approach, activity has its own structure like other psychological phenomenon.

The purpose of the activity is an objective goal processed by the person, defined by the role of the need for that person, rather than as reflected in the mirror.

The motive of the activity is to arouse passion for the activity.

Method of activity - implementation of activity.

The result of the activity is the result, which is obtained at the end of the activity.

The structural elements of the activity are characterized by mobility. For example, the activity may lose motivation and become a simple operation. The motive of some activity may shift to the goal of the action and as a result, this action may become the activity. Such kind of reciprocal rotations always occur in the field of research.

The first condition for the proper organization of learning activities is internal necessity and motivation. Learning needs motivations which are directed children' to learning process. Here, the knowledge is presented as the result of processing the teaching material. Such processing reveals internal or significant relationships of the material.

Whenever a teacher who regularly requires students to learn about a subject in the classroom by experimenting with that subject, then students are faced with issues that require them to carry out learning activities. Each learning experiment, which requires students to determine the internal and external interrelationships of the material being studied, has a creative character. According to V.V. Davidov, "a person's personality is reflected in his creative work"[3]. The need to develop students' learning activities and the ability to implement them contributes greatly to the development of the student's personality. Learning activities cannot be able to exist without the need for its main component.

Let us consider about this in the example of practical assignments.

4+5	6+3	5+4	7+2
10-1	11-2	12-3	

1. Find the value of these numeric expressions
2. What symbols can be used to represent a given number of expressions
3. What kind of interesting situation did you notice in the value of these numerical expressions?
4. Create a numeric expression with a value of 9
5. Which of these numerical expressions is redundant in finding the sum? Why?
6. What kind of interesting situation did you notice in the examples of the differentiation of those numerical expressions?

The second stage for the organization of educational process-is a learning task that requires students to experiment with a solution to the material, which they are learning.

Under the control of the teacher students, discover their most important relationship in the subject in the process of solving the learning problem.

The last step for the organization of educational process-it is a self-control, the student evaluates himself.

In the process of acquiring knowledge lies effort, P. Y. Galperin and N. F. Tanzila developed the theory of sequential formation of mental movements that was strictly adequate to the assimilated knowledge.

According to this theory, learning leads to the acquisition of areas of activity and the direction of mental action, and its planning and implementation as well.

The following tips are very important to form the skills of voluntary and competencies

1. Creating motivation

2. Explain and differentiate the directed scheme of movement, divide the movement into actions that are understandable and achievable for students

3. Forming the movement in a material or in a materialized form

4. Formation through oral speech without relying on a material or, materialized means of action (all the operations and instructions of the algorithm are said aloud in the order of their execution)

5. Shaping actions through internal speech (the actions are self-reported and the action is shortened and automated)

6. There are three main types in the formation of tasks according to the theory of step-by-step formation of mental movements.

The first type of targeting: the student is given a sample of the action and the result is stated, but it should not be depicted how to perform the action. The student searches for the correct answer by himself. In this case, he may learn how to perform the mental action correctly, but he will not develop a solid skill. They have no idea how to transfer the formed action to new forms. A teacher who is working on the first type of targeting will be preoccupied with over-repetition and delivery in this case.

The second way of targeting: the student is given all the instructions to perform the action or task perfectly, that is, the finished action algorithm is given.

In the training carried out in strict accordance with the instructions of the algorithm, the work will be error-free and faster than the first. The algorithm is mastered during the exercises. The following can be taken as an example to use the algorithm, 38+ 7, calculate the perimeter of a rectangle, solving an equation to find an unknown additive, and so on. In which case, the student compares the current task with the previous one. If the they there is no difference between them, the algorithm given by the teacher is successfully used in the performance of a new task, whereas it should be noted that the scope is limited by the specific conditions of performance of actions and tasks. The disadvantages of the second type of work is that the sequence of actions is given from the outside. As a result, the development of the students creative thinking slows down, but the method of algorithmic activity is well improved by them. If the student is always given ready-made algorithms, references and notes, they will not be able to advance in mental development, but can learn the skills and abilities of the subject well enough.

In the third type of targeting, the first priority is to analyze the situation, not to teach the method of action in a particular situation. The teacher conducts an in-depth analysis of problem solving with students in a special way.As a result, students independently; create a generalized scheme or algorithm for solving the problem. This is now a creative work.

As an example, we will consider the orientation of students to discover their abilities by involving in the organized work .

Cut a rectangular out of the paper with sides of 4 cm and 16 cm. Then divide it into four equal pieces and 8 equal pieces by folding .How the pieces change as the number of them increases.

Conclusion

The work carried out on the third type correspondents to the laws of formation of meaningful generalization and serves to develop theoretical thinking of the students in their subject. The transition from the method of algorithmic activity to creative theoretical thinking is carried out .Such kind of formed actions are able to withstand changing conditions and has unlimited mobility in solving the same type of questions.

Thus, based on the third type, the aspect of activation of cognitive activity is realized, that is, the learning activity of students is combined with cognitive activity. One of the important features of learning activities is the creative nature of education.

Nurturing the creativity of students can be done only through their active participation in the process of creative activity. Consequently, in addition to the mathematical goals, learning activities aim to develop student's mental and creative abilities.

References:

1. Xudoynazarov, E. M. (2019). Didaktic possibilities of oral exercises in forning initial classes pupils' mathematical thinking activity. *Eastern European Scientific Journal*, Ausgabe – Germany, 1-2019, pp. 249-253.
2. Jakimanskaja, I.S. (1979). *Razvivaushhee obuchenie*. (p.144). Moscow: Pedagogika.
3. Jakimanskaja, I.S. (1979). *Razvivaushhee obuchenie*. (p.147). Moscow: Pedagogika.
4. Kagan, M.S. (1974). *Chelovecheskaja dejatel`nost`*. (p.328). Moscow: Politizdat.

5. Leont`ev, A.N. (1977). *Obshhee ponjatie dejatel`nosti*. (p.368). Moscow: Nauka.
6. Farxodjonova, N. F. (2016). *Problemi primeneniya innovatsionnix texnologiy v obrazovatel'nom protsesse na mejdunarodnom urovne.* Mejdunarodnaya konferentsiya. Innovatsionnie tendentsii, sotsial'no-ekonomicheskie i pravovie problemi vzaimodeystviya v mejdunarodnom prostranstve.
7. Numonjonov, S. D. (2020). Innovative methods of professional training. *ISJ Theoretical & Applied Science*, 01 (81), pp. 747-750.
8. Sodirjonov, M. M. (2020). Education as the most important factor of human capital development. *Theoretical & Applied Science*, (4), 901-905.
9. Sodirzhonov, M. M. (2020). Rol` trudovogo vospitanija v razvitii chelovecheskogo kapitala. *Uchenyj XXI veka*, (1), 89-92.
10. Jergashev, I., & Hudajnazarov, A. U. (2020). Ўzbekiston zhamijati boshkaruvida joshlar faolligini oshirishning ma#navij omillari. *Izhtimoij fanlar*, T. 5, №. 3.
11. Khudoynazarov, E., & Yarmetov, J. (2021). Application of problem-based teaching methods in the development of mathematical thinking skills of students. *Psychology and Education Journal*, T. 58, №. 1, pp.4537-4541.