



INDIVIDUAL PRACTICE OF THE PRINCIPLES OF ORGANIZING THE EDUCATIONAL PROCESS IN PRIMARY EDUCATION

Onakhon Mannapovna Jabborova
(PhD) Chirchik State Pedagogical University

Dinorakhan Turgunbaykizi Saparbaeva
Student of Chirchik State Pedagogical University

Abstract:

The article talks about the individual practice of the principles of organizing the educational process in primary education.

Keywords: education, innovation, skill, experience, knowledge, skill, competence.

It is important to be based on the most effective principles in organizing the primary education process in our country. In this, the main attention is focused on the practical effectiveness of the principles and the possibility of improving them [1]. In this regard, we draw your attention to the analysis of the issue of individual practice of the principles of organizing the educational process in primary education.

1. Taking into account the experiences of teachers. According to him, it would be appropriate to study the specific experiences of primary school teachers working in every general secondary school of our country [2]. Therefore, it is important to determine the effectiveness of the principles of the process of organizing the primary education process by taking into account the individual experiences of teachers. In this case, it is appropriate to follow the following:

- 1) To pay attention to the individual methods of experienced teachers in determining the effectiveness of the principle of the process of organizing primary education in a school;
- 2) To determine the effect of individual styles of experienced teachers on the principle of organizing the primary education process;
- 3) Determining the positive or negative influence of the individual styles of experienced teachers on their principles.

Taking into account the individual styles of experienced teachers plays an important role in determining the effectiveness of the principles of organizing the primary education process. Therefore, teachers' experiences are one of the important bases for improving the content of the principles, increasing their effectiveness and updating them. Therefore, it is appropriate to consider this issue in the section of general





secondary education schools [3]. For example, paying attention to the individual styles of teachers in determining the modern equality requirement imposed on the principles of organizing the primary education process has the expected effect. Because experienced teachers have a positive or negative influence on the principles of organizing primary education with their individual methods of education and upbringing. In this case, the positive effect is manifested based on the enrichment of the principles of organizing primary education with individual methods, and the negative effect is determined by showing that these principles have a deficiency. For example, an experienced mathematics teacher of elementary education can change the traditional principles of organizing elementary education with his individual style, such a change will have a positive or negative character. Its positive feature is determined by the enrichment of the content of the traditional principle of organizing primary education, and its negative feature is explained by the fact that it shows the deficiency of this principle. In this regard, taking into account the experiences of teachers, it is possible to clearly determine the effectiveness of the principles of organizing the primary education process.

2. Conducting laboratory work. According to him, it is important to carry out laboratory work in determining the effectiveness of the principles of organizing the primary education process. Laboratory work is a set of activities aimed at the special study of a phenomenon or reality. Accordingly, the following types of laboratory work play an important role in determining the effectiveness of the principles of organizing primary education:

- 1) to study the written opinions of teachers or the school team on the principles of organizing primary education;
- 2) testing the principles of organizing primary education;
- 3) carrying out regular studies on the principles of organizing primary education.

It should be noted that these types of laboratory work are of great practical importance in determining the effectiveness of organizing the primary education process. For example, such laboratory work can be carried out as a means of studying the individual experience of an elementary school teacher. Because the individual experience of the primary school teacher is an important practical basis for conducting laboratory work and determining the effectiveness of the principles of organizing primary education based on it.

3. Directing students to creativity. According to him, one of the main considerations in the organization of the primary education process should be directing students to creativity. In this case, students' creativity means their quick assimilation of the given knowledge, their desire to think independently and their ability to express their





opinion. In this regard, following the steps to guide students to creativity will bring the expected results:

- 1) taking into account the ability of students to strive for creativity when organizing the primary education process;
- 2) to envisage the development of students' creative abilities in the organization of the primary education process;
- 3) monitoring the development of students' creative abilities during primary education.

It should be noted that the most important of the principles of organizing primary education is to direct students to creativity. For example, a subject may be explained to the extent that the student does not approach it with thinking, interest, and action. Until today, the principle of explanation is a priority in the process of primary education, in this respect, if the creative approach of students is added to this principle, the mastery process will give the expected result. In general, students are expected to show themselves in the issues of education, upbringing and preparation for the key stage of education based on a creative approach. Therefore, the main attention is focused on the issue of directing students to creativity in the process of primary education in foreign countries.

In the individual practice of the principles of organizing the educational process in primary education, taking into account the experiences of teachers, conducting laboratory work and directing students to creativity play an important role. Individual experiences of teachers serve to ideologically enrich the principles of organizing the educational process in primary education and to improve them with new educational ideas that have passed the experience. In this process, laboratory work provides important foundations for the meaningful development of the principles of organizing the primary education process, and based on the results of laboratory work, the positive aspects of the principles are developed, and the shortcomings are corrected. Developing the principles of organizing the educational process in primary education and directing students to creativity in determining their effectiveness leads to educational, educational and educational enrichment of this process. Because students' creativity is one of the criteria that clearly determines the effectiveness of the principles of organizing the primary education process.

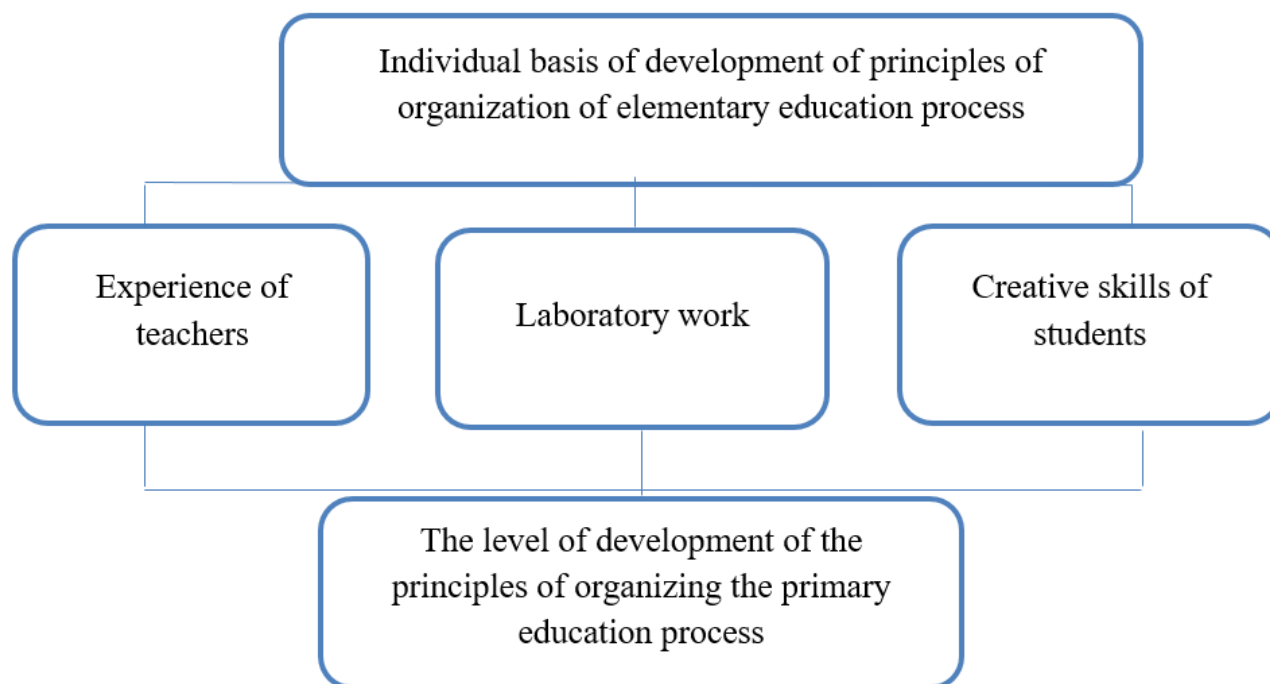
Thus, in the individual practice of the principles of organizing the educational process in primary education, teachers' experiences, laboratory work, and students' creativity are important foundations. Based on these principles, the principles of organizing the primary education process can be developed in terms of content, style and technology.





Therefore, these issues are considered as one of the most important bases for the development of the primary education process in the following years [4].

In general, the individual practice of the principles of organizing the educational process in primary education is perceived as follows:



Individual practice of developing the principles of organizing the educational process in primary education

REFERENCES:

1. Decision of the President of the Republic of Uzbekistan "On measures to implement the national curriculum". / www.ziyounet.uz
2. МАРДОНОВ, Ш., & ЖАББОРОВА, О. БОШЛАНГИЧ ТАЪЛИМНИ РИВОЖЛАНТИРИШНИНГ ЯНГИ ЙЎНАЛИШЛАРИ. ЭКОНОМИКА, 597-600.
3. Жабборова, О. М. (2021). БЎЛАЖАК ТАСВИРИЙ САНЪАТ ЎҚИТУВЧИЛАРИНИ КАСБИЙ ТАЙЁРЛАШ НАЗАРИЯСИ. Academic research in educational sciences, 2(3), 1053-1058.
4. Жабборова, О. М. (2021). SCIENTIFIC RESEARCH LABORATORY" FUTURE TEACHER" AND ITS ACTIVITIES. Экономика и социум, (8), 363-366.
5. Жабборова, О. М., & Ташпулатова, Д. (2021). SKILLS REQUIREMENTS FOR PRIMARY SCHOOL TEACHERS. Экономика и социум, (5-2), 953-956.



6. Жабборова, О. М. (2021). CLUSTER METHOD OF TEACHING COMPULSORY AND ELECTORAL SUBJECTS IN HIGHER PRIMARY EDUCATION. Экономика и социум, (8), 359-362.
7. Жабборова, О. М. (2021). PROFESSIONAL TRAINING OF FUTURE FINE ART TEACHERS IN DIFFICULT CONDITIONS. Экономика и социум, (4-2), 1106-1109.
8. Жабборова, О. М., & Ахмедова, Н. Ш. (2021). FACTORS OF EDUCATION OF PRIMARY SCHOOL STUDENTS ON THE BASIS OF NATIONAL IDEA. Экономика и социум, (4-2), 1110-1114.
9. Каримжонов, А., & Жабборова, О. (2021). YAN AMOS KOMENSKY'S VIEWS ON EDUCATION. Экономика и социум, (5-2), 977-983.
10. Jabborova, O. M. (2021). FUNDAMENTALS OF EXPANSION OF EDUCATIONAL SUBJECTS IN THE CREDIT-MODULE SYSTEM OF TEACHING. CURRENT RESEARCH JOURNAL OF PEDAGOGICS, 2(08), 92-95.
11. Жабборова, О. М. (2022). БОШЛАНҒИЧ ТАЪЛИМДА ТАРБИЯВИЙ ИШЛАР МАҚСАДИ. Academic research in educational sciences, 3(4), 240-245.
12. Жабборова, О. М., & қизи Сапарбаева, Д. Т. (2022). БОШЛАНҒИЧ СИНФ ЎҚУВЧИЛАРИНИНГ ЎЗЛАШТИРГАНЛИК ДАРАЖАСИНИ АНИҚЛАШ ДИАГНОСТИКАСИ. Academic research in educational sciences, 3(6), 285-289.
13. Жабборова, О. М., & Ашурова, Д. Р. (2022). УНИВЕРСИТЕТ ТАЪЛИМИ ШАРОИТИДА БОШЛАНҒИЧ ТАЪЛИМ КОНТЕКСТИ. Academic research in educational sciences, 3(6), 1129-1132.
14. Жабборова, О. М., & Ашурова, Д. Р. (2022). УНИВЕРСИТЕТ ТАЪЛИМИ КОНТЕКСТИДА БОШЛАНҒИЧ ТАЪЛИМ ХУСУСИЯТЛАРИ. Academic research in educational sciences, 3(6), 1125-1128.
15. Жабборова, О. М. (2022). БОШЛАНҒИЧ ТАЪЛИМНИНГ НАЗАРИЙ АСОСЛАРИ. FORMATION OF PSYCHOLOGY AND PEDAGOGY AS INTERDISCIPLINARY.
16. Jabborova, O. M. (2003). Values in practical art (pp. 346-348). In Materials of the scientifically-theoretical and practical-methodical conference of teachers of the Tashkent State Pedagogical Institute.
17. Jabborova, O. M., & Mardonov, S. Q. (2021). Ta'lim jarayoniga innovatsiyalarni tatbiq qilishning tashkiliy-pedagogik jihatlari. Xalq ta'limi jurnali, 2.
18. Жабборова, О. М., & Республикаси, Ў. (2021). Мураккаб шароитларда бўлажак тасвирий санъат ўқитувчиларини касбий тайёрлаш. Экономика i sotsium, 4, 83.