

SYSTEM-ACTIVITY APPROACH IN TEACHING AND UPBRINGING OF PRIMARY SCHOOL STUDENTS

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Annotation: *Бошланғич синф ўқувчиларини ўқитишда умумий, уюшган фаолият давомида биргаликда яратишдан иборат бўлади, ўқитувчи ва бола биргаликда белгиланган фаолият жараёнида ўзлаштириладиган меъёрлар, қадриятлар, идеаллар, талаблар, еътиқодлар, жамият қадриятларини кашф етадилар.*

Ключевые слова: *жараён, талабалар, ижтимоийлашув, ўрганиш, фаолият, муаммо, тарбия, натижа, ўз тақдирини ўзи белгилаш, билим, қулайлик, ҳаётий фаолият, мақсад, вазифа.*

Annotation. *In the course of a common, organized activity, the teacher and the child jointly discover the norms, values, ideals, requirements, beliefs, and val*

Keywords: *process, students, socialization, learning, activity, problem, education, result, self-determination, knowledge, comfort, life activity, goal, task.*

The school is changing rapidly today, trying to keep up with the times. The main change in society, which also affects the situation in education, is the acceleration of the pace of development. Therefore, today it is important not so much to give the child as much knowledge as possible, but to ensure his general cultural, personal and cognitive development, to equip him with such an important skill as the ability to learn. In fact, this is the main task of the new educational standards. The main goal of education is not the transfer of knowledge and social experience, but the development of the student's personality, his ability to independently set educational goals, design ways to implement them, monitor and evaluate their achievements, in other words, the formation of the ability to learn.

The development of new standards is based on a system-activity approach. The transition to a learning model based on an activity-based approach implies a change in the teaching methodology itself. The modern learning process is focused on the teacher's management of students' cognitive activity, and by the end of school, it should be carried out according to the following scheme: students' planning of their activities in the classroom – their choice of information sources – mastering and appropriating new knowledge in the process of independent activity with these sources – students' self-analysis of work results. Thus, the role of the teacher changes: it becomes the organizer of children's activities. The new school standard of primary general education is abolished by the "minimum knowledge" and the concept of social order is introduced.

The activity approach is an approach to the organization of the learning process, in which the problem of student self-determination in the educational

process comes to the fore. The goal of the activity approach is to educate the child's personality as a subject of life activity. To be a subject is to be the master of one's own activity: set goals, solve problems, and be responsible for results.

The task of a modern school is not to give you a lot of knowledge, but to teach you to learn. What should a child learn? There is an old parable about how a wise man came to the poor and said: "I see you're hungry. Come on, I'll give you a fish, to satisfy your hunger." But the parable says: you don't have to give a fish; you have to teach a person to catch it. The new generation standard helps you learn to learn, teach you how to "fish" and, thus, master universal learning activities, without which nothing can happen. It is in action that knowledge is born.

The peculiarity and significance of learning activities is that the child changes himself. This means that the younger student is not indifferent to the activities that he is engaged in, is aware of the importance of acquiring knowledge, is able to raise problematic issues and find ways to solve them, analyzes his activities, evaluates successes, and determines the causes of mistakes and failures. This is possible if the student develops learning activities, if the learning process makes the student its subject, that is, they are taught to teach themselves, to be aware of personal responsibility for learning outcomes, and to have self-learning and self-development skills.

Any activity begins with setting a goal that is personally significant for students, when this goal is "assigned" by the student, he can understand and formulate the task. In order for students to develop cognitive interest, it is necessary to confront them with an "insurmountable difficulty", that is, to create a problem situation. To solve this problem, training activities are performed. At this stage, you need to create a success situation.

The implementation of the system-activity approach in practical teaching is provided by didactic principles. Let's list them. The principle of activity is that the student, receiving knowledge not in a ready-made form, but extracting it himself, is aware of the content and forms of his educational activity, understands and accepts the system of its norms, actively participates in their improvement, which contributes to the active successful formation of his general cultural and activity abilities, general educational skills.

The principle of continuity means continuity between all stages and stages of education at the level of technology, content and methods, taking into account the age-related psychological characteristics of children's development. The principle of integrity implies that students form a generalized system view of the world (nature, society, themselves, the socio-cultural world and the world of activity). The minimax principle is as follows: the school should offer the student the opportunity to master the content of education at the maximum level for him (determined by the zone of closest development of the age group) and at the same time ensure its assimilation at the level of a socially safe minimum (state standard of knowledge). The principle of psychological comfort implies the removal of all stress-forming factors of

the educational process, the creation of a friendly atmosphere at school and in the classroom, focused on the implementation of ideas of cooperation pedagogy, the development of dialogical forms of communication.

The principle of variability implies the formation of students' abilities to systematically search through options and make adequate decisions in situations of choice. The principle of creativity means maximum orientation to creativity in the educational process, the acquisition of students' own experience of creative activity.

The presented system of didactic principles ensures the transfer of cultural values of society to children in accordance with the basic didactic requirements of the traditional school (principles of visibility, accessibility, continuity, activity, conscious assimilation of knowledge, scientific character).

Every time I draft a lesson, I ask myself the same questions: how to formulate lesson goals and ensure their achievement; what educational material to choose and what didactic processing to subject it to; what teaching methods and tools to choose; how to organize your own activities and students' activities; how to make sure that the interaction of all components leads to a system of knowledge, skills and abilities.

Much depends on the talent and skill of the teacher, his ability to organize "searches" in the lesson, the ability to manage, and not to train. Therefore, teachers need to master pedagogical technologies that can be used to implement new requirements.

Speaking about the system-activity approach in education, this concept cannot be separated from the educational process. Only in the conditions of an activity-based approach, and not a flow of information, moralizing, a person is formed as a person. Interacting with the world, a person learns to build himself, evaluate himself, and analyze his own actions. Therefore, project activities, business games, and collective creative activities are aimed at practical communication, which is motivationally conditioned and involves creating an attitude of independence, freedom of choice, and quality of life for children. This is the system-activity approach, which undoubtedly does not bear fruit immediately, but leads to achievements.

Extracurricular activities, as well as the activities of students in the framework of lessons, are aimed at achieving the results of mastering the main educational program. But, first of all, it is the achievement of personal and meta-subject results. This also determines the specifics of extracurricular activities, during which the student not only and even not so much needs to learn how to act, feel, and make decisions.

When organizing extracurricular activities in general education institutions, it is advisable to use various forms of organizing students' activities (excursions, circle and section classes, club meetings, round tables, conferences, debates, school scientific societies, Olympiads, competitions, search and scientific research,

socially useful practices), which are different from the organizational forms in the regular training system. Extracurricular activities are closely linked to children's supplementary education when it comes to creating conditions for the development of children's creative interests and their inclusion in artistic, technical, environmental, biological, sports and other activities.

An activity-based approach is the main condition for the realization of life. Within the framework of the standards, a new approach to the organization of training is being implemented, which is aimed at revealing the abilities of students, at forming a personality, as well as its readiness for life in the modern world.

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