



Using Different Methods To Activate Primary Class Students

Sultanova A. M.

Teacher of the "Theory of Primary Education" department of CSPU

Abstract: The article talks about the skills of using different methods to activate primary school students.

Key words: Primary school teachers, pedagogy, primary education, science, integration, classroom environment, pedagogical methods.

Bo`shlang`ich Sinf O`Quvchilarni Faollashtirish Maqsadida Turli Metodlardan Foydalanish

Sultanova A. M.

ChDPU "Boshlang'ich ta'lim nazariyasi" kafedrası o'qituvchisi.

Annotatsiya: maqolada bo`shlang`ich sinf o`quvchilarni faollashtirish maqsadida turli metodlardan foydalanish ko`nikmalari haqida gap borgan.

Kalit so`zlar: Bo`shlang`ich sinf o`qituvchilari, pedagogika, boshlang`ich ta'lim, ilm-fan, integratsiya, sinf muhiti, pedagogik metodlar.

Decree PF-6108 of the President of the Republic of Uzbekistan "On measures to develop the fields of education and science in the period of new development of Uzbekistan" dated November 6, 2020 and "Education and education system on additional measures for further improvement" No. PQ-4884 of November 6, 2020 and "Measure to support scientific and research activities in the field of public education and introduce a continuous professional development system - activities" No. PQ-4963 of January 25, 2021, of the Cabinet of Ministers "On approval of the regulation on the procedure for the organization of the system of continuous professional development of public education employees" of



January 17, 2022 Decisions No. 25 and Order No. 121 of the Minister of Public Education dated April 20, 2022 "On Approval of State Education Requirements". In order to activate primary school students, divide them into small groups to study the educational material or hear and summarize thoughts and ideas when given a problematic question. Thoughts and ideas are grouped into creative work in the lesson aimed at completing the assigned task. When this method is used, the student will have the right to work in small groups, actively participate in the lesson, be in the role of leader, learn from each other and appreciate different points of view.

When using the "work in small groups" method, the teacher has the opportunity to save time compared to other interactive methods. Because the teacher can attract and evaluate all students at the same time. Below is the structure of the "Working in small groups" method. The structure of the "Working in small groups" method: The stages of the "Working in small groups" method are as follows:

1. The direction of activity is defined. Related issues are determined by the topic.
2. Small groups are defined. Students can be divided into groups of 3-6 people.
3. Small groups begin to complete the task.
4. The teacher gives clear instructions and directs.
5. Small groups make presentations.
6. Completed tasks are discussed and analyzed.
7. Small groups are evaluated.

"Working in small groups" method

Advantages:	Disadvantages:
leads to good mastering of the teaching content	due to the presence of weak students in some subgroups, there is a possibility that strong students will also receive low marks
communication skills leads to improvement	the ability to control all students will be low
there is an opportunity to save time	negative rivalries between groups may appear
all learners are involved	a conflict may arise within the group
self and peer assessment will be available	



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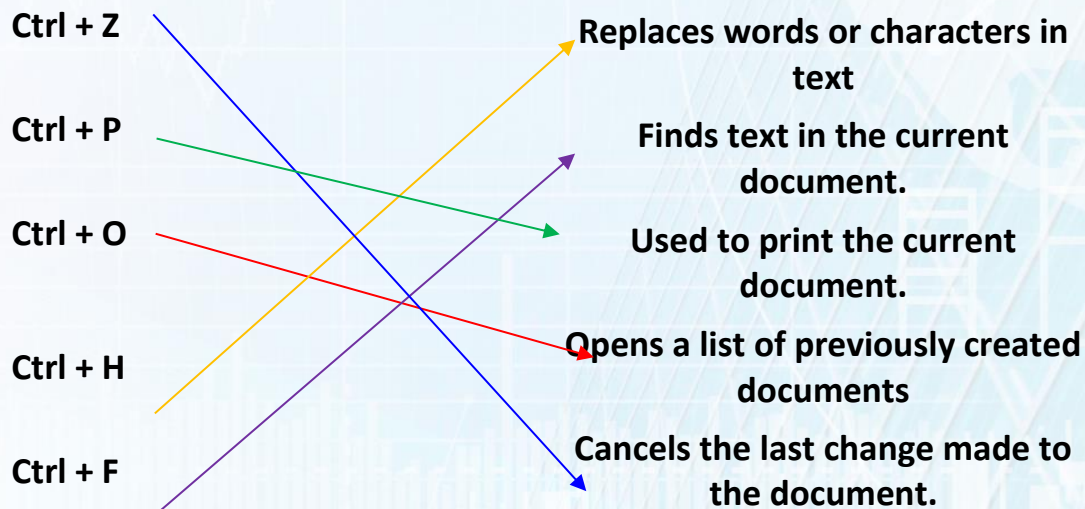


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"Bow arrow" method

Many science teachers can use the bow and arrow method. For example: correctly find the functions of the shortcut keys in the Excel program.



Zigzag strategy method

Team members are divided into groups and the group is named. In groups, the text explaining the essence of the new topic is divided into parts, and the task of familiarizing with the content of the separated parts is assigned to the groups. Team members study the texts carefully and speak.

In order to save time, leaders are determined from among the group members, and the noted task is performed by them. Leaders' opinions can be supplemented by group members. After the students of all groups talk about the content of the text assigned to them, the texts are exchanged among the groups and the previous activity is repeated.

Several texts are presented to the groups. In this way, after studying the contents of all the texts by groups, the students distinguish the main concepts of the topic, determine their logical interdependence, based on the ideas that have arisen, a scheme related to the topic is developed. Then, on the basis of acquired knowledge, students are assigned the task of developing such schemes.

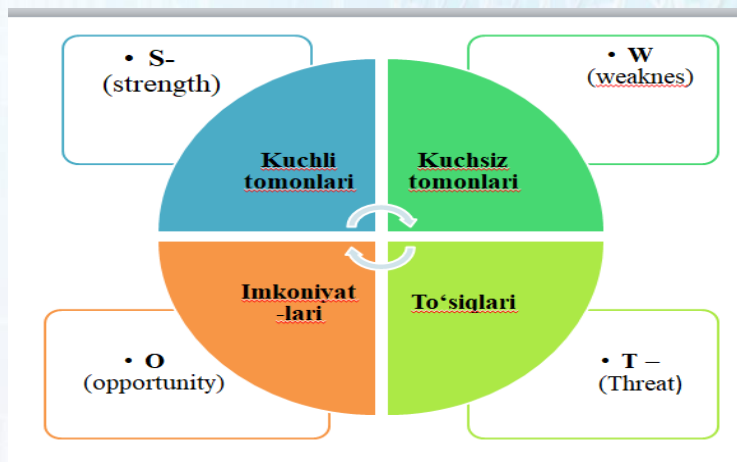
For example: After completing the task on the computer, they explain what they have done. "Tell me the sequence of creating a table prepared in the Word text editor."



No	Name and surname	Information		
		Nationality	Year of birth	Address

SWOT analysis method

The purpose of the method is to find ways to solve problems by analyzing and comparing existing theoretical knowledge and practical experience, strengthening, repeating, evaluating knowledge, forming independent, critical thinking, and non-standard thinking.



Example: Put the SWOT analysis of i-Spring into this table.

S	Strengths of using i-Spring software for testing	
W	Weaknesses of using i-Spring software for testing	
O	i-Spring during testing use the program options (internal)	
T	T Barriers (external)	



"FSMU" method

The purpose of the technology: This technology serves to draw specific conclusions from the general thoughts of the participants, assimilation and conclusion of information by comparison, comparison, as well as formation of independent creative thinking skills. It is recommended to use this technology in lecture sessions, reinforcement, when asking about the topic, giving homework and analyzing the results of practical training.

Technology implementation procedure:

- I. Participants are offered a final conclusion or idea related to the topic;
- II. Papers are distributed to each participant with the stages of FSMU technology:



FSMU analysis is the basis for faster and successful assimilation of professional and theoretical knowledge by participants based on practical exercises and existing experiences.

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