

## THE EFFECTIVENESS OF USING INNOVATIVE METHODS IN DETERMINING THE LEVEL OF INTELLECTUAL QUALIFICATION OF PUPILS IN THE PROCESS OF PRIMARY EDUCATION

Askarova Zulayho  
Urganch State Pedagogical Institute's Teacher

### **Annotation:**

This article discusses didactic rules, principles, and educational methods for organizing the educational process through innovative methods, and as a result, developing pupils' creative, critical, and logical thinking.

**Keywords:** primary education, educational principles and methods, thinking, IQ level, teaching technologies.

The aim is to obtain the highest possible result from the spent money and effort in the application of innovations in the educational system or educational activities. Innovation differs from any innovation in that it must have a changeable mechanism that allows for management and control.

The laws of didactics, which reflect the internal necessary connections between educational phenomena and factors, serve as the theoretical basis of pedagogical activity. Due to the influence of various factors on the process of education and upbringing, the laws of didactics do not give a single-valued, exact result, but acquire a probabilistic (predictive) value. Practical instructions for the implementation of education and training are reflected in didactic principles. Today, attempts to improve the system of teaching principles for general secondary education, secondary special, vocational education and higher education continue in pedagogical research. Their improvement is natural. Because they are not frozen, they synthesize the achievements of modern didactics and are constantly updated under their influence.

The following principles can be noted as the basic and universally recognized principles: - developmental and educational teaching; - cultural and natural compatibility; - the connection between science and theory with practice; - orderliness and sequence (coherence, integrity, perspective); - awareness and activity; - comfort; - durability; - positive motivation.

The principle of order and sequence envisages the connection of each successive knowledge and skill with the previous one, in which the new continues the old. Such an understanding of it remains relevant today, but at the same time it is filled with a reflection in the mind not only of a concept or a law, but also of a holistic picture of the universe.

The requirement for systematicity and sequence is primarily aimed at maintaining the integrity of teaching. Therefore, teaching should be built as a logically connected system in terms of content, goals, methods, and tools at all stages of the continuous education system. This, in turn, ensures the prospective development of the learner.

Consequently, a person's acquisition of necessary knowledge and skills in the educational system creates a foundation for his professional activity and the realization of his capabilities and work potential in life. It is for this reason that in the theory of human capital, the level of education of the

population is an important component that constitutes its main value, and learning and improving one's knowledge and skills is recognized as a component of human labor activity<sup>5</sup>.

In his time, the great Russian chemist-scientist D.Mendeleev said, "Education is the human wisdom and priceless capital acquired by the time and labor of a person. "A truly educated person finds a place when there is a need for his knowledge and ideas in the government or society, otherwise he is redundant," he wrote.

The capital of educated, intelligent people is really their education - acquired knowledge and skills. Regardless of the different definitions and interpretations of human capital, it is a well-known fact that the basis of human capital is education, which ultimately forms knowledge, skills, and abilities in a person. Without education, no human capital can be formed, used or profited from. It follows that education is one of the main components of human capital, and it is closely related to such concepts as the educational system, educational service, quality of education and social cooperation.

First of all, it is necessary to focus on increasing the pupil's IQ level.

We will talk about several ways to strengthen and further develop the pupil's brain activity. Children's brains develop rapidly from birth to three years. Brain development affects all areas of child development.

There are four main areas of development:

1. physical;
2. emotional;
3. social;
4. cognitive.

Brain development is part of cognitive development. Cognitive development describes how a child's intelligence develops and includes thinking, learning, and problem-solving skills.

The first three years of a child's life are very important for learning and development. Many parents ask how they can help their child's brain develop. The best way is to keep your child actively engaged in daily activities, such as play, reading, and less stress. Here it is assumed that stress affects the child's brain activity and mental level.

The nature of the interactive methods recognized as a component of the pedagogical technology, the breadth of possibilities compared to the traditional methods are among the proven conclusions.

The word "interactive" (Russian "interaktivno") is derived from the English language, "inter" - mutual, "act" - active action, activity, effectiveness) means mutual action, joint activity means In the process of mutual, joint activity, cooperation is observed between teacher-pupil and pupil-pupil in order to achieve educational goals. In classes organized with the help of interactive methods, pupils become teachers to a certain extent, and the group becomes a single, cooperative, harmonious team.

A number of definitions in the literature are not new to practitioners today. However, it is still observed that most of the teachers interpret the pedagogical technology as only teaching using computers or teaching in groups. Therefore, we found it appropriate to distinguish the main aspects of pedagogical technology as follows:

1. Systematic approach.
2. Guarantee of results.
3. Targeted selection and application of a set of methods or methods and tools.
4. Targeted and systematic mobilization of human and time resources to the pedagogical process.

One of the necessary conditions of modern pedagogical technologies is that the role of the teacher changes in the educational process, that is, during the lesson:

- providers, directs, advises pupils to learn independently;
- a cooperative person who shows the right directions of thinking development.

Taking this into account, in the effective organization of the primary education process, the methods used in mother tongue and reading literacy classes should help pupils to think creatively, critically and logically. Only if pupils have deep thinking and a broad worldview, competitive personnel will develop in the future. We work on methods and apply them to the educational process. The "Dreamer, Realist and Critic" method

In this method, we will study games that form creative thinking and an excellent educational method that increases the level of pupils' thinking. To create a strong interest in your subject and a better understanding of the topics in your pupils, find a problematic question related to today. Create a fun game. Pupils first take on the role of a dreamer and come up with the most amazing ideas. In the second, they become pragmatists, make a clearly integrated plan of action to solve the problem and think it over several times. In the third, pupils debate thinks critically and finds errors in proposed ideas. Roles can be distributed to several people or each of them can be tested on one pupil. For example, you teach Education. "Why can't human society get rid of wars in ancient times, in the middle ages and even today?" So who has an opinion on this problematic question? There is no clear answer, or right or wrong position. What is important is that when the pupil expresses his opinion, he has an independent opinion that looks at the situation with a realistic and critical eye. You can use this example in any subject and in any subject. Roles can be distributed to several people or each of them can be tested on one pupil. For example, you teach Education. "Why can't human society get rid of wars in ancient times, in the middle ages and even today?" So who has an opinion on this problematic question? There is no clear answer, or right or wrong position. What is important is that when the pupil expresses his opinion, he has an independent opinion that looks at the situation with a realistic and critical eye. You can use this example in any subject and in any subject. Roles can be distributed to several people or each of them can be tested on one pupil. For example, you teach Education. "Why can't human society get rid of wars in ancient times, in the middle ages and even today?" So who has an opinion on this problematic question? There is no clear answer, or right or wrong position. What is important is that when the pupil expresses his opinion, he has an independent opinion that looks at the situation with a realistic and critical eye. You can use this example in any subject and in any subject.

Step by step method

This method is basically an exchange of data, and 2 readers come out. It is brought to the end of the classroom. Each pupil who says 1 piece of information takes 1 step. The information should only be related to a previous topic or a new topic. If the information is repeated or cannot be repeated, the step will not be taken. The pupil who reaches the finish line with the first word is the winner. This method also encourages each pupil to work for himself. And the method that I use the most is to ask questions in a series. Simple questioning also creates a great interest in science in the pupil.

"Ingenious ingenuity" method

In this, pupils will be asked questions to think about, and they will answer the question by dividing into groups.

☐ According to the level of complexity of the questions, points are assigned for each correct answer;

☐ Determining the points ensures that pupils have a clear idea of their personal capabilities;

☐ The method can be used in individual, group and mass work with pupils.

Logical methods such as analysis, synthesis, comparison, and generalization are used in order for pupils to consciously understand the work read in the lesson, to understand its main content and idea. Different methods of work are used in the analysis of the read work. Children tell the main participants in the story, draw up a plan of the work under the guidance of the teacher. Pupils can say the participants in any order, but the teacher asks them to say them in the order of participation in the play. As a result, an outline of the story is drawn up under the guidance of the teacher. The content of the works is determined with the help of the questions given by the teacher.

Thus, the first acquaintance with the content of the work requires pupils to work consciously, that is, to analyze the events, the composition of the participants. These logical tasks associated with reading become progressively more complex.

One of the means of developing pupils' speech in reading lessons of primary grades is various organized retellings. The school experience includes full, abbreviated, selective, and creative retelling types. Retelling the text in full or close to the text is relatively easy for primary school pupils, while other types are relatively more difficult. In the retelling, the teacher's question about the content of the story read should make the pupils think about the details of the story, about the cause and effect of the connection between some events. The characters and their behavior play a key role in the development of the plot of the work. Pupils will better understand the content of the work by analyzing the characters and their behavior and characteristics.

When the pupil tells the content of the read work with the help of the teacher's question, not only analysis, but also synthesis is used: some scenes are interconnected (synthesized), compared to each other, discussed and a conclusion is drawn. Often, primary school pupils do not understand the content of the work as a result of their lack of understanding of the behavior of the participants, sometimes wrongly or superficially. That is why the teacher should formulate the question very carefully, it will help the child to think, to think, to discuss the behavior of the participants, the connection of events, to compare them with each other, to determine their positive and negative aspects. should be given.

Selective storytelling is also one of the means of developing children's thinking and speech.

In selective storytelling, the reader:

- 1) consciously separates a part of the read text, its limits;
- 2) tells only one event from the story;
- 3) tells the content of the story only in one plot direction.

Methodical methods widely used in primary grade interpretive reading classes help to form selective retelling skills in pupils.

A4 format method:

This method is very convenient for lazy teachers. Why don't you worry that I don't have different cards and different visual aids for playing games. You only need 1 sheet of paper. In most classes, pupils sit in 3 rows of desks. And there are 2 pupils at each desk. Take 6 pieces of paper and give 1 to the pupils sitting at the first desk. They will have to write short sentences and terms that they remember about the topic. Pupils sitting in front write information and pass the paper to the pupil behind them. Information should not be duplicated. In this way, sentences are written until the end of each line.

vWhich line is finished first, will have a preferential 1 point. Pupils sitting at the end go to the blackboard and read the information collected on A4 sheet.

It should be said that in the science of pedagogy, based on the study and generalization of the practical experience of teachers, there are certain approaches to the selection of educational methods depending on the conditions and specific situations of the educational process.

When choosing educational methods, the following circumstances should be taken into account:

- General goals of education.
- The content and peculiarities of science and the subject being studied.
- Peculiarities of the methodology of teaching a subject.
- Time spent studying the material.
- Purpose, tasks and content of the training session.
- Age and cognitive abilities of pupils.
- Level of preparation of pupils.
- Financial support of the educational institution.
- Theoretical, practical and methodical training of the teacher, level of mastery of pedagogical skills.

In conclusion, offering innovative methods of education and developing it is an important task for every pedagogue and methodologist.

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