



FORMATION OF THE ABILITY OF PRIMARY SCHOOL STUDENTS TO EVALUATE AND DIAGNOSE THE FUTURE PROFESSIONAL ACTIVITY OF THE CHILD

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Article history:	Abstract:
Received: March 24 th 2021	The purpose of the program: to provide regulation of various aspects of the development of met subject skills, i.e., methods of activity that are applicable in the framework of both the educational process and in solving problems in real-life situations.
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PROGRAM OBJECTIVES:

- * establish value orientations for primary education;
- * determine the composition and characteristics of universal learning activities;
- * identify universal educational actions in the content of subject lines and determine the conditions of formation in the educational process and vital situations.

PROGRAM CONTENT:

The program for the formation of universal educational actions for students at the stage of primary general education contains:

- Description of the value orientations of the content of education at the stage of primary general education;
- characteristics of personal, regulatory, cognitive, communicative universal educational actions of student in primary school age;

Primary school is the most important stage in the process of general education of a student. In four years, he needs not only to master the program material of the subject disciplines, but also to learn how to learn – to become a "professional student".

The new social demands reflected in the text of the Educational Standard define the goals of education as the general cultural, personal and cognitive development of students, providing such a key competence of education as «teach to learn». In this regard, the modern education system aims not only to develop students 'specific subject knowledge and skills within individual disciplines, but also to form a set of universal educational actions that provide the competence to "teach to learn". The formation of universal educational actions is also the key to the prevention of school difficulties.

In a narrower sense, it is a set of student actions that ensure their cultural identity, social competence, tolerance, and the ability to independently acquire new knowledge and skills, including the organization of this process.

The theoretical and methodological basis for designing a program for the formation as a whole is the system-activity and cultural-historical approaches that integrate the achievements of pedagogical science and practice (competence-based and paradigms of education).

The program of formation of universal educational actions is aimed at providing a system-activity approach, which is the basis of the Standard, and is designed to promote the realization of the developing potential of general secondary education, the development of a system of universal educational actions, which acts as an invariant basis of the educational process and provides students with the ability to learn, the ability to self-development and self-improvement.

The basic values of the content of general education, which are the basis of this program, are:

- The presence of a student's broad cognitive interests, desire and ability to learn, optimally organizing their activities, as the most important condition for further self-education and self-education;
- the emergence of self-awareness of the younger student as a person: his respect for himself, the ability to individually perceive the world around him, to have and express his point of view, the desire for creative activity, purposefulness, perseverance in achieving goals, readiness to overcome difficulties, the ability to critically evaluate his actions and actions;

- the formation of a child as a member of society, firstly, sharing the universal values of kindness, freedom, respect for the person, for his work, the principles of morality and humanism, and secondly, striving and ready to cooperate with other people, to provide help and support, tolerant in communication;
- Self-awareness as a citizen of the country in which he lives.
- the formation of aesthetic feelings of the child, taste on the basis of familiarization with the world of domestic and world art culture, the desire for creative self-realization;
- The emergence of a responsible attitude to the preservation of the environment, to yourself and your health.

The concept, functions and types of universal learning activities are described in detail in the Educational Standard for Primary General Education.

The characteristics of universal learning activities of students reveal the maximum achievable result.

In the primary school of this educational institution, it is necessary to implement a program for the formation of UUD in all areas, taking into account the specifics of the student population (low motivation for learning; underdevelopment of speech, which is expressed in pronunciation defects, inability to build homological statements in accordance with the syntactic and grammatical norms of the native language, lack of language intuition; lack of communication skills, which is expressed in the inability to take the position of the interlocutor). The result of mastering the program for the formation of universal educational actions cannot be evaluated in the usual point system for teachers. The achievement of the student should be considered the development of each educational action (with the development of his ability from one level to the next). Progress deserves praise, support, and approval, even if the skill (training action) moves from the lowest to the lowest and from the advanced to the highest.

The manual "Assessment of the achievements of the planned results of primary general education" provides options for the texts of works and tasks on an intersubject basis, which, in fact, test the ability of students to apply their knowledge and experience of educational activities in new conditions, to solve new cognitive tasks. These works will reflect the effectiveness of the implementation of the program for the formation.

Personal universal educational actions reflect the system of value orientations of the younger student, his attitude to various aspects of the surrounding world.

Personal include: a positive attitude to learning, to cognitive activity, the desire to acquire new knowledge, skills, improve existing ones, to be aware of their difficulties and strive to overcome them, to master new types of activities, to participate in the creative, creative process; awareness of oneself as an individual and at the same time as a member of society, recognition of generally accepted moral and ethical norms, the ability to self-evaluate one's actions, actions; awareness of oneself as a citizen, as a representative of a certain people, a certain culture, interest and respect for other peoples; desire for beauty, willingness to maintain the state of the environment and one's health.

- the action of meaning formation (interest, motivation);
- the action of moral and ethical evaluation ("what is good, what is bad");
- formation of a personal, emotional attitude to yourself and the world around you;
- formation of interest in yourself and the world around you (when the child asks questions);
- emotional awareness of yourself and the world around you;
- forming a positive attitude towards yourself and the world around you;
- formation of the desire to perform training activities;

Accept and save the educational task; plan (in cooperation with the teacher and classmates or independently) the necessary actions, operations, act according to the plan; monitor the process and results of activities, make the necessary adjustments; adequately assess their achievements, be aware of the difficulties that arise, look for their causes and ways to overcome them.

- goal setting;
- planning;
- forecasting;
- control in the form of comparing the method of action and its result with a given standard;
- correction;
- rating;
- Volitional self-regulation as the ability to mobilize strength and energy; the ability to willpower
- to choose in a situation of motivational conflict and overcome obstacles.

Communicative universal learning activities provide the ability to carry out productive communication in joint activities, showing tolerance in communication, observing the rules of verbal and non-verbal behavior, taking into account the specific situation.

The communicative include: to enter into an educational dialogue with a teacher, classmates, to participate in a general conversation, observing the rules of speech behavior; to ask questions, listen to and answer questions from others, to formulate your own thoughts, to express and justify your point of view; to build small monologue statements, to carry out joint activities in pairs and working groups, taking into account specific educational and cognitive tasks.

At the same time, various mental operations are carried out with the means of language: analysis, synthesis, comparison, classification; conclusions, conclusions, generalizations are made, which are presented in a verbal, schematic, model form. All subject skills are formed on the basis of students ' awareness of the essence of the actions

performed and the sequence of necessary operations. Children are constantly developing the ability to control their actions-both after they are completed, and in the course (various types of memos are used, tasks for correcting errors, systematic work is carried out to teach self-checking of what is written, etc.).

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