PROVIDING LITERACY OF STUDENTS IN PRIMARY EDUCATION AND TEACHING INDEPENDENT THINKING

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Article history:		Abstract:
		Today, all areas of development are due to high-quality education. Teacher development has become essential due to the quick development of the educational area. Today's Uzbek educational system is also integrating access to technology and digital networks. Updates, development, and training in line with advancing technologies are required to raise the standard of primary education. This article addresses the teaching process in primary school settings, the elements of 21st-century education and their influences, as well as how the primary teaching process has changed as a result.

INTRODUCTION. Primary education is the foundation of the educational system, and teaching there is both responsible and demands a teacher with strong pedagogical and psychological skills. The future of the children will be impacted by the use of contemporary teaching techniques. In order to ensure the characteristics of teaching in elementary classes in the twenty-first century, it is crucial that schools expand their digital infrastructure, provide pedagogical and technological expertise, and comprehend how kids develop. Since the primary school curriculum is symbolic in nature, teachers have a certain freedom of choice in the selection and weight of the curriculum, teaching methods and materials.

In order to design teaching in primary school in a child-friendly, lively and stimulating way, teachers need to teach different teaching methods according to the situation and try out the educational forms that are suitable for primary school. Professional development of a teacher can be defined as an activity that increases and strengthens the knowledge, skills and competence of an individual as a teacher. Teacher development is a holistic process that includes learning, training and development as a teacher.

METHODS. This provides the teacher with adequate preparation to meet the growing needs of students and parents in the classroom and beyond. Primary education is usually the first stage of education after pre-school/kindergarten and up to high school. Primary education takes place in primary school, primary school or, depending on the location, first and secondary school. The International Standard Classification of Education considers primary education to be one stage, where programs are generally designed to acquire basic skills in reading, writing and mathematics and to build a solid foundation for learning. Primary education is the first stage of basic education.

More research will be needed for professional growth and development in elementary teacher preparation programs, primarily through student observation and preference learning. Such useful activities are offered by the school to students as part of their personal development plans or as part of the teacher development plan. The objective of professional development for teachers is to raise the caliber and level of knowledge of elementary school students. Lessons for elementary school pupils should be structured in a way that is interactive and emphasizes learning via play, open learning, project-based learning, learning by informational discovery, repetition, and practice.

Even in primary education, the opportunities provided by computers should be used to encourage independent, purposeful and individual learning and creative work. The content of teaching in primary school is structured by subjects, but individual subjects should not be separated from each other, because the teaching of knowledge requires interdependence and therefore an interdisciplinary approach. Based on the primary school curriculum, the aim of primary education is to provide a basic and balanced education in the social, emotional, intellectual and physical domains.

RESULTS. Taking into account the individual needs of primary school students, primary schools should fulfill the following tasks:

- develop and encourage students' aspirations for knowledge, skills, interests and talents;
- strengthening and developing students' confidence in their ability to act;
- strengthening and development of their social competence (responsible behavior, team spirit, integration, development and acceptance of rules and norms, critical thinking);
- improving their language skills (communication, expression);
- development and dissemination of basic knowledge, skills, abilities, understanding and attitudes to serve;
- acquire reading, writing and arithmetic skills (including the use of modern communication and information technologies in a child-friendly manner);
- communication and dealing with the environment;
- extensive development of artistic and technical skills, physical and motor skills;
- gradually develop the right attitude to study and education (perseverance, care, accuracy, willingness to help others and caution);
- students need to be guided towards purposeful, independent and purposeful learning (based on more play-based learning before school).

It is considered as one of the most traditional teaching methods that focuses the attention of the student on the teacher. Teachers are in charge of the classroom and lead all activities. Usually, in this method, children sit at separate tables where they meet the teacher face to face. Although group work is possible, most of the class time is spent explaining explanations and assigning individual work with the teacher. Teacher-centered methodology has recently fallen out of favor because this teaching strategy appeals to passive learners. Ideally, teachers would prefer their students to be actively involved in the learning process.

A teacher-centered approach does not facilitate a strategic goal. Instead, controlling student behavior is a priority. One advantage is that behavior problems are usually easier to manage in this environment. Another advantage is that it is rare for a student to miss a topic because the teacher controls everything that happens in the classroom. Despite the advantages, the teacher-centered approach has many disadvantages. More importantly, children cannot benefit from the social benefits of other approaches. In addition, children do not have the opportunity to direct their knowledge and play an active role. Life skills like collaboration, critical thinking, debate, etc. are more difficult to acquire in a teacher-centered classroom.

As new technologies enter school curricula, teachers and school leaders are beginning to rethink all aspects of classroom information. New, innovative methods of data collection are constantly being developed, offering new options for continuous formative, summative, and alternative assessments. What exactly do research-based learning strategies mean? While the integration of advanced technology may present challenges in curriculum design, schools are looking to the future.

DISCUSSION. Effective methods of teaching primary school students of the 21st century are presented below.

1. Interactive online game software - a recent innovation in educational applications - can be used based on student interests. At the same time, the use of educational games that improve skills in English and other subjects is very useful in keeping elementary school students interested in the lesson. As students become comfortable using online games to learn, teachers can engage students in fine-tuning skill areas such as math and science through new apps.

2. Digital Literacy - Curriculum design can be based on students' developmental stages, and teachers must be aware of the risks (eg, distractions) of technology integration and use in the classroom. As more teachers use technology in classrooms and schools to allow students to engage with content through digital literacy, some schools need to adopt formal digital literacy curricula and digital literacy plans. That's why students develop the ability to use the Internet, choose content, and sort information into necessary/unnecessary categories. The field of digital literacy will continue to gain importance in the coming years as new approaches to learning are adopted with the help of new technologies.

3. Self-Directed Professional Development - Professional development for teachers that includes interactive online seminars or video and other content that can be delivered via web browsers in recent years increased. A recent article suggests online options for teachers to choose from. As elementary teachers are increasingly required to update their skills to meet ethical and legal guidelines and stay up-to-date with the latest standards, some school districts are providing teachers with interactive learning components. are turning to self-directed, online modules to enable

Today, the interest in using interactive methods and information technologies in the educational process is increasing day by day. One of the reasons for this is that until now, in traditional education, students were taught only to acquire ready-made knowledge, and the use of modern technologies allows them to search for the knowledge they acquire, independent study and thinking, analysis. even teaches them to draw final conclusions themselves. In this process, the teacher creates conditions for the development, formation, learning and upbringing of the individual, and at the same time performs the functions of management and guidance.

CONCLUSION. The purpose of primary education is formed according to the needs of the society. Therefore, the goal of education should be appropriate and proportionate. The goal of education in scientific literature is to create skills and competencies, develop logical-creative thinking, improve communicative literacy, inculcate the national idea, form oriental education, define personality it is emphasized that it consists of spiritual enrichment. Based on the educational goal, students' communication culture is improved by increasing their independent thinking, oral and written literacy, and developing logical thinking. On the basis of the educational goal, spiritual, ideological and sophisticated education is provided. In the process of language learning, there is an opportunity to get closer to the cultural and moral values of the people. When teaching primary school students, teaching using modern methods on the basis of technical technologies, in an interactive and interactive manner, will certainly give a positive result. Especially for 7-10-year-old children, lessons based on "smart games" are more effective. Because children of this age love to play games. Therefore, it is necessary for the teacher to avoid traditionalism and homogeneity as much as possible in teaching, always strive for innovation and work tirelessly on himself.

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