



KNOWLEDGE IN THE TREATMENT OF PRIMARY SCHOOL STUDENTS  
DEVELOPMENT OF COMPETENCIES

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**Annotation:** *in this article, it is currently covered on the development of Science, Technology and innovative technologies, interactive methods in the educational process, the use of innovative pedagogical and Information Technologies, the effective use of modern technologies in the educational system.*

**Keywords:** *innovation, technology, development, training, interactive styles, innovative pedagogical and Information Technology,*

Problematic teaching is aimed at ensuring that the school performs the necessary task, that is, to develop the creative potential of the younger generation. Without problematic education, this goal cannot be achieved, because only when solving problems independently, "a (procedural) characteristic of creative activity is carried out regarding the main process – to independently bring knowledge and skills into a new situation, to be able to see the construction of an object, to form a whole, adapting previously known methods and actions together, to choose one of From the above, we can conclude that creative thinking manifests itself vividly within the framework of problematic teaching, and at the same time, small creative stories on a literary topic obey to some extent the laws of problematic education and carry in themselves the basic principles of this type of education in a holistic way, at the same time having its own distinguishing features.

Children's creative thinking as a mental process has three periods of development: visual-moving, causal and heuristic. Visual-action thinking is closely related to fantasy, and it is fantasy that helps the child to "wake up" artistic thinking. However, this does not mean that fantasy loses its relevance in later periods of creative thinking. The mental qualities that lie on the basis of fantasy are as follows: - reflection of things in clear and bright emblems;

-embodiment in the brain-memory of vision and hearing, which allows you to keep the imagination well for a long time;

- the ability to consciously compare two or more things in mind and compare them according to their color, shape, size and amount of details in the composition;

-the ability to form a whole by matching parts of different objects together and to create objects with new properties.

In the second stage, it is considered important to apply various methods and techniques, including the emblematic comparison method (analogy), the method of mental attack, the method of combinatorial analysis. In the third stage, Simanovsky believes that it is necessary to avoid a big mental risk. It's a risk" ... a decision that seems to be the optimal option is considered to be made very hastily. This risk can be overcome by finding the most acceptable of the decision if several variants of the decision are found and compared among



themselves". The main method in the third stage is considered problematic situations at the level of high uncertainty. To solve them, the following qualifications are formed:

- creating problem situations; - determination of probabilities of different results of reciprocal action;
- advancing alternative hypotheses for solving problem situations; - switching from one hypothetical analysis to another with a bias;
- learning to allow confrontation; - comparison of the effectiveness of various strategies for solving problem situations.

At all three stages, it recommends a program for the development of creative thinking of children, as well as tests for the diagnosis (diagnosis) of creative thinking, which are used in science. In the process of training, it is necessary to explain words and phrases that students do not understand the meaning. Otherwise, the reader will not be able to do much of the work carried out on the text correctly. Although a separate stage is not allocated for the work of the dictionary in the process of training, all activities carried out with students are directly related to the work of the dictionary. By working on a Dictionary, readers are introduced to new words, their meaning is explained, the meaning of certain words is illuminated. It is known that there are much more words that one hears in relation to words that one uses in one's speech, but the meaning of many words is not known. For example, first year, especially students with little language experience, cannot learn the meaning of all English words without the help of a teacher, and words that they hear and learn the meaning gradually use in their speech, that is, words in the student's passive dictionary gradually become his active dictionary.

Vocabulary work is also of great importance in students in generating new concepts, identifying new signs of objects, applying vocabulary in vocabulary in a new sense, generalizing thought. When preparing for training, it is necessary for the teacher to figure out whether the material taught to children contains synonymous words, if any, how to explain them, what questions to ask so that students can apply these words in their speech. If there are no synonymous words in the text, the words that need to be explained to children are explained by making them synonymous when the text is read; at certain times, such words can also be explained by introducing synonymous words in the process of using types of work, such as retelling, showing pictures, generalizing conversation.

When the teacher prepares to work on the dictionary in his training, it is advisable to select the words that should be explained to the students: a) the words necessary to master the content of the text, b) gruppal, like the words that should become an active Dictionary of students, and determine at what stage of training he will explain them. For example, when teaching Andersen's fairy tale "children's Gurung" in the 3rd grade, initially the words necessary for students to perceive, assimilate the content of the text well are explained.

Then, in the process of reading, comments are made on words and vocabulary, the meaning of which is necessary to explain, but does not require application in the active Dictionary of students. This means that some words are explained before teaching the text, some in the process of reading the text, and some after teaching the text. Under the text, the words necessary to understand the content of the text, similar to those given in the



annotation, are explained before the text is taught. Examples of this are words unfamiliar to readers in Andersen's fairy tale "Bulbul". . Certain words, phrases and expressions are explained by associating them with the analysis of the text you read in the process of working on the text. It is especially desirable to explain words specific to the dialect by bringing them into synonymy in the process of text analysis. For example: broker-dallol, business plan-business project.

There are many ways to explain the word in the methodology. The main ones are:

1. In natural conditions, the meaning of the word is explained by observing the object or its movement or by indicating the subject. For example, using observation and excursion, words that represent agricultural work, object, car, plant, etc.

2. The meaning of the word is explained by displaying a picture of the subject or a picture of the plot.

3. The meaning of the word is explained in the text by quoting the same word within the sentence.

4. The meaning of the word is explained by a brief description of some signs of the subject or phenomenon. Words that represent an abstract concept, as well as words such as mercenary, writer, innovation, business, quantum, found in texts of historical content, are explained by citing examples, facts from life or linking to an event, historical phenomenon. As we have already noted, the analysis of the work forms the basis of the activities carried out in reading sessions. Therefore, after an introductory conversation, the text of the work is worked on.

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