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ФИЗИКАЛЫК ТЭРБИЯ Х.ЭМ СПОРТ

yo'llarini belgilash; darsda ta'lim mazmuni, o'qitish vositalari va metodlarini uyg'unlashtirish orqali o'quvchilarning bilish faoliyatini faollashtirish, bilimlarni ongli o'zlashtirishga erishish yo'llarini belgilash; darsda yuqorida qayd etilgan ijodiy muhitga zamin tayyorlaydigan o'quvchilarning mustaqil ishlariga sarflanadigan vaqtni belgilash va darsning texnologik xaritasini tuzish; texnologik xarita asosida darsni olib borishga erishish, vaqtdan unumli foydalanish; zarur hollarda ta'lim jarayoniga muayyan o'zgartirish kiritish uchun qo'shimcha topshiriqlar va tarqatma materiallar tayyorlash; mavzu mazmuniga oid qiziqarli shu bilan bir qatorda muammoli analogiyalardan foydalanish yo'llarini belgilash; darsda ijodiy muhitni yaratish bo'yicha olib borilgan ishlarni tahlil qilish va kelgusida pedagogik faoliyati hamda o'quvchilarning o'quv-bilish faoliyatiga muayyan o'zgartirishlar kiritish yo'llarini belgilashi zarur.

Ta'lim sifati va samaradorligini oshirishda o'qitishning zamonaviy metodlari, shakl va vositalari, o'yin texnologiyalari, muammoli o'qitish, xususan, mustaqil ta'limning noan'anaviy metodlari muhim o'rin tutadi. Bu esa boshlang'ich ta'limda o'quvchilar mustaqil ta'limi mazmunini ishlab chiqish va uni tashkil etish hamda amalga oshirish metodlarini takomillashtirishni taqozo etadi.

Adabiyotlar:

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REZUME

Ushbu maqolada boshlang'ich ta'limda mustaqil ishlarni tashkil etish jarayoni hamda o'quvchilarni mustaqil faoliyatga yo'naltirishning zamonaviy usullari haqida fikr yuritilgan.

РЕЗЮМЕ

В статье рассматривается процесс организации самостоятельной работы в начальном образовании и современные методы направления учащихся к самостоятельной деятельности.

SUMMARY

The article examines the process of organizing independent work in primary education and modern methods of directing students to independent activity

MATHETICS IS AN APPRENTICESHIP - AS A DIRECTION FOR EXPERIENCE

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Key words. interference, mathetics apprenticeship positive and negative transference, conscious and unconscious transfer, language, moral, difficulties experience

Ключевые слова. помехи, матетика ученичество положительное и качественное использование педагогического мастерства

Таянч сўзлар. интерференция, математика, ишчанлик, педагогик маҳоратдан ижобий ва сифатли фойдаланиш

The content of upbringing is understood as a system of knowledge, skills, methods of activity, relationships, qualities and personality traits that the younger generation should master in accordance with the goals and objectives. It follows from this definition that the content of upbringing reflects its goal and objectives, is aimed at their optimal achievement and ensures the readiness of the forming personality for optimal entry into society.

The content of upbringing is focused on the development of the individual in accordance with the requirements that are imposed on a person by society, the state and the world as a whole at this historical stage of its development. Thus, in practical terms, the content of education can be represented by three interrelated subsystems:

- 1) moral concepts about nature, society and man, which the pupil must learn;
- 2) habits acquired in the course of various activities and reflecting the norms of behavior adopted in society;
- 3) moral feelings, expressing the pupil's conscious individual-personal attitude to certain aspects of the surrounding reality, the world of people and himself.

In connection with the variety of educational concepts and the plurality of goals and objectives corresponding to them, in modern pedagogical theory and practice, there are different approaches to the consideration of the content of education. Today, the most common four approaches to the definition of this concept

The first approach is associated with the understanding of upbringing as a process of managing the development of a child, aimed at positive changes in his views, motives and real actions (I. S. Marienko). Within the framework of this approach, educational tasks focused on the formation

the personality of the pupil as a citizen of the world and a country, a representative of a certain nationality, a resident of a particular locality, a member of society and a family (patriotic education);

- intellectual culture of the individual, persistent cognitive interest, the need to expand their horizons, constantly replenish knowledge (mental education);
- spiritual culture of the individual as a set of norms and rules of behavior adopted in society, on the street, in the family, at school (moral education);
- the need for the pupil to master the manifestations of common human culture at the individual-personal level (aesthetic education);
- needs for a healthy lifestyle (physical education) (for more details see

The second approach is associated with the understanding of upbringing as a means of broadcasting culture (O.S. Gazman, A. V. Ivanov). According to this approach, upbringing should be aimed at the formation of the basic culture of the individual, which is understood as the achievement of a certain harmony by the individual, which provides him with a full-fledged social life and work, as well as personal psychological comfort. From the standpoint of this approach, the content of education is aimed at the formation of the following basic cultures of the individual:

life self-determination; family relationships; economic culture and work culture; political, democratic and legal; intellectual, moral culture and culture of communication; ecological, artistic, physical (for more details see 5.3).

The third approach is associated with the understanding of upbringing as a component of socialization (IA Kolesnikova, L.S.Nagavkina, E.N.Baryshnikov). With this approach, the goal of upbringing is to prepare the younger generation to participate in a complex system of social relations that have developed in the economic, political and spiritual spheres. In accordance with this, the basis in determining the content of upbringing is made up of social roles that a person must master in order to realize himself in the system of social relations (family man; member of the child, adolescent, youth community; student; patriot of his city; Russian; man of the world; man-creator) (for more details see 5.4).

- pedagogical view of education from the standpoint of universal human culture;
- pedagogical idea of the components of the educational process as the development, assimilation and appropriation of the world by a growing child entering this world at the level of modern culture
- determination of the content of the educational process as a system of attitudes towards the values of a worthy life of a worthy person, and knowledge and skills - as a means of living value relationships of a person to the world and with the world;
- maximum expansion of the field of the educational process to the entire sphere of the child's life;
- gradual development of life problems in the course of the development of the child's personality as a subject of his own life;
- a philosophical and pedagogical idea of the content of a worthy person's life as an endless chain of eternal life problems, the solution of which does not exhaust the problem, but puts a person in front of a number of new endless problems (for more details, see 5.5).

In this program, the content of education is correlated with various areas of educational work, among which are mental, moral, labor, physical and aesthetic education. At the present stage, the program has been supplemented with new areas of educational work - this is civil, legal, economic, environmental education Mental education is focused on the development of a person's intellectual abilities, interest in knowing the world around him and himself.

Its main tasks are:

- a) the formation of a humanistic worldview;
- b) the development of willpower, memory and thinking as the main conditions for cognitive and educational processes;
- c) the formation of a culture of educational and intellectual work;
- d) stimulating interest in working with books and new information technologies;
- e) the development of personal qualities - independence, breadth of horizons, the ability to creat

The tasks and content of the moral (ethical) education of the younger generation are determined by the moral and ethical requirements of society. In the written tradition of man kind, the basic postulates of human moral behavior were presented in the sacred books (for example, in the Bible and the Koran).

The main tasks of ethical education are:

- a) the accumulation of moral experience and knowledge about the rules of social behavior (in the family, on the street, at school and other public places);

b) reasonable use of free time; c) the development of the moral qualities of the individual - an attentive and caring attitude towards people;

Labor education is the process of involving students in a variety of pedagogically organized, socially approved types of activity in order to transfer them a minimum of production experience, labor skills and skills, develop their creative, practical thinking and hard work. The main task of labor education is vocational guidance work aimed at developing and preparing a conscientious, responsible and creative attitude of a developing personality to various types of work activities, the accumulation of professional experience as a condition for fulfilling the most important human duty.

Labor education is designed to: a) instill in schoolchildren respect for working people; b) acquaint them with the basics of modern industrial and agricultural production, work in construction, transport, in the service sector; c) encourage a conscious choice of profession.

Aesthetic education is a purposeful process of forming a creatively active personality, capable of perceiving, feeling and evaluating the beautiful, tragic, comic, ugly in life and art, to live and create "according to the laws of beauty." Its goal is to develop an aesthetic attitude towards reality, which presupposes the ability to emotionally perceive beauty.

Physical education is the process of including the younger generation in various forms of physical culture, sports, military applied activities. The goal of physical education is the harmonious development of the body in close organic unity with mental, labor, emotional, moral and aesthetic education.

The main tasks of physical education:

- a) correct physical development;
- b) training of motor skills and vestibular apparatus; c) hardening of the body;
- d) education of willpower and character, aimed at increasing the performance of a person.

Civic education presupposes the formation of a responsible attitude in a person towards his family, other people, towards his people and the Fatherland. A citizen must not only comply with the laws, but also conscientiously fulfill professional duties, contribute to the prosperity of the country.

Economic education is a system of measures aimed at developing the economic thinking of a person on the scale of the family, production, the whole country, as well as the formation of business qualities (thrift, enterprise, prudence) and the accumulation of knowledge about property, management systems, economic profitability, taxation.

Environmental education is based on an understanding of the enduring value of nature and all life on Earth. It orients a person to a careful attitude towards nature, its resources and minerals, flora and fauna. Each person should take an all-out part in the prevention of an ecological catastrophe.

Legal education presupposes knowledge of one's rights and obligations and responsibility for their non-observance, the formation of a respectful attitude towards legislation and human rights, and a critical attitude towards those who break the law.

This upbringing program is developed on the basis of an approach from the standpoint of which the goal of upbringing is to prepare the younger generation for the development of social roles and relationships. According to this approach, the educational process should be aimed at the self-realization of the individual in various social spheres, each of which corresponds to its own educational content, which is clearly reflected in Table. one.

The program of education of a value attitude towards the world.

This program is based on the idea of upbringing as familiarizing and accustoming a developing personality to an independent choice of life path and lifestyle and responsibility for their free choice. The program consists of several sections, the content of which is structured so that, interacting with an ever more cognizable and comprehended world, the student gradually acquires the ability to build his life in the same meaningful and conscious way in harmony (or in contradiction) with this world.

Section I. Formation of value attitudes in nature as a common home for mankind

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SUMMARY

This article deals with the types of interference, the origin of interference, Mathematics the content, and the meaning of interference in the language usage and learning apprenticeship

РЕЗЮМЕ

В этой статье рассматриваются типы помех, их происхождение, математика и ее содержание как ученичество и значение помех в использовании обучении.

РЕЗЮМЕ

Ушбу мақолада аралашув турлари, уларнинг келиб чиқиши, математика ва унинг мазмуни ишлайдилар ва таълимдан фойдаланишда аралашув аҳамияти ҳақида гап боради.