American Journal of Science and Learning for Development

ISSN 2835-2157
Volume 2 | No 12 | Dec -2023

The Effectiveness of Using Visual Education Methods in the Formation of Research Skills of General Education School Students

F. U. Olloqulova

Termiz State Pedagogical Institute, Theory of primary education, teacher of the department

Abstract: *This article discusses the importance of forming research activity in elementary school students, the effectiveness of using visual methods of education, types of tasks that form research skills in class and extracurricular activities.*

Keywords: *attention, observation, visual education, concentricity, visual methods, competence, culture, research, development.*

Thanks to the independence, reforms in the formation of new social relations, integration of national education into the world education system, ensuring the quality of education, humanization and democratization of education are being implemented in our country. Society demands a new approach to the educational process, which shows the need for each of us to approach this situation with a deep understanding.

It will be difficult to change the quality, content, and environment of education if the teaching methodology in general education schools does not change. It is assumed that students should be inquisitive, develop the character of working on themselves, and not based on memorization of information, but rather, create methodical methods that encourage analysis, independent thinking, and create competencies to apply in real life situations. In this way, it is possible to emphasize the importance and necessity of forming research skills in general school students. Because it is very necessary for young people to make independent judgments and conclusions in order to understand people and to make them aware of the secrets of the world. Only then will the worldview of every young student, the changes in his thinking be more vividly reflected.

The above-mentioned concepts present specific problems to school education consisting of a creative, problem-oriented approach to its activities. It cannot be denied that in modern pedagogy, not arming a child with knowledge, but teaching him to solve social, economic, political, cultural and educational problems while dealing with educational problems is one of the urgent problems. An important and necessary condition for mastering educational content and increasing students' interest in research activities is that it allows them to take intellectual independence and initiative in learning. The main means of cultivating a stable interest in the educational process is to be able to reasonably put problematic questions, assignments and tasks before them. The solution of the tasks requires active research and independent reasoning from the students, which is inextricably linked with their worldview and thinking.

Research work, more than other activities, forms social flexibility and skills necessary for professional development in students, regardless of their future profession. -Interrelated phase goes through: skills, competence and culture. The transition from competence to research culture is characterized by the formation of a cultural role expressed by style and human lifestyle. There are developmental levels of research-based instruction, which are beginner, advanced, and mastery

levels. At the elementary level, the activity is a process in which the teacher poses a problem, suggests research methods, and performs it by the students, under the supervision and support of the teacher.

At the advanced level, the problem is determined by the teacher, and research methods are defined by students' independent choice, selection of material, drawing up a plan for carrying out activities, conducting research.

At the skill level, students organize independent work, including setting a problem, setting goals and tasks, putting forward a hypothesis, defining ways and methods of solving, as well as stages of activity. In order to start research activities, it is necessary to interest and attract students to research activities with the comprehensibility of the material, simplicity of the work to be performed, practical orientation and importance. In general secondary education, research activities are rarely carried out, and for the formation of research skills, it is important to organize the lesson process in the nature of research and inquiry, and to develop interesting and suitable forms of student training.

Arousing students' interest, the idea of the studied material and having the opportunity to clearly communicate with it through visual education methods increases work efficiency. Visual methods of teaching help students to clearly see the world, events and processes, to visualize and know.

There are several types of visual education, and the tools used differ from each other:

Tables, diagrams, pictures, and maps are used in the representational method, and in the demonstration method, the educational process is conducted by conducting various experiments, using devices, and showing a scientific and educational film.

The use of visual methods is a good method for the formation of research skills on the basis of concentrism among general education school students. By using them, the teacher not only explains about some events, but also forms its image in the student's mind. Through the method of demonstration in class and extracurricular activities, students become clear witnesses of processes and events and have the opportunity to actively apply them in the practical work process. Also, in the student's thinking, the perception of the surrounding environment and the operations of solid storage in memory are activated.

The research activity of elementary school students can be organized in different content and forms: telling a story about the child's family or neighborhood, the task of telling what objects are in the distance from home to school, preparing independent information based on a given topic, a given story preparing a story by describing the plot or the character of the characters in reverse, observing the weather and keeping a special diary and keeping records, repairing broken toys or collecting models, creating a story using given words, preparing an interesting fairy tale or story, draw a picture for a story and create a cartoon from them, independently find the proof of an idea, prepare questionnaires on the topic during the lesson, find a topic for the text, prepare new information based on pictures, drawings and tables, etc.

Children's ability to observe takes a special place in the application of the research method. American pedagogue Sandra Kaplan prepared a guide for developing the ability to observe, and indicated the need to develop the following:

1. Definition of terms related to scientific research or discovery;
2. Identifying key words that guide the research;
3. Asking research questions;
4. Finding and describing information.

Development of these skills requires continuous special research and may consist of the following stages:

- The student chooses a research topic or a topic of interest to conduct research. The task of the teacher is to edit the topic and define the scope.

- Creating a questionnaire clarifying which aspects of the topic are being researched. In this case, the teacher and students define questions based on the key words determined together.
- Conducting research. Students write and edit the collected information on cards, that is, they must systematize based on the questions.

At a time when science and technology are developing, the education of young people, who are our tomorrow and future, is considered one of the important issues on the agenda. It is more important than ever to educate children who are explorers who can expand the student's worldview, develop thinking skills, and give new approaches and suggestions. For this purpose, it is necessary to further enrich the content of the lesson, to focus on research activities, to express knowledge figuratively in the child's mind, to form and develop the skills of observation, attentiveness, and ability to use it in practice. Visual methods of education are considered the main means of understanding the world in a short time, easily and effectively, and by seeing experiences that are not possible to apply in practice.

REFERENCES:

1. Ollokulova F. U. Value relationships in young people and the uniqueness of their decision making //Web of Scientist: International Scientific Research Journal. – 2022. – T. 3. – №. 9. – C. 373-376.
2. Olloqulova F. U. TADQIQOTCHILIK FAOLIYATINI SHAKLLANTIRISHNING PSIXOLOGIK-PEDAGOGIK TAVSIFI. Tadqiqotlar, 6 (2), 336–339. – 2023.
3. Olloqulova F. U. TADQIQOTCHILIK FAOLIYATINI SHAKLLANTIRISHNING PSIXOLOGIK-PEDAGOGIK TAVSIFI. – 2023.
4. qizi Bosimova M. D., Olloqulova F. U. TA'LIM VA TARBIYA JARAYONIDA UMUMMADANIY DUNYOQARASHNI SHAKLLANTIRISH //INTERNATIONAL CONFERENCES. – 2023. – T. 1. – №. 1. – C. 692-695.
5. Olloqulova F. U. Shodiyev. RD Qadriyatli munosabatlar va ularni ta'lim-tarbiya jarayonida shakllantirishdagi yondashuv tamoyillar //Jurnal nomi: QarDU xabarlari ilmiy, nazariy, uslubiy jurnal. – 2017.
6. Ulasheva A., Olloqulova F. TA'LIMIDA TIZIMIDA INNOVATSION PEDAGOGIK TEXNOLOGIYALARDAN FOYDALANISHNING AHAMIYATI //Models and methods in modern science. – 2023. – T. 2. – №. 4. – C. 40-44.
7. Xusanov R., Olloqulova F. SHAXS SHAKLLANISHIDA SHARQ MUTAFFAKIRLARI QARASHLARI VA BUGUNGI KUNDAGI AHAMIYATI //Models and methods in modern science. – 2023. – T. 2. – №. 4. – C. 34-39.
8. Bosimova M., Olloqulova F. MUAMMOLI METODLAR VOSITASIDA O 'QUVCHILARDA TADQIQOTCHILIK FAOLIYATINI SHAKLLANTIRISH //Models and methods in modern science. – 2023. – T. 2. – №. 4. – C. 11-13.
9. Xusanov R. BOSHLANG'ICH SINF ONA TILI DARSLARIDA O'QUVCHILARDA NUTQIY KOMPETENSIYANI RIVOJLANTIRISH //Академические исследования в современной науке. – 2023. – T. 2. – №. 5. – C. 100-103.
10. Оллокулова Ф. Boshlang'ich sinf o 'quvchilarida tadqiqotchilik faoliyatini konsentrizm asosida shakllantirishning ijtimoiy-pedagogik ahamiyati //Общество и инновации. – 2022. – T. 3. – №. 10/S. – C. 128-134.
11. Umedillayevna, Olloqulova Farzona. "In the Lessons of the Native Language and Reading Development of Children's Speech by Retelling." *Web of Semantic: Universal Journal on Innovative Education* 2.4 (2023): 110-113.
12. Umedillayevna, Olloqulova Farzona. "Using Innovative Educational Technologies Pedagogical Effectiveness of Using Foreign Experiences." *Web of Semantic: Universal Journal on Innovative Education* 2.4 (2023): 129-132.

13. Olloqulova F. U. et al. SHAXSNI SHAKLLANISHIDA MILLIY QADRIYATLARNING O'RNI VA AHAMIYATI //Scientific Impulse. – 2023. – T. 1. – №. 8. – C. 967-969.
14. Saxadinova S., Olloqulova F. U. BOSHLANG ‘ICH SINF O ‘QUVCHILARIDA NUTQ O ‘STIRISH VA NUTQ MADANIYATI //Models and methods in modern science. – 2023. – T. 2. – №. 4. – C. 98-100.
15. Rayimova GulmiraToshtemirovna, &MarifatButayorova. (2022). METHODOLOGICAL BASES FOR THE USE OF MODERN TEACHING TECHNOLOGIES IN THE LESSONS OF THE NATIVE LANGUAGE IN PRIMARY GRADES. *InternationalJournalofPedagogics*, *2*(11), 88–91. https://doi.org/10.37547/ijp/Volume02Issue11-15
16. qizi, B. M. X. . (2023). Opportunities for the Formation of Mental Thinking of Students on the Basis of Gender Equality and Differences. *Web of Semantic: Universal Journal on Innovative Education*, *2*(4), 114–116. Retrieved from https://univerpubl.com/index.php/semantic/article/view/1003
17. Ruzikulovna, S. D. (2021). The Importance of Personal Value Approach Methodology in Primary School Literacy Classes. JournalNX, 7(11), 78-82.
18. Abduhalimova, Y. (2023). BO‘LAJAK BOSHLANG‘ICH SINF O‘QITUVCHILARINING KREATIV YONDASHUVINI SHAKLLANTIRISH YO‘LLARI. Interpretation and Researches, 2(1).
19. Samiyeva S. ISSUES OF SPIRITUAL AND MORAL EDUCATION OF YOUTH IN THE WORKS OF ABDURAHMON JAMI //InterConf. – 2021.
20. Abduhamidova Z., Xabibulloyev A. BOSHLANG'ICH TA'LIMDA NOSTANDART MATEMATIK TOPSHIRIQLARNI QO'LLASH ORQALI O'QUVCHILARDA MANTIQIY VA TANQIDIY FIKRLASHNI SHAKLLANTIRISH //Interpretation and researches. – 2023. – T. 2. – №. 1.