International Journal of
Inclusive and Sustainable Education
ISSN: 2833-5414
Volume 1 | No 4 | Oct-2022

Methodology for Explaining Educational Tasks to Schoolchildren in the Process of Information-Analytical Approach

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Abstract: The article shows the methods of explaining, teaching and improving educational tasks through the process of information-analytical approach.

Keywords: Educational task, educational problem, information-analytical approach, educational and practical task, educational and research task, educational and theoretical task.

The educational task that is part of a particular lesson differs significantly from various personal tasks. Thus, when working with the following, students learn specific ways to solve them, only in the learning process do students learn a certain general way to solve them. Mastering this method occurs through the transition of thought from the particular to the general. At the same time, when solving a learning problem, they first learn the general way of solving specific problems. The solution of the learning problem is important not only for this particular case, but also for all homogeneous cases. At the same time, the thoughts of schoolchildren move from the general to the particular.

The learning task requires students to:

1) in them to determine certain general relations that have a natural connection with its various manifestations, to analyze its conditions, to make meaningful abstractions and meaningful generalizations;
2) on the basis of this abstraction and generalization of some individual relations and their combination or synthesis into an integral object, its element and the construction of an intellectual concrete object;
3) mastering the general method of intellectual creativity of the object under study in the process of this information-analytical approach.

When solving a learning problem, students identify the origin of the element of the studied integral object and, using it, intellectually reproduce this object. In other words, they realize a certain short period of transition from the abstract to the concrete as a way of mastering theoretical knowledge. In other words, they realize a certain short period of transition from the abstract to the concrete as a way of mastering theoretical knowledge.

The learning task requires students to perform certain actions: acceptance from the teacher or independent definition of the learning task; changing the conditions of the problem to identify the general relationship of the object under study; modeling of the selected connection in graphical and alphabetic forms; change the model of relations to study its features in the "original form"; build a system of individual tasks that can be solved in a general way; control the implementation of previous actions; decide by evaluating the assimilation of the general method as a result of solving this educational problem.

Each action consists of operations, their sets vary depending on the specific conditions for solving a particular educational task, since it is known that the action is associated with the goal of the task, and its operations - with its conditions.

There are three main stages in the process of forming learning activities based on actual data. At the first stage, when children master some practical activities, such as reading, counting, they turn a practical task into an educational and practical one. Thus, the task of reading a word, finding the sum of numbers and based on the concrete-real nature of the final result is perceived by students as a purely practical task. To turn it into an educational and practical task, a number of conditions are necessary: the distribution of the subject of the action, that is, the word, the quantity and its elements that determine the way this action is performed. But the conditions themselves do not change the practical nature of the original problem. They only allow students to face the need to determine the relationship between conditions and ways of obtaining a result. If the relevance of this goal is maintained due to the complication of the conditions for the implementation of the action, and its achievement becomes the main object of control and evaluation by the teacher, it will have relative independence. Thus, the original task turns into an educational and practical task, and a new movement in the description of cognition appears in the student's activity.

The transformation of an initial practical task into an educational-practical one can be carried out only in the process of joint activity of students and a teacher. The main ones are:

1) setting a practical task that requires the development of a new mode of action;
2) joint analysis of the conditions that determine the need for a new mode of action;
3) joint distribution of an intermediate goal and ways to achieve it;
4) definition and models of conditions and methods for implementing the selected educational action;
5) the formation of an educational and practical task that requires repetition and clarification of the educational action;
6) analysis and repetition of actions according to the model of the conditions of this task;
7) we can record repetitive actions, joint control and evaluation.

At the next stage of the formation of educational activity, the concept is included in the situation of an educational and practical task, which qualitatively changes its subject content and psychological structure. To solve a specific practical problem, the student is forced to study its conditions with the help of the introduced concept: to single out the relevant elements in the object, analyze their relationships, and so on. In other words, object-transformative testing and modeling are applied. Connections are established between them, between the components of the method for solving the educational and research problem.

The choice of research methods and the development of interest determines the formation of a mechanism for determining the goal of learning. The student can not only accept the practical task set by the teacher, but also independently determine the system of intermediate learning goals and ways to achieve them. The following is a means of exercising current control over educational activities, ensuring the possibility of its comprehensive implementation. With a negative assessment of the results, this plan itself acts as an object of reflexive control, which becomes a form of manifestation of reflection in educational activity.

The concentration of activity around a learning task means a restructuring of its entire psychological structure. Although, as before, some of its connections, that is, setting a learning task, evaluating final results, and the like, are distributed between the student and the teacher, that is, they are carried out at the interpsychic level.

Thus, the teacher has the opportunity to direct students to problem solving methods or assessment criteria and show them.

The third stage in the formation of learning activity is associated with the transition to the analysis of the concept as a developing system. Such a transition is determined by the need to show the logic of the formation of practical action, the ways of its implementation. Studying the conditions for the systematic expansion of practical tasks, the student must pay attention to the system of concepts,

which means the separation of educational and theoretical tasks in activities. After mastering the methods of creating a system of concepts, the psychological conditions and mechanisms of educational activity are gradually rebuilt.

A practical task, mainly in the process of solving educational and research problems, loses its originality. The criterion for the correct implementation of the information-analytical approach is the compatibility of its results with one of the previously created models. Deviation from it is the basis for a negative assessment of the ongoing information-analytical and the compatibility of its methods with the real conditions of the problem. When developing an intelligent action plan, such an assessment is made on the basis of the approximate results of the information analysis. Its negative characterization indicates that the current situation requires further analysis and refinement of its methods. Thus, a new task is formed for the student, which indicates the transition to a new level of educational activity.

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