
IMPORTANT ASPECTS OF EARLY EDUCATIONAL PEDAGOGY AND THEIR DEFINITIONS

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ABSTRACT

Working with students who are just starting to go to primary school, learning and developing behavior requires a lot of responsibility. At the same time, pedagogy is important because it gives teachers an idea of the best methods for organizing classes. This allows them to understand how different students learn so they can tailor their lessons to those needs. As a result, the quality of their teaching is improved, as it is well received by students.

KEYWORDS: *Primary School Teachers, Pedagogy, Quality Education, Work With Children, Primary School, School Environment, Pedagogical Council.*

INTRODUCTION

Important aspects of pedagogy in the primary school should always be taken into account. In this regard, the following is covered by this article:

- Organization;
- Clarity of common goals;
- Homework for students;
- Classroom environment (conditions);
- Behavior Management;
- Collaborative learning (collective);
- Personalized education and learning;
- Make references clear;
- Dialogic teaching and learning;
- Assessment of learning;
- Different ways of learning.

Organization (Lesson and its Organizational Aspects)

Primary school teachers should always be highly organized. Their resources should be prepared ahead of time, well-managed throughout the lesson, and especially purposeful and tailored to the individual needs of the students. It is important that they make good use of class time by keeping a good pace and taking into account every second of their lessons. When this kind of organization is successful, students will be able to develop the qualities of self-confidence and freedom.

Shortcomings in the organizational work of primary school teachers are mainly due to the chaotic

and inefficient organization of resources (inefficiency), low productivity of teaching time, uncertainty of the expected results, inability to manage classroom procedures and mistakes in the management of lessons. Due to the teacher's mistakes in the pedagogical organization of the lesson, the qualities of students such as freedom and self-confidence are not well developed. [1]

Clarity of Common Goals

It is important that teachers who pay attention to the quality of the lesson ensure that the concepts and ideas presented in the lessons are understood by all children. They intervene in the learning process to help children check that they understand the main ideas of the lesson and to help them, even if the understanding is not clear or complete, or requires partial changes during the lesson or lesson.

Although most teachers ensure that the purpose of the lesson / activity is clear (for example, by writing "learning objectives" on the board), teachers need to be especially patient in making sure that children understand what it means. Of course, students in such classes will have a very clear idea of what they can achieve and how much time is allotted for doing so. [2]

Conversely, some unskilled educators may not be able to articulate common goals, learning concepts, and ideas. In such cases, teachers are slower in checking and correcting students' understanding of key concepts and ideas, i.e., they do not conduct timely explanatory work or are not interested in how much the child understands. Although children in these classes are aware of their lesson goals, they do not have a clear idea of how they fully understand them or how to achieve them, and they have very little attention and motivation to achieve them. [3]

Homework for Students

Teachers in well-organized and well-organized schools try to make homework more meaningful and more relevant to what children are learning. They seek a more flexible approach to homework assignments, which aims to broaden and deepen children's understanding.

However, in low-quality schools, teachers leave homework only because they are required to do so, and there are cases when the work itself is not directly related to what the children are learning in the classroom. There are no examples other than when teachers plan to use homework assignments.

Classroom Environment (Conditions)

Classroom environment (confirmed by the general feeling in the classroom, teacher-student and student-student relationships) is very important in the learning process of primary school students. In this way, children develop their first qualities of team spirit, respect for their peers, help and constant support. In a classroom with a healthy environment, children are able to establish healthy competition and friendships with each other. [4]

Conversely, in low-quality schools, or unqualified educators, this often leads to unhealthy and unfavorable attitudes among primary school students. Students are hostile to each other and find it very difficult to help each other and work together as a team. Such an environment causes great inconvenience and negative consequences for children. In such an unhealthy environment, educators may be more negative, such as protesting, reprimanding, expressing dislike for the student, and so on. Children who are educated in an unhealthy and unpleasant environment might have very low ability to communicate and collaborate.

Behavior Management

There are three differences between educators when it comes to behavioral management. Children who are taught by good teachers are less annoyed and rarely need discipline. Where teachers need to correct children's behavior, they use jokes or silent notes.

However, children who receive lessons from unskilled teachers are generally less disciplined, more disorderly, and more often punished by teachers. Discipline is often public, and is sometimes associated with threats, personal attacks, child abuse, or discrimination. The level of confusion in these classrooms is significantly higher, and teachers use a "excessive control" approach - a strict approach to meeting the needs of teachers (not children) with the teacher's main speech. [5]

Collaborative Learning

In many cases, the primary school teacher serves as a role model for the children, as well as teaching the children to work in a team, which in turn allows them to work and study freely.

Personalized Learning and Teaching

Teachers with little pedagogical knowledge and experience tend to personalize their students' learning experiences. They do this in their classrooms by providing rich and varied learning materials that take into account the individual needs of the children. They are underestimated by the inseparability of teachers (for example, staying away from their students at their desks, not expressing opinions, not being aware of children's behavior or needs) and by the social support of students' learning, especially literacy.

Teachers with real pedagogical knowledge and experience are very sensitive to the needs of children and provide excellent selected and tailored learning materials for their students. In these classes, children's individual needs are met through a teacher-friendly approach, high expectations, and correspondingly challenging and categorical tasks. True educators are better and more consistent in communicating with specific extracurricular activities. [6]

Dialogic Teaching and Learning

The level of dialogic education is very important for primary school children. The use of dialogic teaching and learning by students and teachers can be attributed to the use of analysis and a broader understanding of a subject or topic through methods such as discussion, dialogue and exchange of ideas that deepen students' knowledge and understanding.

Assessment of Learning (AfL)

Real educators not only teach and teach children, but also monitor their learning process and progress. It also helps to strengthen students' knowledge. In this case, the teacher's advice and comments provided to the children are the most basic and simple way to assess their learning. However, it is possible to help children learn by revising and reproducing what they have learned.

Small Meetings

It is a good idea for educators to use the class to discuss the problem more often, to explore the problem in more depth, and to expand the work and concepts covered in the lesson.

The TIMSS research approach to the curriculum is very clear and understandable. It defines the study of the curriculum at three levels: the intended curriculum, the implemented curriculum, and the achieved curriculum.

They are characterized by:

- a) Targeted - what communities aim to teach students and how education systems are set up to meet these requirements;
- b) Implemented - what is actually taught in the classroom, who teaches it and how it is taught
- c) Achieved - what the students learned.

Melhuish and colleagues describe the effectiveness of pedagogy in primary education as follows (2006):

“The effectiveness of pedagogical approaches is much higher in classrooms that have grown more than expected and achieved higher results. On the contrary, the pedagogical approach is less effective in classes with lower-than-expected growth and lower scores.” [7]

Different types of Learning

Integrated Learning — Integrated learning is a learning theory that focuses on blending what is learned in the classroom with real-world problem-solving solutions. This teaching technique gives pupils with broad structuring ideas and concepts, allowing them to construct a larger picture. They started to internalize the process by making connections between disciplines and/or subjects across fields.

Integrated learning has a number of advantages, including the ability to apply academic knowledge in the real world, the development of self-awareness, the ability for students to form their own comfort zones, the development of awareness of barriers that arise during the pursuit of academic goals, the development of awareness of global issues, the development of leadership, teamwork, and communication skills, the development of practical skills, the development of thinking skills, and the recognition of the meaning and significance of academic goals (The Benefits of Work Integrated Learning for Students, 2019). As a result, it is widely adopted at all levels of schooling. As a result, it may be concluded that integrated learning is a worthwhile pedagogical technique.

Inquiry-based Learning(question) – Inquiry-based learning is a method of teaching that emphasizes the importance of students' roles in the learning process. The work obligations and responsibilities of the instructors include directing and guiding the students. The instructors' methods of imparting knowledge and comprehension to students include informing students what they need to know and encouraging students to study the topic, ask questions, and exchange ideas.

These are important aspects for students to put into practice in order to gain a thorough understanding of academic concepts and lesson plans, but they are also important in forming friendly and pleasant terms and relationships with others, as well as creating a sociable and cordial environment within educational institutions. This pedagogical technique is distinct from others in that the learning order is reversed. Students are given opportunity to express themselves and share their opinions and points of view. As a result, inquiry-based learning is widely accepted as a valuable and beneficial pedagogical strategy. [8]

Experiential Learning - Experiential learning is a pedagogical approach that has gained popularity at all levels of education. One of the most significant advantages of experiential learning is that students develop a strong desire to study and gain a deeper knowledge of subjects. Experiential learning, as the name suggests, is learning that occurs via experiences. Individuals go through a variety of events in their professional and personal life as they mature. Positive experiences occur in some circumstances, whereas unpleasant ones occur in others.

Individuals benefit from both happy and unpleasant experiences. When students are adults, they are given the rights and opportunity to bring their life experiences into the classroom to help them learn more effectively. Experiential learning is more precisely defined as learning by doing and reflecting on it. Experiential learning can include hands-on learning. However, it is not required that the students reflect on their work. As a result, experiential learning is well-accepted at all levels of education and is regarded as one of the most important pedagogical approaches.

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