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Structure Of Educational Activity for Learning It Elements Of Primary Class Students

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ABSTRACT

This article discusses the structure of educational activities and its organizers for learning the elements of informatics for a primary school student.

В данной статье рассматривается структура учебной деятельности и ее организаторы по освоению азов информатики учащимся начальных классов.

Ushbu maqolada boshlang‘ich sinf o‘quvchisining informatika elementlarini o‘rganishi bo‘yicha o‘quv faoliyati tuzilmasi va uning tashkil etuvchilari haqida fikr yuritilgan

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The first article of the newly revised Constitution states that Uzbekistan is a social state. One of the biggest areas in this regard is education. In order to develop it consistently, within the framework of administrative reforms, the Ministry of Preschool and School Education was established. Structural optimization of the system, introduction of modern programs and measures to motivate employees are being taken.

A vivid example of this is that the President of the Republic of Uzbekistan, Sh. Mirziyoev, on May 22 of this year, introduced the proposals aimed at developing the system of preschool education and school education.

The direct practical result of this visit was the adoption of Decree No. PF-79 of the President of the Republic of Uzbekistan dated May 26, 2023 "On measures to effectively organize the activities of the Ministry of Preschool and School Education and organizations within its system" [1].

In order to bring pre-school and general secondary education to a new level, to improve its quality and to improve educational programs, such a procedure should be established, in accordance with which, starting from the 2023-2024 academic year, computer science will be gradually introduced in the primary grades of general secondary educational institutions, and aimed at increasing the financial literacy of students in secondary grades. work aimed at the introduction of lessons was defined as a task in paragraph 2 of the Decree.

In order to positively and effectively solve these tasks set by the head of our government, we offer a structure of educational activities aimed at learning the elements of informatics for elementary school students.Organization of students' educational activities is considered one of the leading issues in the development of the voluntary system of education. As stated in the Law of the Republic of Uzbekistan "On Education" [2], education is a systematic process aimed at providing learners with in-depth theoretical knowledge, skills and practical skills, as well as forming their general and professional knowledge, skills and abilities, and developing their abilities.

The relevance of studying educational activities according to the purpose is determined by the need to clearly imagine which educational activities can be managed and which software tools can be involved in these activities during the transition to computer science education.

The learner is not only the subject of the educational activity (a conscious person perceiving the objective world), but also its object. D. B. Elkonin stated that the purpose and result of the activity is to acquire certain methods of movement, not the change of the objects affected by the subject, but the change of the objects themselves [3].

In the development of the structure of educational activities intended for elementary school students to learn the elements of informatics, the requirements of the existing curriculum, as well as the defined components of the systems of the set of preliminary knowledge developed on the basis of software tools, the main requirements of the introduction of informatics and information technologies at the initial stage of education were relied upon.

The structure includes three types of activities, these are developing thinking and speech, information-learning and organizational-learning activities.

Developing thinking and speech

Students' acquisition of the forms of reasoning used in the form of conditions. For this, using different relationships (less, more, low, high, etc.) between different quantities (height, weight, height, etc.). Use the conjunctions "and", "or" and the predicate "not" in the sense of corresponding operations of mathematical logic.

In elementary grades, the formation of the concepts of the mathematics course in the form of "more", "less", "equal" is not reflected in their application in the form of conditions. This can be explained by the fact that the pages of textbooks and manuals on teaching methodology do not provide questions with a procedural answer, and the answer predicted as a result of solving such problems is not intended to have a number or numbers, but is in the form of an instruction (algorithm). Pupils get acquainted with such problems only when they solve problems related to parameters in the upper class, and they express by answers the enumeration of various situations that arise in the variation with the help of these parameters.The introduction of procedural response problems in the primary grades helps to enrich the learning activities of students. This class of problems represents real situations significantly more fully and deeply, solving them requires students to acquire an algorithmic way of thinking.

For such problems, the choice of a certain structure in expressing the solution is important. In general, there can be quite a lot of such structures. However, at the same time, based on the goal of preparation for computer science education, it is necessary to work in accordance with the structure of the algorithmic language studied in computer science.

Information and educational activities.

The introduction of informatics and information technologies at the primary level of education can significantly change the content of information-educational activities of students. Therefore, we define three important factors that reflect the main characteristics of information-educational activities:

1. Refer to a textbook or computer to find and study the necessary material. Starting from the elementary school age, the computer should be considered not a "toy machine", but a necessary tool of the educational process. Rather than emphasizing gamification, it would be desirable to create and use educational software tools that incorporate gamification elements. If we talk about the impact of computer games on children's psyche, "...there is also a problem of correct use of computer games in developing the thinking ability of young children. Because computer games have a greater impact on the mental state of children of primary school age" [3].

2. Compare or control different given assignment solutions by using textbook answers or appropriate computer software tools. Introducing the use of the computer only as a tool naturally teaches the learner self-control.

3. The form of presentation of any material intended to be presented on the computer for elementary school students is very important. Therefore, the computer material given to them in an interesting form will help the students to learn it more effectively.At the same time, it is necessary to think carefully that they do not interfere with the main activity, without neglecting the practical work of students on the keyboard or other devices of the computer.

Organizational and educational activities

1. Individual computer education of primary school students is one of the most difficult issues at the current stage, based on experience. The reason is that the student's communication time with the computer is limited. At the same time, it is possible to notice that the student, who is introduced to computer communication, begins to perceive the educational process in a completely new way. In some cases, the computer becomes his interlocutor, and in other cases, it becomes a ready-made tool for solving problems (calculates, describes,...). The problem is that the learner has to master some methods of operation by referring to the computer, which, unfortunately, is not always observed in real life. Therefore, it is necessary to create an opportunity for him to participate as an observer in the execution of a problem or task in a computer environment for a certain period of time.

Of course, some of the students can get used to working on the computer very quickly, but their methods of operation are not always effective, for example, let's say that the student wanted to use the computer (turned to it), but the problem is not yet ready to be solved on the computer, he finished solving on the computer, but did not write the result and so on.

2. Collaborative activity of students in the computer environment (initial action and division of actions, mutual understanding, coordination and mutual control).

Collaborative activities in a computer environment for elementary school students can take many forms. It mostly depends on which software tool the students work with.

For example, students tried to work with the software tool "Crossword", where it is appropriate for students to organize work in groups (one group chooses words for a crossword, the second gives an explanation to them, and the third is engaged in creating a crossword, etc.).

The educational activity aimed at learning the elements of informatics of elementary school students should be carried out on the basis of a specific structure and methodical system that implements it. According to these factors, methods of directing elementary school students to the use of computers and information technologies should be developed.

The development of the educational activity structure is one of the important pedagogical factors of the educational process carried out in this direction.

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