

Effective Organization Of Education For Pupils Who Have Difficulty Learning Different Activities

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Abstract – Problem-based education, evolving education, the purpose, tasks, means of problem-based education, levels of problem-based education, problem-based lesson structure. The current principles of socio-economic development of our country require further increase of our spiritual potential and economic power to take a worthy place among the developed countries of the world, their reconstruction in accordance with the requirements of scientific and technological development of the XXI century. To do this, it is necessary to change the worldview of our youth, to raise their knowledge and spirituality to the level of world standards.

Keywords – Teaching technologies, analysis, empirical inference, traditional education, interactive teaching methods, special abilities.

I. INTRODUCTION

One of the necessary and priority areas for primary education is the renewal of the content of education, the need to conduct lessons on the basis of advanced experience and ideas, modernized, improved and based on scientific and pedagogical technologies. Because the lesson is the core of the teaching. As a pupil deepens his knowledge of the subject, his knowledge is strengthened and his literacy increases. Learning interactive methods and pedagogical and information technologies in the educational process.

The interest in the application of the process is growing day by day, one of the reasons for which is that in traditional education so far the pupil is taught to acquire only ready-made knowledge, while modern technology seeks the knowledge they acquire on their own. it teaches them to find, to study and analyze independently, and even to draw their own conclusions. In this process, the teacher creates the conditions for the development, formation, acquisition and upbringing of the individual, as well as acts as a manager, a guide. The pupil becomes a key figure in the learning process. Pedagogical technology and pedagogical knowledge, experience, and interactive methods ensure that pupils acquire knowledgeable, mature skills.

Modern educational theory evaluates the teacher as the leader of the learning process. First and foremost, an elementary school teacher needs to guide the learning process have in-depth knowledge and high professional skills. In this sense, the teacher is a role model for the pupil. One of her most important tasks is to attract the child. Interactive - creates a comfortable environment for pupils to better organize the learning process. Pupils will be given the opportunity to exchange ideas.

Conditions will be created for mutual information exchange. They discuss and resolve issues that need to be resolved together. They find a joint solution to the situation. They demonstrate their knowledge to each other based on the information they receive.

Achieving this result requires the use of interactive teaching methods. The methods are very diverse. We will talk about how to organize and conduct some of them.

Today, society has set itself the task of school: to develop their special abilities in accordance with the purpose of their independent learning. Problem-based learning technology plays a leading role in solving these problems. As we know, problem-based education has a special place in modern educational technology.

At the heart of problem-based learning, technology is a chain of interconnected or interconnected problems. The learning process based on the problem-based learning method is carried out in the following four stages.

- Creating a problematic situation;
- General analysis to formulate problems and solve the problem;
- Check the estimated solution;

Application, regulation and politicization of practical and theoretical issues. During the lesson, the pupil makes an important "discovery" as he solves the problem. This creates self-confidence in the pupil (that is, my discovery, I found, invented. In this sense, the problem-based learning technology is superior to all other teaching technologies, analysis, empirical inference, application to another situation, approximate systematization of opinions, the ability to apply them in practice in the future.

Problem-based learning is based on traditional teaching methods. In addition to putting it in front of it, it teaches pupils the need for research to solve it, research methods. Finding a solution to the problem. To move on to the search, first of all, the necessary environment must be created.

The problem should be clear, pupils should be able to use the information, concepts and knowledge gained in previous topics and subjects in the process of finding a solution. It is also important that the problem that pupils are facing is relevant.

The pupil must conduct the research on a problem that is specific to a particular system so that the pupil can analyze the problem, identify the parts, and begin to solve it.

The design of the educational process leads directly to the application of problem-based learning and, conversely, to the design of problem-based learning. Problem-based learning is used as a didactic construction of a technologically designed learning process.

II. LITERATURE REVIEW

The American scientist W. Gordon (1960) stressed the importance of teaching pupils to solve problems, to form its constituent elements, to distinguish the main purpose of research, to look for similar solutions to problems of different nature for the problem-based learning process. A.M. Matoshkin, T.V. Kudryashv, M.I. Maxmutov, I.YA. Learners studied the laws of problem-based learning in-depth.

Not only sound education but his alertness and dedication too are most required. The problem is correct (similar to a particular problem, how to solve problems), personal (trying to get into the image of an object given in a particular problem and try to think in this context), symbolic (figurative essence of the problem in two sentences) give definition), fantastic (how the heroes of the fairy tale would have solved this problem).

III. ANALYSIS AND RESULTS

It is known that an important indicator of a person's comprehensive and harmonious development is the ability to think at a high level. If education leads to the development of creative ability, then it can be considered as developing education in the modern sense of the word.

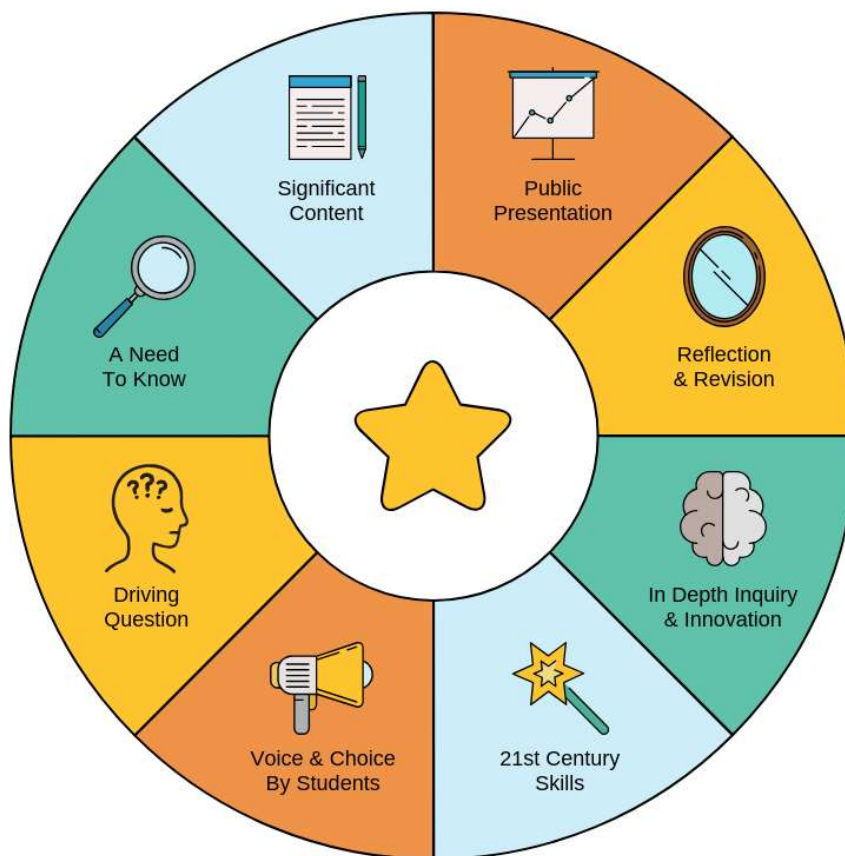
Developing education can be considered as education that leads to general and special development, in which the teacher, based on knowledge of the legitimate development of thinking, in the process of learning the basics of science with the help of special pedagogical tools conducts goal-oriented work on the formation of thinking ability and the need for knowledge. At the same time, in our opinion, education is a problem. The goal of problem-based activation is not to teach emergency, chaotic thinking operations (but to train pupils in a system of mental movement to solve stereotypical problems (increasing their level of comprehension). This activity is in which the pupil analyzes, compares, synthesizes, generalizes, concretizes, and derives new information from factual material.

In other words, it means expanding and deepening knowledge through the new application of previously acquired and previous knowledge. Neither a book nor a teacher can teach you how to apply new knowledge. This should be explored and found by the pupil in an appropriate context. The gradual study of the system of creative mental actions by pupils leads to the accumulation of skills and abilities, and from this the action experience leads to a change in the quality of the mental activity, creating a special type of thinking commonly called scientific, critical, dialectical.

To apply problem-based learning technology to the teaching process - the teacher should address the following issues:

- It is possible to cover the topics of the curriculum in the form of problem-based lessons;
- Identify questions and tasks that raise a problematic situation in the text of the topic, while adhering to the principles of scientific, systematic, logical sequence, consistency of didactics;
- Identify the means and methods that enable and manage the learning activities of pupils, identify ways to use them in place and effective.

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Fig 1.

IV. LEARNING DIFFERENT ACTIVITIES

Problem-based methods create problem situations and require pupils to be active learners based on activating skills and knowledge to analyze a particular object, event, or law in the process of solving a problem, finding answers to complex questions. In solving problem situations, the teacher directs pupils' activities to the logical operations of reasoning: analysis, synthesis, comparison, analogy, generalization, classification, and inference. Problem situations can be used successfully at all stages of the learning process: new topic statement, reinforcement, and knowledge control.

The activity of the teacher in problem lessons, first of all, to identify learning problems based on the content of the topic, to create a system of problem situations, to set learning problems for pupils at a high scientific and methodological level, to achieve effective use of these learning problems, will focus pupil activities on problem-solving. Pupils' activities include understanding problem situations, finding solutions, analyzing problems, making assumptions, substantiating assumptions from a scientific, logical point of view, checking assumptions, and drawing conclusions.

In order to form a new system and content of modern education, it is necessary to create advanced technologies and didactic support of the educational process, to organize the content of education on the basis of innovative approaches.

To increase the effectiveness of the primary education system, we need to use advanced pedagogical and information and communication technologies, didactic games and interactive methods in our lessons.

For elementary school teachers, didactic games are one of the most active forms of learning and develop pupils' thinking, speaking and writing skills. Didactic games are a great way to stimulate pupils' interest in reading lessons. The purpose of didactic games is to arouse pupils' interest in science, education and books.

Didactic play stimulates children's interest in the learning process and helps them to receive information. These games should be aimed at broadening, organizing, developing children's perceptions of the environment, and developing their interests and abilities. Didactic games facilitate the learning process, which is difficult for pupils. Educational games, simple interesting questions and answers on the topic should be used in a certain part of the lesson.

Pupils develop certain skills when they play games such as puzzles and quick words. In the course of the lesson, it is necessary to clearly define the tasks, rules and organization of their results in the correct organization and conduct of games. For example, playing word-for-word games in reading lessons can help pupils increase their vocabulary and vocabulary.

Didactic games also help children develop qualities such as a sense of community, discipline, courage, and perseverance. Didactic games are designed for children and preschoolers in preschool groups created by school teachers and coaches. Through play, the child understands the team. He is conscious of what he is doing. Didactic games eliminate inconveniences such as shyness and fear of making mistakes. That's why we need to use didactic games and interactive methods in every lesson.

Advantages of organizing lessons in interactive methods. The knowledge and understanding of the management of each education system about the advantages and disadvantages of interactive methods in the classroom play an important role in the effectiveness of the school and the quality of the lessons.

-  Teaching content leads to better mastery.
-  In due time sincere relations are established between pupils and teachers.
-  Teaching methods take different forms in the learning process (individual, pair, group, large groups).
-  The learning process is highly motivated by meeting learning needs.
-  Learning material is well remembered through mutual information, receipt, processing.
-  Develops the skills of communication, expression, exchange of ideas.
-  In the learning process - the pupil develops self-esteem, critical thinking.
-  For the pupil, the lesson becomes part of the content of the subject. A creative approach to the learning process, a positive attitude.
-  Each pupil leads to independent thinking, research, observation.
-  In interactive lessons, the pupil not only masters the content of education but also develops his critical and logical thinking.

V. CONCLUSIONS AND SUGGESTIONS

News in the education system, personal events, prospects new tasks that the directions need to solve for the teacher and requires constant research and creativity. This means that the teacher approaches the organization of his / her personal activity or independent improvement of professional skills, first of all, from the point of view of the new social order that society places on the school. In determining the specific directions and content of the independent creative activity, the teacher's self-diagnosis allows them to analyze the whole pedagogical activity, to clearly identify their problems and difficulties. Therefore, it is important for teachers to be objective in self-assessment, to know the tools and methods of diagnosis, and most importantly, to act in such a way that "the one who does not know himself does not know others."

Teachers were mainly in-service and from course to course general pedagogical skills with independent learning in the period improve. Advanced training and independent study complement each other continuous theoretical and methodological training, pedagogical skills of the teacher provides a sequence of personal creative activities about implementation. At the end of the refresher course, the pupil completes the assignment after the course takes. The next stage of the teacher is from course to course is a creative subject, and his personal creative activity solves this problem will be focused on.

-  In choosing and defining the theme of personal-creative activity, the following accounting is expedient;
-  The teacher's ability, interest and level of preparation for the topic be compatible;
-  Relation to the prospects of the teacher's activity;
-  Have a simple essence.

Individual creative activity is unique to each teacher develops individual pedagogical skills and abilities. The teacher personal creative activity should be organized in such a way that its results have a positive impact on the effectiveness of the educational process. What should a teacher base his or her creative activity plan? Planning is a teacher's own professional training, pedagogical skills and begins by diagnosing personality traits. It is up to the teacher to determine the individual creative topic (problem) should stem from a running school problem.

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