

## **Pedagogical Conditions for Improving the Research Activities of Future Primary School Teachers**



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**ABSTRACT:** This article shows how to improve the research activities of future primary school teachers in the country, the organization of future primary school teachers using information technology in the educational process. In this case, we have been shown in various reports and documents that the future primary school teachers should have a subjective assessment of the situation themselves, rather than official data.

**KEY WORDS:** research, research activities, educational research activities, anti-creativity, false creativity, mythical.

### **INTRODUCTION**

There are various approaches in the literature today to defining research activities. To clarify this concept, we will look at a number of interrelated concepts – “research” “research activities”, and “educational research activities”.

In this category, the concept of “research” is more broadly defined. Obukhov sees the world as a creative process of self-knowledge and self-knowledge [114].

Pedagogical activity is related to the need to substantiate knowledge through observation, experience, and analysis through analysis of statistical data. However, we can use these other types of activities “as a separate type of activity, which seeks to remove (exclude) all subjective from the results of scientific activity”.

### **THE MAIN FINDINGS AND RESULTS**

The research activity of future primary school teachers is creative; it can be said in the organization of educational work related to the solution of the research problem and the assumption of the existence of the main stages of scientific research and the implementation of the planned target. The main distinguishing feature of the research activity is the practical methodology of studying the selected phenomenon, the presence of elements such as its own material (in the humanities, it can be information from primary sources), analysis of its own data.

The study of science in terms of its finished product shows that “the most typical features of scientific creativity are the novelty and social value of the knowledge obtained. On this basis, scientific creativity is often defined as a cognitive activity to produce new, socially significant information. Referring to the novelty of knowledge, we can consider as an example from the field of creativity of reproductive cognitive movements associated with the development of a particular subject of knowledge previously acquired by society. Demonstration of social values is necessary to separate the boundaries between scientific creativity and objectively accurate information, which can be considered as an example of “anti-creativity”, “false creativity”, “mythical” and thus social development, which limits science and creativity.

This means that we need to study and consider cognitive activity to determine the main features of our research activity. It can be cited as an example of direct emotional-personal communication, subjective manipulative activity, role-playing, educational activity, in which the main and leading activity in all periods of human life is called cognitive activity and manifests itself in different forms depending on this age.

In our view, cognitive activity, aimed at recognizing the world around us (nature, society, consciousness) and changing one’s consciousness with feedback (changing nature and society), can be seen as a purposeful, variable human quality. In the broadest sense of the word, we have a programmatic and informational basis for activity related to labor, decision-making, and the formation of a system of cognitively important qualities, and we can state the quality and appearance of a person’s leading activity at certain stages of life.

Such features also have an impact on research activities as a form of cognitive activity.

As we have noted, scientific activity includes all forms and methods of work on obtaining scientific knowledge, as well as their storage and dissemination (formation of concepts, creation of hypotheses and theories, observation, experimentation, classification and generalization of results).

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An analysis of the scientific literature allows us to confirm that research activity is a tool that helps to realize human-specific cognitive abilities.

The study and analysis of international experience in the pedagogy and psychology of education shows that educational institutions have recently attached great importance to unity. Prospective primary school teachers need scientific and educational activism by engaging them in research. In the UK, Germany, France and other countries, compulsory enrollment of students in research is provided for in state and national education standards.

According to a number of foreign scholars, the most important task of education is to improve the ability of future primary school teachers to see, formulate and solve some scientific problems of practical importance. In the learning process, the student should have the skills to organize and conduct research independently, be able to find, compare facts, make connections between them, generalize and draw conclusions. To do this, he must be able to use knowledge from a variety of sources, interpret the information obtained, formulate research results correctly, and defend them. Participation in research contributes to a student's intellectual, professional, and overall personal growth.

In particular, it is worthwhile to consider the approaches of foreign scholars in interpreting the concepts we use here. "Research", "scientific research", "research activity".

During our study, different interpretations and opinions were expressed by scientists. In this sense, scientific research is carried out as an original discovery that generates new knowledge. At the same time, it should be noted that the term 'research' also implies the discovery of existing knowledge from a new perspective.

The foreign literature suggests that scientific research is a systematic, controlled, empirical, and critical study of hypotheses about permissible natural phenomena [196]; this leads to the acquisition of new knowledge through intellectually managed research, the discovery and systematization of new information, or through the development and further awareness of existing information and practice.

We can emphasize that research activity in a broad sense can be seen as an active learning process that helps students develop critical thinking and the ability to solve problems independently at certain stages: Problem identification, analysis of existing research. topic, research strategy and selection of necessary methods, research, data collection, interpretation, writing a scientific paper; the process, the main result of which is the product of intellectual work presented in a standard form.

At present, various approaches have been developed to identify the types of research activities that involve research and extracurricular activities, including interdisciplinary, pedagogical, creative, and more.

Analysis of psychological, pedagogical and sociological literature allows students to express the main types of creative work through a specific concept. They can be divided into the following.

Works written on the basis of several literary sources in order to fully cover the information and any problem.

Problem-abstract - involves comparing data from different literary and documentary sources, on the basis of which is given its own interpretation of the given problem.

Natural and descriptive - phenomenon observation and qualitative description.

Experimental based on the description of a scientific experiment.

### **CONCLUSION**

So, in our opinion, research is a work done using a technique, with the help of which we can take our own experimental materials and based on it the analysis and conclusions about the essence of the studied phenomenon.

Furthermore, we can state that the main purpose of research work is not to obtain scientific results with objective novelty, but the ability to apply the simplest research and skills.

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