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Activity Areas of Primary School Teachers

Key words: *pupil-centered learning, educational technology, joint activities, primary classes, pedagogy of cooperation.*

Annotation: *an important component of the pupil-centered learning is the educational technology cooperation aimed to instill the skills of pupils of joint activities, to bring together their desire to solve tasks, to develop skills training and companionship. This article is devoted to the creation of psycho-pedagogical conditions for the formation of primary classes of skills of collective action. The article describes the main activities of primary school teachers, teaching the value of cooperation is justified for enhancing cognitive activity younger pupils develop their thinking skills and personal qualities, presented positions of scientist-teachers of Uzbekistan on the pedagogy of cooperation of teachers and pupils in their interaction. Highlighted in the article the need for prior planning lessons based on cooperation, taking into account individual characteristics of pupils in the organization of group work, which should contribute to the achievement of the main goal - "to educate everyone."*

The role of the teacher in creating an atmosphere of cooperation with the pupils is to choose a theme and invite pupils to communicate and create a suitable communicative environment in which pupils have mastered the skills of joint activities. Technologies of the learning process are different from the others in that the teacher becomes equal subject of the learning process. This position of the teacher is an important part of solving the tutorial problem, because in the process of training the younger truly friendly relations, and create an environment of cooperation.

The focus of the teacher must constantly be friendly relations classmates, striving together to discuss the tasks and find a solution.

The activity of primary school teachers is characterized by its versatility, as it not only serves as a teacher in various subjects, but the problem class teacher. Advances in the study of life and activities of pupils are largely dependent on the skill of the teacher. Therefore, the primary school teachers need to be familiar with age-appropriate pupils, international experience in their field and possess modern pedagogical and psychological knowledge. That is a primary school teacher should create the conditions for a full disclosure of the intellectual, moral and creative potential of their pupils.

If the teacher does not clearly represent the features and capabilities of each child and to all fit "with the same yardstick," the disciples, even the high-potential, become weak and indifferent pupils. It is therefore important for the teacher to know more and physiological characteristics of children of primary school age.

It should be noted that most studies on the topic of educational cooperation, considering the learning process either in preschool or in grades 5-9. These studies highlighted the leading type

of pupils. For example, for pre-school children - its play activities for pupils grades 5-9 cooperation often manifests itself in a research activity.

It is clear that the process of cooperation among primary school children is more concerned with their social and psychological development, and requires in-depth analysis. The initial stage of learning is a special period in the development of pupils.

The educational process in primary school - it's not only the assimilation of a complex system of knowledge, but also a time of many pupils gain intellectual and academic skills. In addition, during this period are activated cognitive processes in primary school children. In particular, develop attention, memory, thinking ability.

Simultaneously with the ability evolve and cognitive needs. On this basis, it is in the primary grades is required to create an environment of cooperation, the conditions for the acquisition of communication skills in various forms, since the communication for younger students is the most effective means to carry out joint activities. As a result of the educational process creates the necessary conditions for the full development of primary school pupils. The cooperation is reflected in the interaction of pupils and the friendly support of classmates.

The need to communicate with classmates born in pupils slowly, step by step, as the younger pupils are more used to communicate with adults. Some primary school pupils are more fully disclosed.

Themselves, communicating with adults and if this does not meet the requirement in time, their development may stop. For the effective development of pupils the teacher should create the conditions in the classroom to encourage pupils to engage in dialogue with each other and work together.

Younger pupils will soon feel the need to communicate, and on this basis will develop interpersonal communication and cooperation, especially since the initial skills such communication and cooperation kids got back in preschool. During this period, they are partially mastered communication skills.

During the pre-school children are often attracted to the joint venture. However, enrolling in school, children learn a new form of cooperation - learning cooperation, which is different from other forms. For example, in pre-school co-operation is mainly manifested in the game, in preparation for the school's first steps towards co-curricular activities.

Relationships with older children differ from relationships with their peers, based on mutual equality in the educational process. Pupils openly expressed the same age as their views, analyze the words and actions of others. However, they can accept or reject the wishes and interests of the other, but try to address the issue objectively, that is, the pupils formed the consideration of various skill positions, evaluating them. At the same time, the student gives his opinion may not coincide with the opinion of others, and trying to defend it. In the process of learning cooperation are reviewed and discussed all the options and thus every pupil can express their individuality and uniqueness. The main result of cooperation - the development of pupils mental activity, the successful acquisition of new training operations.

The main conditions for the formation of joint ventures skills in primary school children are as follows:

- Participation in collaboration older, that is, teachers;

- Implementation of cooperation with peers (classmates);
- Change in the status of the pupil in the learning process, that is, the performance in the role of an opponent and at the same time as a member of co-curricular activities.

In the traditional system of teaching the pupil participated in the process of learning how to be alone, without coming into contact and collaboration with their classmates. Pupils sat on certain assigned to them at their desks and place absolutely no contact with each other (in terms of educational communication). The teacher did not allow any "conversations" during the lesson. And help; "hint" to each other were regarded as a serious breach of discipline. Therefore the development of the pupil assessed only by its individual qualities. In such a situation the pupils, of course, have been isolated from each other in the process of learning activity, the teacher acted as a central figure in the classroom, and relationships with pupils were purely subject-object nature. The joint activities of pupils also requires mutual communication, as in the process of communication they can give advice, support each other. In an exchange of views should engage all pupils, not as before, when in dialogue with the teacher attended only a few pupils (on call). In the traditional teaching the free exchange of views (out of order) was considered a violation of the code of conduct. Although the pupils every day side-by-side "learned" together, mutual co-operation did not succeed. The main tasks of the traditional schools were:

- 1) Weapons pupils a solid knowledge;
- 2) Preparing them for life in the community through the assimilation of certain skills.

By teaching primary school, students also approached from the standpoint of their arms a certain amount of knowledge. Therefore, pupil-oriented learning technology-based pedagogical cooperation first appeared as an alternative to traditional methods.

Educators, scientists, advocate cooperative pedagogy (Zh.G.Yuldoshev, Safarov, M.Ochilov, N.Saidahmedov, G.Hasanova) justified the three important positions in this approach:

- Training for all pupils (team);
- Common respecting each other;
- Training in small groups (1;2;3;5;6).

All of these positions in the complex form the basis for cooperation. The focus of the learning process is done on the capabilities of the team of pupils, which was not the traditional teaching.

The question arises of how to ensure the activity of pupils in the learning partnership. The teacher should design the lesson so that pupils not only mastered the program material, but with the assistance of the teacher and their classmates, each pupil can expand their worldview, develop as a person.

According Zh.G.Yuldosheva, R. Safarova, in the learning process necessary to implement all forms of cooperation: the teacher is not only manages the activities of pupils, but also regulates the relationship between the pupils themselves, to strive to increase the effectiveness of joint activities. It is recognized that work in small groups gives a positive result in the assimilation of educational material, as pupils receive support from fellow band members (1;2).

In pupil-centered learning are changing goals and objectives of the lesson, as his didactic framework of cooperation of pupils. Learner is not limited to the joint discussion of the plan of

the job, but to observe, compare, describe, summarize, draw conclusions, identify patterns. In the process of working with educational materials learners' developmental gains, pondering, creative. Cooperative learning activity promotes education of personal qualities, skills building self-control skills to interact and communicate with the teacher and classmates. Pupil-centered education meets the requirement of the introduction of forms of collective learning (4).

Group method works - one of the main forms of the educational process in the primary grades through the cooperation of pupils. Education Group offers a number of advantages:

- The ability to provide moral and substantive support to each pupil, without whom slowly assimilate pupils remain indifferent to the development of knowledge and begin to behave restlessly, and the pupils do not get a strong stimulus for further development;
- Creation of conditions for the disclosure of each pupil their capabilities, change the functions of a teacher (not a "controller" and "observer" and the counselor, assistant member of the general cognitive process), students also have the opportunity to work independently and to test their strength;
- Individual assistance and analysis of teacher assignments, organization of mutual control of work on the part of pupils;
- The use of additional means of motivation to attract pupils to work together with the teacher and with each other.

It was noted above that cooperative learning is mainly through the organization of work in groups, to this end, created the necessary conditions for a joint study of a specific topic, problem solving tasks. When planning the use of learning technologies through collaboration, the teacher should pre-allocate time for each stage of the work, and use different forms of psycho-pedagogical training.

For example:

- Familiarity of pupil with each other (relative, of course);
- The formation of a common collective of pupils and the division into groups;
- Explanation of the rules of communication between members of the group;
- Fostering the skills of engaging in dialogue and discussion (debate);
- Individual work with pupils;
- Analysis and evaluation of social and psychological characteristics of pupils working in the same group.

The organization of educational process on the basis of joint activity allows the teacher to take into account the capabilities of each student and use them while working in a group, which ultimately contributes to the effectiveness of the training and development of junior high school pupils.

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