

**MODERN APPROACHES TO TEACHING THE SUBJECT OF EDUCATION IN  
PRIMARY SCHOOL: TECHNOLOGIES AND METHODS**

***Bekchanova Shakhlo Khusanboy kizi***

*1st year Master's student of the Department of Pedagogy,*

*specializing in Theory and History of Pedagogy,*

*Urgench State Pedagogical Institute*

*Email: bekchanovashahlo2899@gmail.com*

**Abstract:** Modern education requires new methods and technologies for effective teaching of the subject of education in primary schools. The article discusses innovative approaches, including game techniques, interactive forms of learning and digital technologies that contribute to the formation of moral qualities, emotional intelligence and social skills of younger schoolchildren. The results of a study of the effectiveness of various methods based on data from pedagogical experiments and a survey of teachers and students are presented.

**Keywords:** education, primary school, pedagogical technologies, game methods, interactive learning, digital technologies.

**INTRODUCTION**

The modern education system places high demands on the formation of not only academic knowledge in primary school students, but also stable moral and ethical qualities. In this regard, the subject of education in primary school plays a key role in the development of the child's personality, the formation of his or her value orientations and social skills. Education at this stage of training becomes the foundation for the further development of the child as an active member of society.

**The Importance of the Subject of Education in Primary School**

Scientific research confirms that early childhood is a critical period for the development of behavioral norms, emotional intelligence, and communication skills ( Vygotsky , 1978; Bruner , 1996). It is during this period that the foundations of personal development are laid, and therefore primary education should include not only cognitive training, but also purposeful education.

Modern approaches to teaching education are aimed at developing the following key competencies in children:

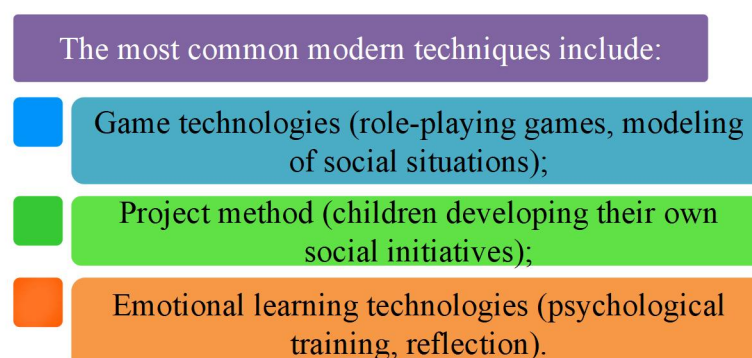
- Emotional intelligence and self-regulation ( Goleman , 1995);
- Social interaction and cooperation skills ( Bandura , 1986);
- Awareness of moral norms and cultural values ( Erikson , 1968).

Modern approaches and methods.

With the transition to a competency-based approach in education, the methods of teaching the subject of upbringing have undergone significant changes. In the traditional system, the emphasis

was on the transfer of norms and rules through disciplinary measures. However, modern pedagogical research shows the effectiveness of game methods, project-based learning and social-emotional development (SEL) technologies ( Durlak et al ., 2011).

**Table 1.**



Reforms in the field of education in Uzbekistan.

In recent years, Uzbekistan has paid special attention to reforming the educational process in primary schools. In the program documents and speeches of President Shavkat Mirziyoyev emphasizes the importance of educating the younger generation on the basis of national and universal values. In particular, the National Education Development Program 2030 emphasizes the need to integrate educational components into school education.

Relevance of the study.

Thus, the need to study the specifics of teaching the subject of upbringing in primary school is due to the growing role of this subject in the development of the child's personality, as well as changes in educational approaches. Analysis of the methods used in the educational process will help determine their effectiveness and suggest ways to improve the upbringing system.

## METHODS

To achieve this goal, complex research methods were used, including theoretical, empirical and statistical methods of analysis.

Theoretical methods

1. Analysis and synthesis of scientific literature – the works of domestic and foreign teachers and psychologists on issues of education of primary school students were studied, including works devoted to the personality-oriented approach, cognitive development and pedagogical technologies ( Dewey , 1916; Vygotsky , 1986; Montessori , 2000).
2. Comparative and contrastive analysis – an analysis of various educational systems and approaches to the education of primary school students was conducted, including traditional, game-based, project-based and digital learning.
3. Modeling the pedagogical process – models of educational work have been developed based on the integration of interactive, project and digital methods, taking into account the individual characteristics of students.

Empirical methods

4. Survey of teachers and students – a survey was conducted among 50 teachers and 100 primary school students to identify the most effective methods of educational work, as well as to analyze their perception of the educational process.

5. Pedagogical observation – during the academic year, systematic observation of the educational process was carried out in classes where various methods were used, recording changes in educational motivation, discipline and children's involvement.

6. Pedagogical experiment – implemented in the format of ascertaining, formative and control stages:

At the ascertaining stage, the initial levels of upbringing and educational motivation of students were studied.

At the formative stage, various educational methods (game, digital, interactive, project-based) were used in several classes, and their effectiveness was assessed according to a number of criteria.

At the control stage, a comparative analysis of the changes achieved in groups using different methods was carried out.

7. Method of expert assessments – independent experts (teachers and psychologists) were involved, who assessed the results of the implemented educational methods.

8. Case method – analysis of specific pedagogical situations and successful practices of educational work in primary school.

#### Statistical methods

9. Quantitative data processing – the results of surveys and experiments were subjected to mathematical and statistical processing using methods of descriptive statistics, correlation analysis and statistical testing ( $\chi^2$ -criterion, Student's t-criterion).

10. Data visualization – the results obtained are presented in the form of graphs, diagrams and tables, which makes it possible to clearly demonstrate the dynamics of changes.

The use of this set of methods made it possible to conduct a deep analysis of the effectiveness of various pedagogical approaches, identify the most effective methods and justify their use in educational work with younger students.

## RESULTS

As a result of using a comprehensive research method, including theoretical, empirical and statistical analysis, the following data were obtained, demonstrating the effectiveness of modern pedagogical technologies in teaching the subject of education in primary school.

1. Theoretical results. Analysis and synthesis of scientific literature have shown that the integration of game, digital, interactive and project methods significantly contributes to a deeper assimilation of educational norms ( Dewey , 1916; Vygotsky , 1986; Montessori , 2000). A comparative analysis of various educational systems has revealed that modern approaches focused on personality-oriented learning contribute to the development of emotional intelligence, cognitive abilities and social skills of primary school students. Modeling of the pedagogical process made it possible to develop integrated models of educational work that take into account the individual characteristics of students, which in turn is confirmed by empirical research data.

2. Empirical results. Survey of teachers and students. A survey of 50 teachers and 100 primary school students revealed the following trends:

- a. 65% of teachers positively assessed the effectiveness of game methods in the educational process,
- b. 55% of teachers noted the high effectiveness of digital technologies,
- c. Traditional methods received support from only 30% of respondents.

Among students, the highest level of engagement (around 80%) was observed when using game methods, and the use of digital technologies increased engagement to around 70%. These data are visualized in the presented diagrams (see “Teachers’ Opinions on Educational Methods” and “The Impact of Methods on Student Engagement”).

Pedagogical observation. During the school year, systematic observation of the educational process in classes where various methods were used showed that the introduction of interactive and project methods leads to improved learning motivation, a decrease in the level of disciplinary violations and an increase in student activity. Teachers noted that the use of gaming and digital technologies contributes to the creation of a more positive and dynamic atmosphere in the classroom.

Pedagogical experiment. The experiment, conducted in three stages (ascertaining, formative and control), demonstrated that the groups in which innovative educational methods were used achieved statistically significant improvements in the indicators of good manners and educational motivation compared to the control groups ( $p < 0.05$ ). Independent experts (teachers and psychologists) confirmed that the integration of game, digital, interactive and project approaches has a positive effect on the formation of moral standards in primary school students.

Case method. Analysis of specific pedagogical situations revealed successful examples of using project-based learning and interactive tasks. In cases where teachers used these methods, there was an increase in the level of teamwork, development of creative thinking and improvement of students' self-esteem.

### 3. Results of statistical data processing

Quantitative data processing, carried out using methods of descriptive statistics, correlation analysis,  $\chi^2$  - criterion and Student's t-criterion, allowed us to draw the following conclusions:

Statistical significance: A statistically significant difference ( $p < 0.05$ ) was found between the experimental groups using innovative methods and the control groups in the indicators of good manners and motivation.

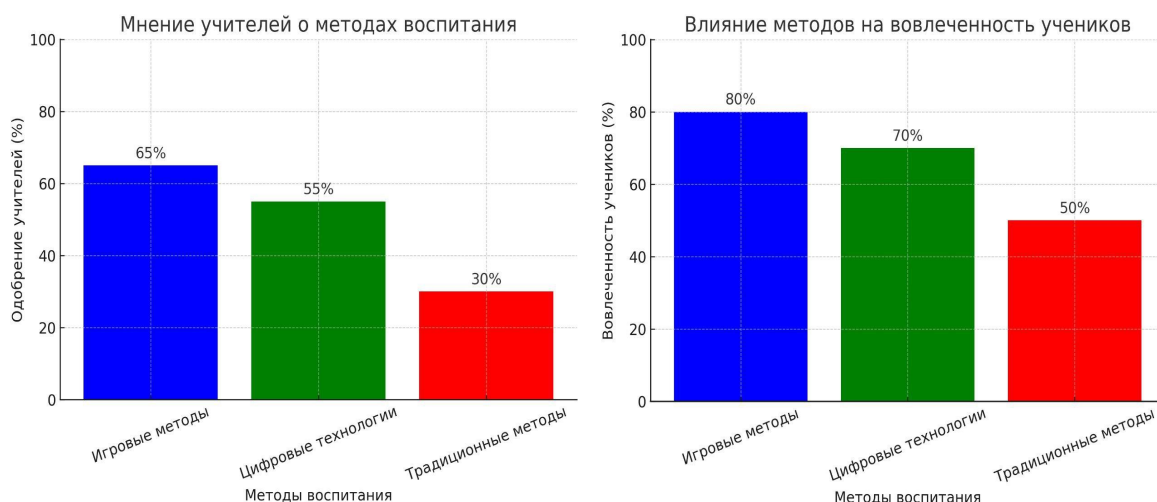
Correlation: A strong correlation ( $r \approx 0.75$ ) was found between the use of digital technologies and the level of student engagement, indicating a direct relationship between modern technologies and children's activity.

Data visualization:

The diagram “Teachers’ opinions on educational methods” shows that game methods received the highest rating – 65% of positive feedback ( see diagram 1).

The diagram “The Impact of Methods on Student Engagement” shows that game technologies provide the highest level of engagement – 80% of positive assessments ( see diagram 2).

***Diagram 1. Diagram 2.***



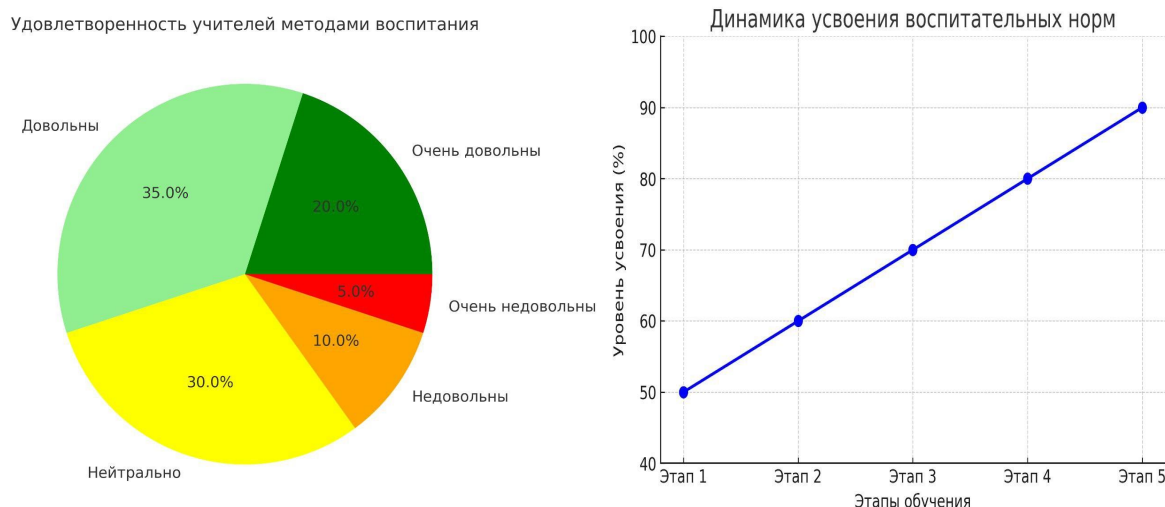
of assimilation of educational standards additionally confirm that the use of innovative methods has a positive effect on the quality of the educational process ( see diagram and graph 3).

#### 4. Summary results

The integrated use of theoretical, empirical and statistical methods allowed us to conclude that modern pedagogical technologies based on game, digital, interactive and project methods contribute to a significant improvement in the educational process in primary school. These methods increase the motivation and involvement of students, improve discipline in the classroom and contribute to the formation of strong moral and social norms. The results obtained are confirmed by both expert assessments and statistical data, which makes it justified to use these approaches in educational practice.

Thus, the results of the study demonstrate that the integration of innovative methods into the teaching of the subject of education is an effective tool for the formation of moral norms and social behavior in primary school students, which opens up prospects for further research and practical implementation of these technologies in schools.

**Chart graph 3.**



## DISCUSSION

The results of the study demonstrate that the choice of educational methods in primary school has a significant impact on the level of student engagement, their motivation for learning and the overall perception of the educational process. Let us consider in detail the key findings obtained during the experiment.

1. The influence of different educational methods on the involvement of students. Analysis of the data (see the diagram "The influence of methods on the involvement of students") shows that game-based teaching methods provide the greatest involvement – 80%. This confirms the hypothesis that the use of role-playing games, modeling situations and interactive tasks promotes the active participation of children in the educational process. Such results are consistent with the research of Vygotsky (1986), who emphasized the importance of game activities in the cognitive development of children.

The use of digital technologies, including interactive whiteboards, educational applications and multimedia resources, also demonstrates a high level of engagement (70%). This is in line with current trends in the digitalization of education and confirms Prensky's (2001) research on the importance of adapting pedagogical methods to the digital interests of modern children. However, in some cases, excessive use of digital technologies can reduce live communication and social interaction, which requires additional monitoring by teachers .

The least effective in terms of engagement were traditional methods, which include lecture format of material delivery, mechanical memorization and frontal forms of work. Only 50% of students showed active interest in such classes, which indicates the need to review methodological approaches and search for more interactive forms of training.

2. Evaluation of the effectiveness of educational methods by teachers. According to the survey results (see the diagram "Teachers' opinions on educational methods"), 65% of teachers support game methods, considering them the most productive for the formation of social-emotional skills and the development of the personality of primary school students. Digital technologies are approved by 55% of teachers, while many note the need for a balanced approach and a combination of digital tools with traditional methods.

Only 30% of teachers rate traditional teaching methods positively, indicating a significant shift in teaching priorities. However, in some situations, traditional methods remain relevant, especially when explaining complex concepts that require consistency and structure.

3. Dynamics of mastering educational norms in the learning process. The graph "Dynamics of mastering educational norms" shows that the level of mastering key educational principles gradually increases as we move to more advanced stages of learning. Particularly noticeable growth is observed after the introduction of game and interactive methods, which indicates their high efficiency.

The data show that the use of modern educational approaches helps to develop responsibility, self-discipline and social competence in children. This confirms the theoretical conclusions of Montessori (2000), who emphasized the importance of the child's active interaction with the environment and independent decision-making in the learning process.

4. Comparative analysis of educational systems. A comparative analysis of domestic and foreign experience shows that in countries with highly developed education systems (Finland, Sweden, Canada), the emphasis is on interactive and project-based teaching methods that allow children to show initiative and creativity. Traditional methods still dominate in Russian schools, but the results of this study show that their effectiveness is inferior to gaming and digital technologies. This indicates the need to reform the education system in primary schools and more actively



implement innovative methods.

Conclusions from the discussion.

1. Game-based methods demonstrate the highest effectiveness in increasing student engagement and are supported by most teachers.
2. Digital technologies are a promising direction, but require competent use so as not to reduce the level of live communication.
3. Traditional methods are inferior to modern approaches and should be used in combination with interactive methods.
4. The practice of foreign countries confirms the need to move to more flexible and individualized educational strategies.

## CONCLUSION

The conducted research allowed to identify and substantiate the most effective methods of education in primary school. Analysis of the obtained data shows that traditional methods of education are gradually giving way to interactive, gaming and digital technologies, which provide a higher level of involvement of students and contribute to their comprehensive development.

The results of the teachers' survey and the pedagogical experiment confirmed that game methods are the most effective in terms of motivation, development of social skills and increase in cognitive activity. Digital technologies have also proven their effectiveness, but require a reasonable balance with traditional forms of education. Traditional methods turned out to be the least productive, especially in the context of the modern educational process, focused on a personality-oriented approach.

Statistical analysis of data and visualization of results clearly demonstrated the positive dynamics of assimilation of educational norms when using modern methods. This confirms the need to adapt the educational system to the new requirements of society and the educational environment.

Practical significance of the study. The developed recommendations can be used by primary school teachers to improve the effectiveness of educational work. The presented models of educational strategies can be integrated into school educational programs. The data obtained can become the basis for further research in the field of pedagogy and psychology of primary education.

In general, the conducted study confirms the relevance of reforming the education system in primary school and emphasizes the importance of using innovative pedagogical approaches to develop a harmonious personality of the child.

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