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SCIENTIFIC AND METHODOLOGICAL FOUNDATIONS OF WORKING ON EDUCATIONAL TASKS THAT DEVELOP VISUAL COMPREHENSION SKILLS IN PRIMARY EDUCATION

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Abstract: This article discusses the scientific and methodological foundations of working on educational tasks that develop visual comprehension skills in primary education.

Key words: comprehension skills, developing tasks, visual material, pictograms, diagrams, independent thinking.

The harmonious upbringing of the younger generation has always been the greatest goal for humanity.

Our motherland, Uzbekistan, has entered a new important stage of development based on the principle of "National revival - the path of national progress." The intensity of this era imposes its own clear, strict and new requirements on the education system.

Even before a child starts school, that is, in the family and kindergarten, he becomes acquainted with various spheres of our social life, especially school life, with their various activities, and the buds of high social interest and enthusiasm begin to appear in him.

In young students, who do not yet have the ability to focus their attention, when working on learning tasks that develop the ability to understand and focus their attention, interests gradually begin to emerge, expressed in a long and determined focus on a certain area of reality and life, a certain activity.

During the lesson and in extracurricular activities, students gain a broader understanding of the things and events around them. They become interested in all kinds of things, and their interests gradually improve and become more stable. Now schoolchildren are increasingly interested not only in individual events around them, but also in the reasons for the occurrence of these events. That is why, during this period, the number of questions asked by children, such as "Why is this?", "What is it made of?", "What is this for?", increases, and it is during these times that educators are required to work on educational tasks that develop visual comprehension skills.

When working on educational tasks that develop visual comprehension skills in primary education, attention is considered a necessary condition for the reading process. The completeness, accuracy, speed of perception, and the speed and accuracy of memorization depend on attention. Thought processes become clear, logical, and meaningful due to attention. Because students' independent problem solving and explanation of this problem first of all ensures the strength and stability of their attention. To provide the necessary conditions for students' mental activity, the teacher must be well aware of the characteristics of the attention of young students. The processes of excitation and inhibition occur very quickly in the cortex of the cerebral hemispheres of young children. Therefore, if one stimulus causes excitation in the cerebral cortex of a child, then another stimulus can very quickly inhibit the new focus of excitation in the brain. This indicates that the attention of young children can be distracted very quickly and easily. Under the influence of the learning process, all the characteristics and

qualities of the attention of young students grow intensively, and this facilitates the process of transition from involuntary to voluntary attention. During the early school years, attention spans grow rapidly, and educational work at school is carried out in classes. The relatively weak stability of attention is a characteristic of their age. Their attention is easily distracted. For this reason, they may not be able to complete the task on their own, lose the pace and rhythm of their activities, and may omit letters in words and words in sentences.

Scientists who have studied the characteristics of students' thinking when working on educational tasks that develop visual comprehension skills in primary education have studied children's thinking in the following three areas: firstly, the peculiarity of thinking in adolescence, secondly, its development, and thirdly, the factors that shape understandings.

1st grade students think about their learning activities based on the attractive external signs of objects: when thinking about the sun, the butterfly, the car, the bird, etc., they make statements such as “The sun warms and illuminates,” “The butterfly blooms,” “The car carries cargo,” and “The bird flies.” Therefore, if there is a need to directly identify the important signs and symptoms of the material being studied, they immediately look for the visible They refer to the example. After moving to grade 2, students move from generalization to internal signs reflecting the most important relationships and connections of reality in the material world. When younger school-age students assimilate scientific concepts in the learning process, they mix, confuse, and transfer various signs, symbols, and properties that were assimilated in previous lessons. Because they do not have a clear understanding of the connection between the objects and phenomena included in the concepts and their signs. Students in grades 1-2 also have difficulty mastering units of measurement, because they do not know how to distinguish the main characteristic of a unit of measurement, its length.

After entering the 3rd grade, they are able to master complex spatial relationships. Because in the process of learning, their ideas and understanding of space are enriched every day with knowledge about plans, scales, the globe, and a number of conditional symbols. As students' knowledge expands, they begin to move from firm judgments to approximate judgments, and they reach the stage of understanding that things and events have different properties and that reality arises not from just one action or one cause, but from many causes. Approximate judgments appear starting in the 2nd grade. Starting from the 3rd grade, as students develop understanding and judgment, their ability to draw conclusions based on discussions about various things and events also changes. Inductive and deductive reasoning become especially important for students. Drawing conclusions first occurs on the basis of directly perceived things. It is a conclusion that reflects the relationship between things and events in the process of direct observation and perception, and it plays a key role in the child's thinking. Because in this case, a conclusion is drawn based on figurative thinking. Later, a type of conclusion that arises from abstract conditions appears.

The analytical-synthetic activity of thinking plays an important role in the learning process. In the process of analysis, students separate the whole relationship or thing into parts and determine their interconnectedness, while in synthesis they do the opposite, that is, they determine the connection of the parts to the whole. Through analysis and synthesis, students learn to distinguish the important features of things and phenomena from their casual knowledge, and in this way they develop their conceptualization activities. are improved. Studies conducted to develop the generalization activity of primary school students show that by the end of the year, children themselves will be able to independently generalize objects based on their important features. The number of local concepts, terms, and concepts in them is sharply reduced. Teaching children the methods of generalization and generalization takes the development of children's thinking to a new level. Their thinking is sharply different from that of preschool children and adolescents, with its own characteristics of using various methods of logical thinking, reasoning, judgment and conclusion, comparison, and analysis. Children's thinking is to a certain extent dominant, and their thinking is absolutely consistent with their age. Teaching thinking operations

and independent thinking in the educational process is a guarantee of creative thinking in the development of young schoolchildren.

Schooling has a significant impact on the scientific and methodological foundations of working on educational tasks that develop reading comprehension skills in primary education. Students' vocabulary is constantly enriched with new words and concepts, and their speech is filled with special words, terms, and new expressions. Each type of student subject places new demands on their academic speech. If mathematics requires short, clear speech, then in academic lessons students need long, figurative expressions. Children have great difficulty using monologic speech. We see a big difference between children's oral and written speech. This difference is that preschool children communicate with each other through oral speech, while written speech is a new and unfamiliar area for younger students. For this reason, students master written speech with difficulty. To improve students' speech, they need to practice active speech in a continuous manner, which is constantly improved during the educational process through reading lessons.

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