METHODOLOGY OF TEACHING SCIENCE IN PRIMARY GRADES

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Annotation:
This article is called "Methodology of teaching science in primary grades" and it contains information about various methods, methods, and advantages of teaching science.

Keywords: natural science, method, method, process, animate, inanimate, educational subject, independent.

The basis of all-round education of students is to form a scientific worldview in them. Science plays an important role in the implementation of this task in primary classes. Studying this subject enriches the personal experience of young students, allows them to gather knowledge about the events and processes occurring in the animate and inanimate nature around us. That's why students of higher educational institutions of pedagogy, especially future elementary school teachers, should be well acquainted with the scientific-theoretical and practical achievements of teaching science as a pedagogical subject.

A good knowledge of the teaching methodology of natural science allows the primary school teacher to properly organize the education of children. The methodology enables the teacher to acquire teaching skills by equipping him with the theory of science teaching. Different teaching methods can be used to reveal the content of educational materials. When choosing one or another method, the teacher should consider that this choice of methods will provide the tasks of developmental education, activate the cognitive activity of students and provide information at the same time, that is, to determine the cause of failure and Let him quickly and clearly show how the students are mastering new knowledge in order to come to help at the right time. Accordingly, it is necessary to use more practical work, conversations, emotional stories, especially independent work in science classes, in which research approach, uncomplicated analysis and synthesis, comparison and generalization, between natural phenomena determination of causal links should be mandatory components of those works. All this activates students' memory, attention, imagination, and thinking, helps to develop understanding and confidence, to acquire knowledge better, and to develop the ability to apply acquired knowledge in new situations. The use of visual aids and technical tools and excursions that affect the perception and mental development of students will help in the assimilation of knowledge. In the process of teaching natural science, the foundations of a scientific worldview are formed in school children (the teacher consistently reveals the materiality and interrelationship of natural objects and events, characterizes the constant changes that occur in nature, etc.), aesthetic feelings, love for nature, care for it and the desire to protect it are brought up. A science teacher should choose the teaching methods in such a

way that, as a result, geographical knowledge and skills are formed in the student's mind. For example, there is the concept "The sun rises, the sun sets." This concept does not correspond to geographical law. According to the heliocentric theory, "The sun never rises and never sets." The essence of this law is that as a result of the rotation of the Earth around its axis, the place where we are facing the sun and turns away from it. Because in law the sun is in the center. Earth and other planets move around it. If the future elementary school teachers are given such laws in the text of the textbook, the students will learn by reading the text of the textbook. If the text is read by reading here, geographical law is also learned.

The most important thing for a teacher is to understand the educational system, to learn the basics of teaching natural science, the forms, methods and methods specific to it, to guide the cognitive activities of students. Also, it is necessary to know the nature and agricultural features of his country well, to regularly use local history materials when working with students. All these issues are fully covered in this study guide, which mainly focuses on the pedagogy and style of the "Methodology of Teaching Science" study guide; basics, teaching methods, new modern pedagogical technologies are described. The methodology of teaching natural science is a pedagogical science that reveals the content and methods of comprehensive education of children in teaching natural science. It is based on the research done in pedagogy and uses its methods taking into account the content and features of teaching its subject. By teaching students about nature, the teacher not only equips them with the knowledge and skills necessary for continuing education and practical activities, but also forms their outlook, will, character, and develops their mental abilities. Accordingly, he develops forms and methods of teaching natural science. The teaching process includes interrelated parts: subject content, teacher and student activities, subject teaching and skill acquisition. Among the tasks of the teaching methodology of natural science is to determine the content of natural science as an educational subject, to research the methods and methods of teaching, and to prepare the necessary educational equipment. The methodology of teaching science is not limited to the description and explanation of the teaching process, but also develops rules, based on which the teacher can successfully teach children in this subject.

The methodology of teaching science includes all the teaching processes, from the preparation of the teacher to the results of mastering the learning material, including taking into account the work in the classroom, at home, outside the classroom and outside the school. Based on comprehensive teaching of teaching practice and creative generalization of the results, certain laws of teaching are determined and measures are developed to further improve it. For example, on the basis of the principle of direct acceptance of the things being studied (plants and animals) (which ensures the formation of a correct image), concrete measures are developed for the application of subject teaching. In addition, issues such as general pedagogical and specific methods of science teaching methodology, the history of the correct organization of the lesson and the creation of prospective plans, learning the methods of organizing extracurricular activities are also considered as the main issues of this science.

The second aspect of the science of science teaching methodology is the process of knowing the methodology well. Methodology is not only a set of recipes and advices for students to acquire the simplest knowledge about nature and apply it in life in the future, but it is also science, its principles, natural science is also based on knowledge of the laws of the teaching process. The methodology examines the content of educational science, methods and forms of education and upbringing. These sections of the methodology complement each other as they are a whole.

Educational equipment and tools (manuals) are determined based on methodology. The methodology answers the questions of why to study nature, what and how to teach, on what basis and how to educate. For the proper implementation of natural science education, it is necessary to have a special educational material base, i.e. a room equipped with educational tools, a corner of living nature and a training ground. . The uniqueness of the material determines not only the uniqueness of the methodology of teaching natural science, but also its educational possibilities. The history of the methodology of teaching natural science shows that the main problems to be solved at a certain level, such as the content of education, teaching methods and their educational influence, are solved by teachers and methodologists. This often depends on their creative initiative. The methodology of teaching science also has a history. Many biologists-scientists, methodologists and teachers contributed to its creation. Among them are many methodical manuals and textbooks created in different social conditions.

In short, they study their country, their place, observe nature, and go on excursions. During their studies in primary school, they collect rich specific material and this material is placed in the local studies corner. Over time, the most valuable materials of former primary school graduates will be collected in the local history corner, which will be systematically used in the teaching of natural science. Local history corner is established in the science room or in a separate class.

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