

ANALYSIS OF THE CONTENT OF CONCEPTS LEARNED BY PUPILS

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Annotation

In this article, the content of concepts in elementary school pupils is analyzed in a unique way. Also, the meanings of the "understanding" category are listed and briefly described. Each meaning is methodically explained.

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Genetic understanding is an understanding of the laws of the emergence and development of new knowledge, it creates a basis for the formation of new cognitive schemes, expands the ability of the learner to respond appropriately to various types of information.

Structural understanding, that is, understanding about the structural structure - new elements are interconnected, forming a new network of concepts, connections between concepts and actions inherent in it and allowed in it. As a result, a new structure of knowledge, interconnections between its elements become the subject of understanding.

Systematic understanding - the studied system of concepts and actions takes its place in the general system of concepts and actions describing the studied subject area. This aspect of understanding is expressed by the following phrase: "understanding is a systematic quality, its existence means that it is included in the unknowable internal relations of the system of models that constitute the object of understanding, the depth of understanding is determined by the degree of inclusion in the general context of the object. Understanding makes it possible to build an explanation that interprets the object in its entirety and its inclusion in the system of cultural connections".

When thinking about the third and fourth phases of understanding, we are not talking about the system of mastering concepts by the learner, but about understanding the very structure of the knowledge being mastered and its place in the general cognitive experience of the learner. we can talk about it being conducted. So, in the process of achieving a structural and systematic

understanding, the parallel formation of personal experience is seen in the introduction of the studied material into the sphere of those who acquire meaning in the individual.

As you can see, V.P. Zinchenko to different types of understanding, N.I. Shevandrin to levels of understanding and M.YE. Bershadsky uses terms that are similar in terms of content to describe the phases of understanding.

We understand learners' understanding of the studied material as a process consisting of four interrelated phases: initial understanding, genetic understanding, structural understanding, and systematic understanding. In order to build a teaching methodology aimed at improving the quality of students' understanding of the studied material, it is necessary to establish the compatibility of the separated phases of understanding and the stages of the formation of abstract concepts that form the basis of the content.

In the process of learning concepts, the "understander" makes a great contribution to solving the problem of searching for a "means" that can be mastered, developing methods and forms. Seven meanings of the category "understanding" are defined. The use of these meanings in pedagogy is interesting, first of all, because they have a didactic description and are created on the basis of the construction of the teaching methodology aimed at ensuring the understanding of the studied material by learners.

We will list and briefly describe the meanings of the defined category of "understanding". We explain each meaning methodically:

1. Understanding as interpretation. Any understanding is based on one or another interpretation. Interpretation is a way of thinking that reveals the meanings hidden in culture, the ability to see the wealth of possible meanings behind the literal meaning of words. To interpret means to move from the overt meaning to the hidden meaning. The work of interpretation shows the underlying intention. When understanding, we interpret the content of the understood material from one or more possible points of view. Therefore, psychologically, interpretation appears as a necessary component of understanding.

Thus, in the process of solving tasks related to texts and with practical content, considering different interpretations in learning concepts helps to understand, it can be seen as a condition for achieving understanding of the studied material.

2. Understanding is the inclusion of new knowledge in the subject's acquired experience. Knowledge, skills, and experience are important to every learner,

which makes the activation phase necessary for "understood" mastery before direct learning of the subject.

3. Understanding as the ability to draw conclusions. In scientific theory, understanding an expression means knowing how it is included and excluded. Understanding an expression consists in transferring it from one sign system to another consisting of more generalized knowledge, as a result of which the connection of this expression with the elements of a new system is established, which includes the knowledge of interest to the subject as a special case. Making such a connection means understanding the phrase above.

In the process of learning concepts, it is necessary to pay attention to qualitative issues, assignments on establishing various meaningful, meaning-making, interdisciplinary and intra-disciplinary connections, development of sign-symbolic activities. Achieving the understanding of the studied concept, that is, when it is interpreted in this sense, helps the development of students' thinking during the educational process.

4. Semantic aspects of understanding. Understanding occurs when it is clear to the subject what kind of situation is being talked about and how the speaker imagines the situation. Psychologists studying the semantic aspects of understanding focus on the processing of meaning, that is, on the construction of the semantic image of the object of understanding by the understander - how knowledge about the object is subjectively expressed in the mind.

A unique feature is observed in the application to the educational process. As a result of such understanding, a personal-subjective meaning is formed, which may not correspond to the objective meaning in general.

5. Understanding natural language. Linguistic approach to the problem consists in seeking the sources of understanding changes in language structures. In this case, the process approach is initially focused on learning the language as a component of the structure of the communication situation. The linguistic aspect of the meaning of the concept is a separate subject of our research, which we will consider in detail in the following paragraphs.

6. Mutual understanding is a necessary condition for communication. The semantic, i.e. meaning-related structure created by communicating persons serves as a working tool of mutual understanding, it plays the role of a specialized translator, that is, an interpreter, who translates from one subjective language to another subjective language.

In fact, the teacher must use the words in the meanings known to the children in order for them to understand it. The teacher should be trained to explore the semantic fields of the meanings of concepts in the minds of children.

The process of formation of concepts takes place in the conditions of dialogue, communication and conversation, because any understanding, by its nature, has the characteristics of conversation.

It should be noted that in order to achieve understanding in the learning process, it is important to have interpersonal understanding between the teacher and the pupils, mutual relations based on benevolence, which, in turn, affects the whole gives a positive emotional background to the learning process.

7. Understanding in experimental psychology. In this case, the main attention is paid to the mental abilities, intellectual actions and actions involved in the formation of individual strategies of understanding.

They can be considered the main ones in our research, because initially we focus on the development of "means" of understanding in the educational process, the search for conditions and means of revealing various aspects of the meanings of concepts.

Thus, understanding is embodied as method, process, result, end, image, and activity. Creating an emotional image, learning a new idea, explaining, expressing knowledge in natural language, a common goal, encountering a paradox and overcoming it, answering questions, analyzing the situation "if this is the case..." doing, the degree to which meanings are acquired, is expressed as an interpretation, an understanding of another person's actions or judgments.

From the above, in the construction of a teaching methodology aimed at increasing the quality of understanding of the studied material by students, it is necessary to create conditions for mastering different interpretations of the studied material, by establishing the points of connection of the new material with the studied material. It is necessary to demonstrate the integrity of the subject being studied, to apply the content of the subject in various forms, to perform a linguistic analysis of the accepted terms.

It is possible to diagnose the quality of students' understanding of the studied material based on its indicators, as mentioned above. They distinguish the depth of understanding, the accuracy of understanding, the completeness of understanding: "the depth of understanding is characterized by how deeply and

comprehensively a person analyzes the serious connections and relationships of the understood situation and event.

The broader the range of objects and events with which the thing is understood, the more serious they are, the deeper the understanding will be". Clarity of understanding, which determines the level of formation of the ability to clearly express what is understood in words, includes several levels of development: 1) understanding of connections and relationships that need to be understood initially, that is, forms of knowledge that are not sufficiently verbalized - confidence , implies the existence of beliefs, thoughts, and the like; 2) unclear understanding - refers to a feeling of familiarity that does not reach the level of verbalization of the material being understood; 3) subjective feeling of intelligibility - means that there is a difficulty in expressing what is understood in words; 4) comprehensive understanding - refers to the ability to accurately describe what is understood. "Full understanding is manifested in the realization that there are many options for interpreting understood evidence, that human understanding can be included in different aspects".

The completeness, depth and accuracy of the pupils' understanding of the studied material serve as the criteria for the effectiveness of the organization of the educational process aimed at "understood" assimilation. In this case, it is important to take into account their close relationship: the narrower the subject perceives the connections and relationships of the phenomena under consideration, the more limited their complete description will be; if the subject understood the evidence using different methods, then he can clearly express and explain them in different words; the more clearly the evidence is expressed in the subject's reasoning, the more complete and deep his understanding is.

Completeness, depth and accuracy are used as the main indicators of understanding in pedagogical experiment-testing, using the developed methodology of teaching, to improve the quality of students' understanding of the studied material. In the process of conducting the experiment, three levels of understanding are divided for each indicator: low, average, high. Criteria are developed for each level of completeness, depth and accuracy of understanding to determine the quality of learners' understanding of the material being studied. The science of pedagogy considers understanding as a mandatory stage in the process of assimilation of educational information by students, but at the same

time, the mechanisms of ensuring understanding in the educational process are not sufficiently developed in the teaching methodology.

The analysis of psychological-pedagogical literature made it possible to interpret understanding as revealing the essence of the main idea, event, evidence, the process and result of mastering, establishing a connection with existing knowledge, and introducing new content into the field of meaning in a person. Analyzing the types of understanding, levels of understanding, and phases of understanding distinguished by different authors, their common aspects and compatibility with each other were determined. Phases of understanding were selected from all the considered classifications in order to apply them to the process of formation of concepts.

The definitions given to the meanings of the "Understanding" category, due to their characteristic didactic description, form the basis for distinguishing the conditions that ensure the students' understanding of the studied material.

In particular, the understanding:

- determines the relationship between the new object and the existing experience;
- if he is in constant conversation with the external environment and with himself;
- can imagine the understood object in different ways, as well as transfer it from one form of imagination to another;
- able to establish the relationship between the object being studied and those previously studied;
- if he can determine the place and importance of the object in the natural landscape of the world, he will gain understanding.

Psychologists see its depth, completeness and accuracy as the main indicators of pupils' understanding of educational material.

The above stated the need for a deep theoretical analysis of the problem of formation of concepts in primary education.

In addition, the interpretation of the "understanding" category requires the analysis of the "meaning" category, the definition of various aspects related to the concepts, which determined the further direction of the research.

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