

FEATURES OF ORGANIZING A GROUP OF STUDENTS IN PRIMARY CLASSES

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Abstract

We are talking about studying and improving the features and methods of properly organizing a team of junior schoolchildren, the stages of team formation, and the correct approach to the class team as a class teacher and teacher.

Key words

team, education, personality, teacher, training, project assignment, pedagogical situations, knowledge, interaction, science, creativity, teacher activity, creativity, mental refreshment.

ОСОБЕННОСТИ ОРГАНИЗАЦИИ ГРУППЫ УЧАЩИХСЯ В НАЧАЛЬНЫХ КЛАССАХ

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Аннотация

Речь идет об изучении и совершенствовании особенностей и методов правильной организации коллектива младших школьников, этапов формирования коллектива, правильного подхода к классному коллективу как классного руководителя и учителя.

Ключевые слова

коллектив, образование, личность, педагог, обучение, проект задания, педагогические ситуации, знание, взаимодействие, наука, творчество, деятельность учителя, творчество, умственное освежение.

BOSHLANG'ICH SINFLARDA O'QUVCHILAR JAMOASINI TASHKIL QILISHNING O'ZIGA XOS XUSUSIYATLARI

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Annotatsiya

Boshlang'ich sinf o'quvchilar jamoasini to'g'ri tashkil etishning o'ziga xos xususiyatlari va metodikasini, jamoaning shakllanish bosqichlarini, sinf rahbari va o'qituvchi sifatida sinf jamoasiga to'g'ri yondashishni o'rganish va takomillashtirish haqida so'z boradi.

In our country, the ongoing efforts to improve all levels of the education and upbringing system—preschool education, general schooling, and higher education—as well as the construction of new institutions and the renovation of existing ones, are yielding positive results in the development of young people. Today, in the processes of education and upbringing, the role and importance of the collective in shaping the learner's personality into a well-rounded individual and a competent professional is incomparable.

As a primary education teacher, there are distinctive stages in forming a collective. At the initial stage of collective development, the teacher sets requirements for the entire group and pays particular attention to the emergence of active members within the collective. It is no exaggeration to say that the essence of these requirements is revealed when they reflect contemporary needs, embody a modern spirit, are grounded in values, shaped through guidance, and exert a genuinely positive influence on personality development.

Education through the collective and by means of the collective is one of the key principles of the upbringing system. The idea that the collective plays a leading role in the child's comprehensive development and formation as a personality was expressed even in the early stages of the development of pedagogical science.

Therefore, the development of a children's collective is a pedagogically guided process. The primary task of leading a collective is to educate and nurture its members through a scientifically grounded system of pedagogical approaches. The educational functions of the collective are realized through the meaningful cognitive and communicative activities carried out by its members. As educators seeking to form a collective among our students, it is essential to study the distinctive characteristics of the collective itself.

Within the system of human sciences, there are various definitions of the collective. In a philosophical sense, a collective is understood as a group organized on the basis of a socially significant common goal, communication, and interaction among several individuals. Sociology studies the capacities of labor collectives; psychology examines relationships and interactions within groups; pedagogy focuses on the organization of children's collectives.

As emphasized by Abu Nasr al-Farabi: "By nature, every human being is structured in such a way that, for survival and the attainment of higher perfection, they depend on many things which they cannot obtain alone. Therefore, a person needs a certain form of community, where each individual provides something from the sum of necessities required by others."

"If you remain scattered, your enemies will swim in your rivers of blood as if they had fallen into a pond. There is great power in unity. If your thoughts are united and your aspirations are one," emphasized our ancestor Amir Timur. Likewise, Abu Nasr al-Farabi interpreted urban life as the most mature form of a collective. In his view, a person can attain the highest level of perfection only through participation in a city community. He argued that a cultured society and a cultured city (or country) are those in which every individual is free in their profession, all are equal, there is no discrimination among people, and everyone engages in the occupation they choose. In such a society, people live in the truest sense of freedom.

Al-Farabi also stressed that mutual assistance and the fulfillment of human duty cultivate generosity in people. A person can achieve perfection only through the help of others and by developing cooperative, neighborly relations with them. He regarded human unity, mutual support, and collaboration as the means of life, while perfection and generosity constitute its ultimate purpose. He envisioned all people on earth living in peace, harmony, and concord, like a united family.

As early as the 11th century, Abu Ali ibn Sina (Avicenna), in his scientific work "*Tadbir-i manzil*", in the special section "Teaching and Educating Children at School," offered the following recommendations on collective learning:

1. When students learn together, they do not become bored; their interest in subjects increases. A healthy sense of competition develops, motivating them not to fall behind one another, which positively influences academic achievement.
2. Through mutual discussions, students share interesting information they have read in books or heard from adults.
3. When children study and spend time together, they build friendships and develop mutual respect. They not only compete but also help one another master the learning material. This fosters pride and encourages the adoption of positive habits.

Significant contributions to the development of scientific works on collective formation were also made by Adolph Diesterweg. Diesterweg developed a system of teaching principles and rules related to teacher and student activity and substantiated the necessity of considering students' age-related capabilities.

A collective is a part of society in which all norms of social life and human relationships are reflected. As a collective manifests within the system of existing social relations, the goals and aspirations of the collective and society are organized in unity and coherence. Therefore, the orientation of collective life toward a single common goal and its socio-ideological direction are regarded as its leading characteristics.

Every collective is closely connected with other collectives. Each member participates together with their collective in the organization of social activity. Understanding the collective, feeling its essence, and correctly evaluating its role in personality formation ensure the unity of common and individual goals, interests, needs, and activities, preventing fragmentation.

Each collective possesses its own self-governance bodies and is considered an integral part of the broader national community. It is connected to the larger social structure through unity of purpose and organizational characteristics. Joint activity directed at satisfying societal needs is another important feature of the collective. The socio-ideological orientation of activity must also be clearly reflected in the content of the collective's work.

In a teacher's professional activity, forming a student collective is a central task. According to the laws of collective theory, the methodological foundations of its creation include: setting clear requirements, educating active members, organizing prospects within academic, labor, socio-political, and cultural activities, shaping healthy public opinion, and creating and strengthening positive traditions. The initial level is characterized by a certain degree of order and discipline established in the class through the teacher's efforts, as well as by the support of a small group of students for the class teacher's initiatives.

A higher level is achieved when the process of upbringing transitions into self-upbringing. Individual students and the collective as a whole independently plan and organize their activities, set demands for themselves and one another, and exercise self-control. At this stage, the class teacher and the student collective work together.

The path from a lower to a higher level is long and involves overcoming specific challenges. At the same time, the work of forming a collective is highly engaging and meaningful. This is one of the primary responsibilities of the class teacher. In general, the main outcomes of school education largely depend on how successfully this process is carried out. If a student collective is not formed, a learner may leave school without regret and may not even recall their school years fondly. A person nurtured within a cohesive and friendly collective under the guidance of a skilled class teacher is truly fortunate.

The most stable unit within the structure of an educational institution is considered to be the collectives formed on the basis of specific groups. In educational institutions, two important components exist: the teachers' collective and the students' collective.

The students' collective is a group composed of learners, united by a shared socially significant goal, a common social status, collective responsibility before elected bodies, and equality of rights and duties among all members. The following characteristics are typical of a students' collective:

- ✓ students' readiness for collective activity and their emotional vitality;
- ✓ understanding the essence of values important to the collective, respecting them, and developing a sense of self-worth;
- ✓ the establishment of friendship, unity, solidarity, and mutual assistance among members of the collective;
- ✓ diligence and active participation in organizing collective activities;
- ✓ the development among members of the ability to regulate their emotions and adhere to norms of behavior, communication, speech, and etiquette.

The unified requirements imposed on the students' collective consist of rules of conduct during lessons, breaks, extracurricular activities, as well as behavior in public places and within the family. The systematic implementation of a well-designed system of requirements ensures the establishment of proper order and discipline at school.

Therefore, the development of a children's collective is a pedagogically guided process. The main task of leading a collective is to educate and nurture its members through a scientifically grounded system of pedagogical approaches. The

educational functions of the collective are realized through the meaningful cognitive and communicative activities carried out by its members.

Within the collective, children primarily master the norms of communication in practice. They learn to align their behavior with the interests of others, and to act in a planned and fair manner.

The children's collective is a continuously developing system that possesses specific characteristics at different stages of age development.

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