

RESEARCH ARTICLE

Open Access

# TYPES OF CHILDREN'S ACTIVITIES AND GENERAL TECHNOLOGICAL REQUIREMENTS FOR THEIR ORGANIZATION

Gulnoz O. Maksudova

PhD, Associate Professor, Department of Foreign Languages in Social and Humanitarian Sciences, Tashkent State Pedagogical University named after Nizami, Tashkent, Uzbekistan

## Abstract

A person as a subject of work, knowledge and communication is formed in the process of activity, which ensures the scientific development of reality, arouses interest, feelings, generates new needs, activates will, energy - everything that serves as building material for the development and formation of personality.

**Keywords** Pedagogy, methodology, foreign language, evaluation methods, international evaluation studies.

## INTRODUCTION

As the basis of a healthy existence, activity is the most important source of enriching students with the experience of social relations and social behavior. Activity is understood as the internal (mental) and external (physical) activity of a person, regulated by a conscious goal. Whatever the level of awareness of the activity, awareness of the goal always remains its necessary feature. In cases where this feature is absent, there is no activity in the human sense of the word, but impulsive behavior takes place (L.D. Itelson). Every activity consists of operations and actions. Operations are processes whose goals are not in themselves, but in the action of which they are an element.

Actions are processes whose motives are in the activity they are part of. The essence of the technology of the pedagogical process is precisely that the teacher makes the transition from managing operations to managing actions, and

then to managing the activities of students.

An activity always has a task structure. Any kind of it is a creative process in which activity, independence, personal freedom and individual uniqueness of the personality are manifested. Ultimately, the activity is aimed at transforming the surrounding reality.

The initial form of such transformation is labor. All types of material and spiritual activities are independent of labor and carry its main feature — the creative transformation of the surrounding world. By transforming nature, man transforms himself. The latter is important for understanding the mechanisms of self-education by engaging in activities, the pupil forms himself as a person, as a subject of his general and professional development.

V.V.Davydov notes that an important feature of the activity is that it always has an explicit or implicit subject character. All its components have one or

another subject content, and the activity itself is aimed at the creative creation of a certain material or spiritual product. Depending on the specifics of the activity, subject-object or subject-subject relations prevail in it. The variety of subjects of activity determines its specific diversity.

Based on the morphological analysis of human activity conducted by M. S. Kagan, N.E.Shchurkova, a detailed classification of children's developmental activities is proposed:

- cognitive activity that expands the horizons of the student, introduces him to reading, develops curiosity, forms the need for education, promotes intellectual development and mastery of scientific knowledge;
- labor activity aimed at creating, preserving, and multiplying material values in the form of self-serving, socially useful and productive labor, combining selfless and paid work and thereby forming a respectful attitude towards material values as a means of human existence;
- artistic activity that develops an aesthetic worldview, the need for beauty, the ability to artistic thinking and subtle emotional relationships that stimulate the student's artistic activity;
- sports activities that cultivate a healthy lifestyle, form strength, endurance, plasticity and beauty of the human body, combined with the cultivation of high hygiene of life;
- social activities that contribute to the socialization of the student, form his civic position, and involve him in the active transformation of reality;
- value-oriented activity aimed at a rational understanding of the universal and social values of the world, at awareness of personal involvement in the world in all its manifestations, raising the student to the level of the subject of the formed relations;

- communicative activity carried out as a student's leisure, when his communication is freed from the objective goal and when the content and purpose of his activity is communication with another person as a value. In different periods of age development, the content of schoolchildren's activities and the ratio of its various types change, the appearance of mental neoplasms is due to the nature of the leading activity for a particular age.

At the same time, at all age stages, it is necessary to strive for a reasonable combination of all types of activities. In order to master the achievements of human culture, A.N. Leontiev noted, each new generation must carry out activities similar (although not identical) to the one behind these achievements. Russian pedagogy has discovered a number of patterns that determine the organization of students' activities during the implementation of the pedagogical process. All types of activities with public goals have the potential to have certain developmental and educational opportunities. However, each such activity contains all the necessary components for the assimilation of only relevant knowledge and experiences. One activity cannot replace another, much less all the others. Therefore, when organizing the pedagogical process, it is advisable to use a set of activities. Even an activity that is objectively valuable to society may not have a positive effect on pupils if it does not have a "personal meaning" for them (A. N. Leontiev).

A social attitude only reveals itself to a person, becomes his personal attitude, when the meaning-forming motive of activity is adequate to this attitude. The result of pedagogical influence is the formation of students' readiness to choose goals and methods of activity. Being an ideal anticipation of the expected result, its anticipatory reflection, a person's goal is the force that, as a law, determines the way and nature of his actions and to which he must subordinate his will (G.K.Anokhin). The

developing and educative possibilities of activity increase significantly if it is specially organized as a collective and creative one, if it is aimed at meeting the needs of society and at the same time takes into account the interests and needs of pupils (I.P.Ivanov). In relation to the emerging personality of a student, activity remains a neutral process unless appropriate ways of its pedagogical instrumentation are found and implemented.

In this instrumentation, various methods and techniques must be combined in a certain way to ensure the motivation, training and exercise of students, the formation of their experience of social behavior. The pedagogical instrumentation of the activity should correspond to its purpose, the potential capabilities of students and educational tasks. Thus, the organization of educational and cognitive activities, being aimed at obtaining a well-defined objective result in the form of a system of knowledge, skills and abilities, the main task is to form a leading spiritual need the need for knowledge and an actively positive attitude towards them. Let's highlight a number of fundamental requirements that determine the technology of organizing any type of development activity.

First of all, when organizing such activities, one should proceed from the need to subordinate the objective result to the educational one in the form of qualitative material and ideal changes in the personality, its external appearance, intellectual, motivational-need, emotional-volitional sphere, behavior and activity. Compliance with this requirement, in turn, can be ensured only if any type of activity is adequately instrumented as an expression of the pupils' appropriate attitude to the world around them (society, the collective, nature, science, studies, art, an individual, etc.).

An indispensable requirement for the organization of any type of activity is the creation of conditions for the pupil to experience positive emotions and,

most importantly, a sense of self-satisfaction and faith in his own strength and capabilities (A.S.Belkin). It is equally important to instrument the activity in such a way that it contributes to a systematic "shift of motive to goal" (A. N. Leontiev), i.e. the formation of socially valuable motives for behavior and activity. Finally, the organization of each type of activity must comply with organizational rules determined by its specifics regarding the volume, place, time (dosing), etc. Compliance with technological requirements for the implementation of various types of developmental activities will greatly contribute to understanding the specifics of the activity according to the following scheme:

- the nature and purpose of the type of activity;
  - the content of this type of activity and the place of its primary implementation;
  - possible forms of activity;
  - typical attributes accompanying this type of activity;
  - the most striking specific features of the activity;
  - psychological and pedagogical conditions for achieving educational and substantive results.
- Taking into account the technological requirements and features of children's activities to be organized determines the specifics of relatively independent technologies for organizing children's developmental activities.

## **REFERENCES**

1. Agibova I.M., Kulikova T.A. Conditions and factors for organizing effective independent work of students using information and communication technologies // Bulletin of the Pomor University. Series: Humanities and social sciences, 2010 No. 5. P.128-134.
2. Belyakova I.V. Formation of the future teacher's readiness to manage students' independent work: dis. ...cand. ped. Sci. Magnitogorsk, 2004.

211 p.

3. Goncharova M.Yu. Network interaction of teachers as a means of developing information and communication competence of a teacher in the promotion system: dis. ...cand. ped. Sciences. – Irkutsk, 2009. 24 p.
4. Nimatulaev M.M. Preparing teachers to use web technologies for independent professional development: abstract of thesis. ... Dr. ped. Sci. Moscow, 2012. 48 p.
5. Polyakova V.A. Model of developing teacher readiness for dialogue interaction in online pedagogical communities // Modern problems of science and education. 2008. No. 6. P.100-106.
6. Professional standard of a teacher: project [Electronic resource] // Ministry of Education and Science of the Russian Federation. 2013. URL: Ministry of Education and Science.rf/documents/3071.
7. Solovova N.V. Managing the methodological work of a university in the context of implementing innovative methodological tasks: dis. ... Dr. ped. Sci. Samara, 2011. 572 p.
8. Formation of personal information culture in libraries and educational institutions: Educational and methodological manual. - Moscow, 2002 [9] Kharlamov I.F. Pedagogy - M.: Gardariki, 1999