

**SCIENTIFIC AND METHODOLOGICAL FOUNDATIONS OF THE DEVELOPMENT  
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**Annotation:** this article will focus on modern thoughts on working on tasks that develop the skills of understanding seen in primary education.

**Key words:** skills, developing tasks, visual material, independent thinking, understanding.

Today, one of the main tasks facing the educational system in the Republic of Uzbekistan is the upbringing of socially responsible individuals with all — round mature, modern knowledge and skills. Primary education plays an important role in this process. The formation of understanding skills considered especially in students is an urgent task.

An important role in the educational process is played by the analytical and synthetic activity of thinking. In the course of the students' analysis, he detects a relationship or thing by breaking it into pieces to determine their, inextricably linked, while in synthesis he does the opposite, that is, to determine whether the pieces are bound to a holistic object. Students learn to distinguish important signs of things and phenomena from their random knowledge by practicing analysis and synthesis, comparison, and thus improve their abstraction activities. From studies carried out with the aim of developing the generalization activities of Primary School students, it is known that by the end of the year, children themselves will be able to independently summarize things based on their important signs. In them, the amount of local concepts, terms, concepts is sharply reduced. Teaching methods of abstraction and generalization in children takes the development of children's thinking to a new level. Their thinking differs sharply from logical thinking, reasoning, judgment and inference, comparison, application of various methods of analysis in its peculiarities from preschool children and adolescent thinking. Children prevail in their thinking to a certain extent, and their thinking indicates an absolute fit for the young character. Teaching contemplative operations, independent thinking in the educational process is a guarantee of creative thinking in maturing students of small school age.

The development of the skills of understanding considered is carried out mainly through the following methods and strategies:

We believe that through reading and listening, it is possible to form and develop visual comprehension skills. It is effective to explore different topics through articles, books, podcasts and videos. By reading and listening, elementary school students receive new information and help them understand their essence.

We believe that it is possible to form and develop understanding skills seen by asking questions from elementary school students. In the process of reading or listening, questions are

asked on their own. "Why?" , "How?" or " what does it mean? asking questions like " will help you understand the information in more depth.

We believe that it is possible to develop visual comprehension skills by reinterpreting elementary students. It is possible to help strengthen their understanding by re-interpreting the information read or listened to in their own words to readers.

The use of graphs, diagrams or tables in the process of data management and understanding. These are visual elements, which help to further clarify complex information.

We believe that it is possible for elementary students to develop visual comprehension skills by solving problems. Students should put problems in front of them and try them. This develops elementary students ' thinking and increases their problem analysis skills.

We believe that it is possible for elementary students to improve their visual comprehension skills by discussing them in a group. Discussion of students on mutual information and opinions will grow students ' ability. Hearing new perspectives from others makes elementary students more diverse in their understanding.

We believe that it is possible to improve understanding skills by seeing elementary students through constant learning. It is always advisable to strive to learn new information. It updates and develops their visual comprehension skills.

Using these techniques systematically, visual comprehension skills can be further developed.

On the eve of coming to school, the child's vocabulary increases to the point where he can express his opinion. If a normally developing child of this age uses 500-600 words in his speech, then a six-year-old child uses 3,000-7,000 words. The speech of children of primary school age will consist mainly of nouns, verbs, adjectives, numbers and conjunctions. Children of this age will be able to distinguish which words they use in their speech is preferable, which cannot be used. 6-a 7-year-old child can compose his sentences in a complex grammatical system. The child intensively occupies speech throughout childhood, and mastering speech goes into a certain activity. Another feature of hos for children 7-9 years old is not only the statement of his opinion in the speech of the child, but also the fact that he attracts the attention of his interlocutor. During this period, written speech also begins to form. Written speech is characterized by the fact that sentences are correctly systematic and certain requirements are made for the correct spelling of words. It is necessary for the child to know how he can not write words as they are, to teach him to pronounce and write correctly. Based on the occupation of written speech, information about various texts occurs in children. Since written speech has just begun to form during this period, the child will not yet have developed the skills to control the words and letters of the thoughts he writes. But he is given the opportunity to create. This independent creative work brings to the surface the skills of understanding a given topic in school-age students, collecting information to state the idea of determining its content, distinguishing important aspects, outlining it in a certain sequence, drawing up a plan. Correctly composing sentences, finding words that correspond to exactly this content and correctly writing them, correctly placing punctuation marks, being able to find and correct their own state are considered indicators of mental development.

School reading has a major impact on the content of students ' speech. the reader's dictionary is enriched with new words and concepts, and his speech is filled with special words, terms and new phrases. Various student subjects made new demands on the educational speech. In mathematics, a short clear speech is needed, in educational lessons, students will need sentences filled with broad, figurative phrases. Children have great difficulties in using

monological speech. We see that there is a huge difference between children's oral and written speeches. The difference is that preschool children interact with each other using oral speech, while written speech is a new unfamiliar area for younger students. For this reason, written speech is hardly mastered by students. Improving student speech requires constant practice with active speech, which is always improved through reading lessons in the educational process.

The teacher's creativity in pedagogical activity is based on the phenomenon of creativity, which determines the creative nature of his professional activity and manifests itself at the stages of the creative-professional process.

The concept of creativity dates back to the second half of the 20th century, when, like other representatives of the field, educators are actively learning, applying it in lesson processes.

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