



## METHODOLOGICAL FOUNDATIONS OF TEACHING PRIMARY SCHOOL STUDENTS TO ASK CORRECT QUESTION

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**ABSTRACT:** - The article outlines the methodological foundations of teaching elementary school students to ask correct questions, including the possibilities of critical thinking technology in developing the "art" of asking students questions.

**KEYWORDS:** Elementary, students, asking good questions, teaching, the "art" of questioning, critical thinking, technology.

### INTRODUCTION

The modern school is aimed at providing students with knowledge that reflects the current level of science, developing independence, initiative, and research skills. Therefore, it is desirable to constantly improve effective pedagogical tools that help to form and develop students' knowledge, and

increase students' interest in acquiring new knowledge. One of these tools is the student question in class.

In this regard, there was a need to study separately the role of the question in teaching, the ways of its use, the effect of the question on the development of students' thinking, and

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the ways of forming the ability to ask questions.

It is known that formulating a question is a necessary component of mental activity, which shows the student's active position in knowing reality.

In the process of reading, the student's question can be an indicator of cognitive activity, cognitive interest, and can be considered in the aspect of problem-based learning. Increasing the ability of young students to ask questions in class affects the level of cognitive activity of the student. In order to determine how the questions of schoolchildren are related to the level of cognitive activity, we describe the criteria and indicators of the levels of cognitive activity, as well as different approaches to their determination.

#### **LITERATURE ANALYSIS AND METHODOLOGY**

The role of questioning in thinking and learning is a problem that has existed since ancient times and is currently being developed on a large scale. Since Socrates, the question has been seen as a source of internal and external communication, in the process of which the understanding of reality takes place. E.S. Belova, A.M. Matyushkin, N.B. Shumakova, V. Modern researchers of the psychology of thinking, such as Forst, consider the question to be an integral element of the structure of thinking. The logical essence of the question was explained by philosophers and logicians A.D. Getmanova, Yu.I. Zuev, N.I. Kondakov, didactic aspects of the issue N.P. Arkhangelsky, M.A. Danilov, B.V. Zhuravlev, N.A. Isakova, I. Ya. Lerner, M.I. Researched by Makhmutov [1].

The analysis of psychological-pedagogical literature showed that the role of questions in students' cognitive activity has not been studied as a pedagogical problem.

#### **DISCUSSION**

Most teachers say that students don't know how to ask questions. More precisely, the questions asked by the students are monosyllabic and more based on facts only. "A good question" is a question that allows a sufficiently large field of possible alternatives," concludes the Russian psychologist V.M. Snetkov[2].

It also highlights several functions of questions:

questions can provide new information.

by asking the right question, you can uncover information you already have.

you can use a question to redirect the conversation.

by asking a question, you can show your opinion, show your position.

the right question can lead to an answer.

with the help of questions, you can set the interlocutor to the desired pace and style of speech.

American intelligence researcher John Paul Guilford wrote: "To live is to face problems and to solve them - intellectual growth"[3]. It's hard not to agree, life gives everyone its questions. But this question leads our cognitive activity to problem solving.

Many teachers determine the level of mental activity of students by how and what questions they ask. Most students limit themselves to initial questions, the ability to ask thoughtful questions is a sign of skill in paying more attention in the learning process. A person who knows how to ask questions is better oriented to the environment than someone who doesn't know how.

The new standards of education are aimed at the formation of universal educational

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activities necessary for the development of a person, who are ready for continuous self-education, who can set goals and look for ways to achieve them [4].

The art of asking questions is one of the key skills to learn. Success in mastering the material can be judged by how the student asks questions, demonstrates the level of understanding of the problem, and the questioner's ability to make assumptions. The ability to ask questions helps to solve intellectual problems, helps to improve mutual understanding between students, determines the importance of what is being studied for itself, that is, this skill is one of the main universal educational activities and means its development.

The importance of critical thinking technology in teaching elementary students to ask the right questions is great.

Critical thinking is the ability to analyze information from a logical point of view, find reasonable solutions and apply the results to standard and non-standard situations, questions and problems[5].

Techniques that form the ability to work with questions are of great importance in the technology of developing critical thinking. Critical thinking technology focuses on questions as the main driving force of thinking. Students should be engaged in their own intellectual energy. An idea remains "alive" only when the answers prompt further questions. Only students who ask questions or inquire are truly thinking and seeking knowledge. The level of questions you ask determines the level of thinking.

It is with the help of these educational technologies that children can be taught not to be afraid to ask questions of a different nature. But first of all, it requires creating a pedagogical environment for asking questions.

If the student cannot answer the given question, it is necessary not to be a tragedy, but to accept it as a normal situation. It is recommended to ask creative questions that can be answered several times and extend the conversation, start questions with the words "By the way, it's interesting..." that no one has said.

Questions that begin with the word "why", even with the appropriate intonation, tend to defend themselves in the reader.

The following strategies and methods are of great educational and educational importance in the development of questioning skills of primary school students.

"Question words" strategy.

Students write words on a two-column table at the teacher's request. In the right column, put concepts related to the topic under study, and in the left column, at least 8-10. they write question words. After that, students are invited to form as many questions as possible in 5-7 minutes, adding words from two columns according to their meaning. Work is carried out individually or in pairs.

The best questions will be marked, students will be encouraged.

To model questioning conversations, students ask each other 2-3 pre-written questions on the topic being studied.

When announcing a new topic, the teacher asks the students to formulate different questions they have and write them on the table. It gives the teacher an idea of the quality of the existing knowledge on the subject and helps him to explain the new topic.

After reviewing the topic, the teacher can give assignments to the students and find out which questions remain unanswered. This tells the teacher that the topic has not been fully explored and requires further study[6].

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Also, the use of clarifying questions in the educational process of primary education develops the skills of working with information, evaluation, analysis, and promotion between the teacher and the student, helps to formulate alternative solutions, their own arguments, and make decisions. Usually clarifying questions start with words like: "So you're saying...?", "If I understand correctly, then...?". It is usually given to clarify implied information, but is not named for some reason.

Explanatory (explanatory) questions. They usually start with "Why?" In some cases, they can be perceived negatively. Because it forces the teacher to "justify" the opinions expressed. In other cases, they are focused on establishing causal relationships, assessing opportunities and obstacles to the implementation of their critical approach.

-Why do leaves on trees turn yellow in autumn?

If the answer to this question is known, it "turns" from an explanatory question to a simple question.

Students of absolutely all ages, starting with first graders, understand the meaning of all types of questions. Children of any age can give their own examples for each type of question. Students love this kind of game-like activity, and play activity in the learning process is a driving factor for learning.

To teach a child to ask questions, the student needs to change his position in relation to the topic, to learn to recognize his right to not know, not to be interested, to take responsibility.

Critical thinking technology has many strategies that make learning activities more interesting and effective. the more avols, the greater the need for information, which leads to the emergence of new questions.

## CONCLUSIONS

In conclusion, it is necessary to study the formation process of this skill, realizing the importance of the student's question in the cognitive process, the ability to ask questions and answer them correctly in the process of forming semantic reading skills.

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