

---

# THEORETICAL AND METHODOLOGICAL FOUNDATIONS FOR THE DEVELOPMENT OF RESEARCH ACTIVITIES OF STUDENTS IN GRADES 6-8 IN THE PROCESS OF EXTRA-CLASS READING

Buranova Nilufar Shavkatovna

1st Year Doctoral Student at Namangan State University  
Uzbekistan, Andijan

<b>Abstract:</b>	<b>Keywords:</b>
<p>the article discusses issues of research and knowledge studied by thinkers of antiquity and antiquity, as well as modern scientists. The idea is expressed that students' research activities are the highest level of a competency-based approach to learning at various levels of education. The author provides facts about the identity of the concepts "research activity", "research activity" and "research behavior".</p>	<p>Research activity, cognition, middle-level students, independence, creative activity.</p>

## Introduction

The research activity of schoolchildren is one of the most important pedagogical problems that require a modern approach, based on the fundamental statements of thinkers of antiquity and the East, and modern scientists studying this issue.

In the conditions of the systematic integration of the Republic of Uzbekistan into the world community with the full formation of an open educational space, the priority task of improving the quality of education in full compliance with modern requirements is identified. Today, one of the most important directions in the modernization of education is reading as a factor in the development of a comprehensively developed personality, which contributes to the advancement of human society and the emerging personality in comprehending aesthetic and moral ideals to strengthen intercultural communication and leads to mutual establishment of contacts between people.

"A book is a teacher without payment or gratitude. Every moment she gives you revelations of wisdom. This is an interlocutor with a brain covered with skin, speaking silently about secret affairs," -this is the opinion of Alisher Navoi.

Jami called on young people to master not only the isolated, but also the generalized experience of people, which was reflected in the book. He saw the book as a mediator between the wisdom of the older generation and the younger generation.

In recent years, this approach has become the criterion for work in the field of education. In one of the speeches Sh.M. Mirziyoyev noted: "Indeed, if we change education, education will change a person. If a person changes, our entire society will change. Therefore, we pay special attention to improving lifelong education, raising children as harmoniously developed individuals, and training highly qualified teaching staff."

In a speech dedicated to the independence of the Republic of Uzbekistan, our respected President said: "I again want to recall the wise words of our outstanding educator Abdullah Avloni: "Education and upbringing for us is the most important issue, our happiness, our very life and destiny depend on its solution".

This leading idea was reflected in the educational works of Eastern thinkers. The epistemological views of Khorezmi, Kindi, Farabi, Beruni, Ibn Sina and others consist in the analysis of the subject and sources of knowledge. They were interested in what stages the process of cognition consists of, what are the relationships between cognitive and practical activities.

Thus, Khorezmi made a significant contribution to the development of research activities as part of the theory of knowledge. A follower of Khorezmi al-Kindi put forward the concept of three stages of scientific knowledge.

Farabi paid great attention to the process of cognition. In his works "Treatise on Reason" and "Treatise on the Achievement of Bliss", he examines in detail the human desire for research in the course of knowledge [1].

Summarizing the scientific ideas of Farabi, Tlashev Kh.Kh. indicates that "Farabi's works devoted to the theoretical foundation of the cognitive sciences, in particular logic, are one of the first attempts to reveal the essence of cognitive processes and forms of knowledge in science" [19].

Farabi's views on the process of cognition were shared by Abu Ali ibn Sina. According to their understanding, logic establishes rules and norms as the basis of human knowledge and activates the cognitive activity of the student in research. When considering issues of cognition, Ibn Sina in his treatise "The Book of Knowledge" ("Danish-name") proceeded from the existence in experience of individual data about objects of the external world. Experienced sensory knowledge, according to Ibn Sina, is the initial path to knowledge of nature. Ibn Sina's works analyze such important epistemological problems as direct and indirect knowledge, the truth of knowledge, and the role of intuition in knowledge.

Beruni's thoughts about learning, its paths and meaning are found in many works. In the book "Mineralogy" Beruni speaks about the joy of knowledge: "True pleasure comes only from that for which the desire for which increases the more, the more a person owns it. And such is the state of the human soul when he learns something he did not know before." The student must not only have a fund of scientific knowledge, but also be able to obtain it independently, and this is achieved through mental operations, as Beruni believed.

One of the thinkers of antiquity, Democritus, proposed a detailed theory of knowledge. In cognition, he distinguished two types of knowledge: sensory and rational, and, according to

Democritus, sensory experience lies at the basis of cognition. For the first time in the history of pedagogical thought, Democritus spoke about the need to conform upbringing and development to the inner nature of the child (the principle of conformity with nature).

Socrates defined the goal of education not as mastery of a set of long-established moral norms and moral rules, but as the development of a person's thinking abilities. As a teacher, Socrates was able to rise to the pinnacle of pedagogical skill, perfecting the technology of a new method at that time - dialogue with a student, or Socratic conversation. He was the first to use abstract concepts and inductive proofs in the learning process and laid the foundations for productive teaching methods.

Platon's pedagogical ideas are inextricably linked with his philosophical teaching about a special intellectual world - the world of ideas. According to the philosopher, the purpose of education is to develop exploratory knowledge that comprehends the harmony between reality and the creative idea inherent in a person. Thus, in pedagogy for the first time the problem of factors influencing personality development was posed.

The purpose of education, according to Aristotle, is the development of the soul, which has three types: vegetative (nutrition, reproduction), animal (sensations, desires) and rational, i.e. knowledge through research.

Regarding inquiry-based learning, there is some ambivalence in the writings of the outstanding Czech educator Jan Amos Comenius. On the one hand, he was a follower of the philosophy of sensationalism and, because of this, had to insist on the need for sensory knowledge in educational practice, on the other hand, he became the author of organizational innovations that actually did not allow the use of research teaching methods in educational practice.

From the point of view of exploratory learning, it is important that J. Locke calls for teaching a child joyfully, based on his interests and curiosity. He insists that the child should be given knowledge that will be useful to him in life, while emphasizing that the main thing is not knowledge, but the ability to think based on it. By encouraging curiosity, says J. Locke, one must be able to encourage children to ask questions. J. Locke's approach has something in common with the ideas of inquiry-based learning, in their modern understanding, in that already in those days one of the leading ideas in his system was the idea of the need to develop the ability to think independently.

It is believed that the main activity of students is to learn to remember, understand and apply knowledge. The American educator D. Dewey opposed this paradigm. In his opinion, "in searching for answers to the questions of what and how to read, it is necessary to give freedom to the student and take into account his wishes, so that the student can actively manage his activities, his destiny, his life." This concept has gained recognition as a subject-subject relationship and has found its place in the education system of many developed countries.

=====

Pestalozzi understood research as knowledge: "Knowledge," Pestalozzi argued, begins with sensory perception and ascends through the processing of ideas to ideas that exist in the human mind as formative forces."

J.J. Rousseau created an original method of obtaining knowledge about nature, based on independent research activities. In his book "Emil," he constantly puts the main character in the position of a researcher discovering scientific truths. In the process of organizing research activities, it is important to introduce the child into a situation where the need arises and hence the desire to learn something: "The activity of the mind without reliance on the data of sensory experience is devoid of any content; The child must be placed in such conditions when he must independently look for answers, constantly ask questions and find answers to them with minimal help from the teacher." [7].

These ideas were further developed in the works of the German scientist and teacher F. W. A. Disterweg. A supporter of the ideas of developmental education, he formulates the requirements for a teacher's work as follows: "encourage him to independently explore the truth, activate his cognitive powers so that these abilities can develop for the assimilation and "search for truth." In his didactics, Disterweg showed the research method and the difficulties facing the teacher, noted "his experience of "wonderful moments of happiness," during which he can observe how the child experiences a state of joy in connection with "his own discovery," achieving his own success and gaining confidence in one's own strength, the realization that only through one's own activities, and not through heard words and repetition of other people's thoughts, can one become a truly free person" [21].

Further development of the idea of research in the learning process was reflected in the pedagogical activities of L.N. Tolstoy. He understood research activity this way: "Knowledge only becomes knowledge when it is acquired through the efforts of one's thoughts, and not through memory."

To teach a child to think creatively, it is necessary to listen to the advice of V.A. Sukhomlinsky, who argued "so that the teacher does not bring down an avalanche of knowledge on the child and does not strive to tell everything about the subject during the lesson, but leaves something unsaid for the child, so that he wants to return once again to what he has learned."

Currently, scientists of Uzbekistan such as U.I. Inoyatov, S.T. Turgunov, L.T. Akhmedova, S.S. Magdieva, E.A. Lagai, N.N. Azizkhodjaeva, E.R. Yuzlikaev, S.A. Madyarova, E.E. Yanbarisova, I. Narmuratov, Kh. Abdullaev and others carry out a complex of knowledge-intensive psychological and pedagogical work on the research activities of students in the reading process.

In particular, teachers S.S. Magdieva, E.A. Lagay propose the following model of the research method: "The research method involves the teacher organizing the search creative activity of students by posing new problems and problematic tasks for them" [15].

Today, the introduction of education based on the competency-based approach as a fundamentally new method of teaching general education in the educational process is considered a phenomenon of political, national and didactic significance.

Based on this, U.I. Inoyatov believes that student research activity is the highest level of a competency-based approach to learning at various levels of education. In a joint article, U. Inoyatov and B. Khojaev noted that “competence is the subject’s readiness to effectively use external and internal resources to set a goal and achieve it, in other words, it is related to the specific object of the subject’s activity, the personal ability to successfully solve problems”[ eleven].

**Clarin M.V. in his work “Innovations in World Pedagogy: Learning Based on Research, Play, and Discussion” he wrote: “The most important feature of modern education is its focus on preparing students not only to adapt, but also to actively master situations of social change. These educational guidelines by the beginning of the 90s. have received international recognition as working guidelines in UNESCO programs” [13].**

The leader of the methodological organization of student research activities in Russia was M.G. Kachurin. The research activities of students are considered in the work of M.G. Kachurin "Organization of research activities in literature lessons." In it, a methodological scientist defends the idea of research in literature lessons, because “The research path of cognition is natural and corresponds to the nature of human thinking.” Kachurin is convinced that “it is advisable to consider research work in literature lessons from two complementary points of view: as a method and as a level to which many types of educational work of schoolchildren can ideally rise” [12].

Activity in general, according to the outstanding psychologist A.N. Leontyev, is a process of active interaction between the subject and the world, during which the subject satisfies some of his needs. An activity can be called any activity of a person to which he himself attaches some meaning.

Research is the creative process of studying an object or phenomenon with a specific purpose, but with an initially unknown result. In human culture, special socio-cultural norms of activity have developed, which we now call research activity. It is based on research activity and research behavior, but unlike them, it is conscious, purposeful, and built by cultural means.

An analysis of the pedagogical literature gives grounds to assert that some authors identically equate the concepts of “research activity” with “research activity” and “research behavior.” In their opinion, the differences consist only in the emphasis on one aspect or another: in the concept of “research activity” the need-motivational and energy aspect is more emphasized, in “research behavior” the aspect of interaction with the outside world, in “research activity” the aspect of purposefulness and purposefulness.

Research activity, as defined by I.A. Zimnyaya and E.A. Shashenkova is “specific human activity, which is regulated by the consciousness and activity of the individual, aimed at satisfying cognitive, intellectual needs, the product of which is new knowledge obtained in

---

accordance with the goal and in accordance with objective laws and existing circumstances that determine the reality and achievability of the goal "[10]. In addition, according to I.A. Zimnyaya "research skills are the result and measure of research activity, i.e. the ability to conduct independent observations and experiments, acquired in the process of solving various kinds of research problems" [9].

In the foundation of research behavior, as emphasized by A.I. Savenkov, lies the mental need for search activity in an uncertain situation. He gives another definition: "Research activity should be considered as a special type of intellectual and creative activity, generated as a result of the functioning of the mechanisms of search activity and built on the basis of research behavior. It logically includes motivating factors (search activity) of research behavior and the mechanisms for its implementation" [14].

In his manual "Methods of research teaching for junior schoolchildren" A.I. Savenkov offers the following definition: "Research is a creative process of searching for the unknown, new knowledge, one of the types of cognitive activity" [14]. Research activities of A.I. Savenkov defines it as a condition that develops the ability to look and see, to observe for the development of the personality as a whole.

In addition, Savenkov talks about "the development of schoolchildren's readiness and ability to explore the world around them, the formation of the ability and skills of research behavior." "Inquiry learning is a special approach to learning, built on the basis of the child's natural desire to independently study the environment."

Mukhina V. puts it this way: "Research activity is a condition for the development of spirituality, for the development of the personal principle, that unique thing in us that represents us in life" [12].

Poddyakov A.N. clarifies: "Research, exploratory behavior is one of the fundamental forms of interaction of living beings with the real world, aimed at studying it and understanding this world. Human research activity is based on the most important need for new information, new impressions and knowledge, and new results of activity. This need is an integral part of the personality" [13].

Selevko G.K. focuses on the student's age: "In adolescence, the need to create one's own world, in the desire for adulthood, is intensified; imagination and fantasy develop rapidly" [15].

Research activities are considered by Bogoyavlenskaya D.B. as "a path to the development of creative abilities, subject to its acceptance."

Valeeva O.A. in her dissertation he specifies: "The idea of the need for students' research activities, while relevant in modern conditions, is not new in the history of pedagogy" [6].

N.I. Kudryashov in the book "The relationship of teaching methods in literature lessons" emphasized that "research can be applied at all stages of teaching literature" [14].

Belfer M. states that "the main thing that a student who has taken up research needs to be taught to do is to re-read the text multiple times. It is worth turning to literary works only at the last stage, to clarify the results and conclusions obtained. In any case, for students in

grades 7-8, independent research seems to be more preferable. You can also refuse to draw up a detailed plan, since it is difficult for a young researcher to see in advance the whole path to the future result" [2].

According to foreign supporters of research-based learning, "the educational process should ideally model the process of scientific research and the search for new knowledge" [18].

The following understanding of inquiry-based learning is now widespread in foreign pedagogy. "This is education in which the student is placed in a situation where he himself masters concepts and approaches to solving problems in a process of cognition, more or less organized (directed) by the teacher. In its most complete, expanded form, research learning assumes that the student identifies and poses a problem that needs to be solved; suggests possible solutions; tests these possible solutions; based on the data, draws conclusions in accordance with the results of the audit; applies conclusions to new data; makes generalizations" [19].

Maximilian Pfost, Tobias Dörfler and Cordula Artelt [20] in their study "Students' Extracurricular Reading Behavior and the Development of Vocabulary and Reading Comprehension" examined the role of extracurricular reading in the development of reading and literacy skills. They assessed different models of out-of-class reading, consisting of traditional print media and new forms of online reading.

Zhang Jian in his work "Extracurricular English Reading in Primary School (6th Grade)" argues as follows: "Rational use of extracurricular material is an effective way to improve the reading skills of primary school students, build students' cognitive ability and interest in reading" [ 21].

Based on the above, we came to the conclusion that students' research activity is the ability to think independently, invent something themselves, and find ways to solve assigned problems, in our case, in extracurricular reading lessons.

## References

1. Al-Farabi Abu Nasr. Treatise on Reason / Inv No. 2385/XVIII. Ll. With. 406.
2. Belfer M. A few words about the research work of schoolchildren. Literature: ed. house First of September. - 2006. - N 17. - P. 13-15.
3. Buranova, N. Sh. Extracurricular reading in literature lessons in middle grades. *Periodica Journal of Modern Philosophy, Social Sciences and Humanities*, 5, 2022, 166-171.
4. Buranova, N. Sh. New pedagogical technology "Thin and thick questions" in extracurricular reading lessons. *Universum: psychology and education*, (8 (86)), 2021, 4-6.
5. Buranova, N. Sh. Methodology for organizing research activities of secondary school students. *Current scientific research in the modern world*, (4-7), 2021, 122-125.
6. Valeeva O.A. Technological support for organizing educational and research activities of students. Dissertation of the Candidate of Pedagogical Sciences. Saratov, 2017.
7. Zimnyaya I.A., Shashenkova E.A. Research work as a specific type of human activity. - Izhevsk, 2001, 234 p.

---

8. Kachurin M.G. Organization of students' research activities in literature lessons: Book. for the teacher / M. G. Kachurin. - Moscow: Education, 1988. – 173 p.
9. Clarin M.V. Innovations in global pedagogy: learning based on research, games, discussions. – Riga, NPC "Experiment", 1995 – 176 p.
10. Kudryashov N.I. Interrelation of teaching methods in literature lessons: A manual for teachers. - Moscow: Education, 1981. - 190 p.
11. Magdieva S.S., Lagai E.A. Modern pedagogical technologies in Russian language and literature lessons. - T.: ILM ZIYO ZAKOVAT. – 2021, 245 pp., p.29
12. Mukhina V. Psychological meaning of research activities for personality development // National education. - 2006. - No. 7. - P. 123-127.
13. Poddyakov A.N. Methodological foundations for the study and development of research activities / A. N. Poddyakov // School technologies. - 2006. - No. 3. - P. 85-90.
14. Savenkov A.I. Psychological foundations of the research approach to learning. – M.: Education, 2006. – 396 p.
15. Selevko G.K. Pedagogical technologies based on activation, intensification and effective management of educational programs / G. K. Selevko. - M.: Research Institute of School Technologies, 2005. - 288 p.
16. Tlashev Kh.Kh. General pedagogical and didactic ideas of encyclopedists from the Near and Middle East during the Middle Ages. - T.: Fan, 1989, 145 p.
17. Tsibizova, T. Yu. Conceptual foundations of research activities of students in the system of continuous education: dis. Dr. ped. Sci. – Moscow, 2013. – 431 p.
18. Dewey J. How we think: A restatement of the relation of reflective thinking to the educational process. - Boston, etc., 1933.
19. Lewy A. Planning the school curriculum. - Paris, 1977
20. Maximilian Pfost, Tobias Dörfler & Cordula Artelt. Students' Extracurricular Reading Behavior and the Development of Vocabulary and Reading Comprehension. Learning and Individual Differences, lindif. 04. 2013.
21. Zhang Jian. English in Publisher: Zhejiang Education Publishing House, 2012.

---