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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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PEDAGOGICAL AND PSYCHOLOGICAL POSSIBILITIES OF TECHNOLOGICAL EDUCATION IN DEVELOPING CONSTRUCTIVE THINKING IN EARLY SCHOOL AGE

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Abstract: This article provides a theoretical and practical analysis of the pedagogical and psychological potential of technological education in fostering constructive thinking among primary school students. The study explores the psychological characteristics of primary school age, the developmental features of learning activities, and the role of practical and creative tasks in promoting constructive thinking within the framework of technological education. The possibilities for developing students' independent thinking, problem-solving abilities, modeling skills, and basic design competencies through technological education are substantiated. The research demonstrates that technological education creates favorable conditions for enhancing independent thinking, analytical skills, modeling, and elementary design abilities in young learners. Through hands-on activities, project-based learning, and the integration of modern pedagogical approaches, students are encouraged to analyze tasks, plan actions, and evaluate outcomes, thereby strengthening their constructive and reflective thinking. The article emphasizes that the effective organization of technological education, supported by appropriate methodological tools, significantly contributes to the holistic development of learners and improves the quality of the educational process in primary schools. The findings confirm that technological education plays a crucial role in shaping constructive thinking, creativity, and practical competence, highlighting its scientific relevance and practical significance for the advancement of primary education systems.

Key words: primary school age, constructive thinking, technological education, learning activity, pedagogical and psychological features.

Annotatsiya: Ushbu maqolada boshlang'ich sinf o'quvchilarida konstruktiv tafakkurni shakllantirishda texnologik ta'limning pedagogik va psixologik salohiyati nazariy va amaliy jihatdan tahlil qilinadi. Tadqiqotda boshlang'ich maktab yoshining psixologik xususiyatlari, o'quv faoliyatining rivojlanish jihatlari hamda texnologik ta'lim jarayonida amaliy va ijodiy faoliyatning konstruktiv tafakkurni rivojlantirishdagi o'rni o'rganiladi. Texnologik ta'lim orqali o'quvchilarda mustaqil fikrlash, muammoni hal qilish, modellashtirish va elementar loyihalash ko'nikmalarini rivojlantirish imkoniyatlari asoslab beriladi. Tadqiqot natijalari texnologik ta'lim yosh o'quvchilarda mustaqil tafakkur, analitik yondashuv, modellashtirish hamda elementar loyihalash malakalarini shakllantirish uchun qulay shart-sharoitlar yaratishini ko'rsatadi. Amaliy mashg'ulotlar, loyiha asosida o'qitish va zamonaviy pedagogik yondashuvlarni integratsiya qilish orqali o'quvchilar topshiriqlarni tahlil qilish, faoliyatni rejalashtirish va natijalarni baholashga o'rganadilar, bu esa ularning konstruktiv va reflektiv tafakkurini mustahkamlaydi. Maqolada metodik jihatdan to'g'ri tashkil etilgan texnologik ta'lim boshlang'ich sinf o'quvchilarining har tomonlama rivojlanishiga sezilarli hissa qo'shishi hamda ta'lim jarayoni samaradorligini oshirishi ta'kidlanadi. Tadqiqot natijalari texnologik ta'limning konstruktiv tafakkur, ijodkorlik va amaliy kompetensiyalarni shakllantirishdagi muhim o'rnini ko'rsatib, uning ilmiy dolzarbligi va amaliy ahamiyatini asoslaydi.

Kalit so'zlar: boshlang'ich maktab yoshi, konstruktiv tafakkur, texnologik ta'lim, o'quv faoliyati, pedagogik va psixologik xususiyatlar.

Аннотация: В данной статье с теоретической и практической точек зрения анализируется педагогический и психологический потенциал технологического образования в формировании конструктивного мышления у учащихся начальной школы. Рассматриваются психологические особенности младшего школьного возраста, характеристики учебной деятельности и роль практической и творческой активности в развитии конструктивного мышления в процессе технологического образования. Обосновываются возможности развития самостоятельного мышления, навыков решения проблем, моделирования и элементарного проектирования у учащихся посредством технологического образования. Результаты исследования показывают, что технологическое образование создаёт благоприятные условия для формирования самостоятельного мышления, аналитического подхода, навыков моделирования и элементарного проектирования у младших школьников. Через практические занятия, проектно-ориентированное обучение и интеграцию современных педагогических подходов учащиеся учатся анализировать задания, планировать действия и оценивать результаты, что способствует развитию их конструктивного и рефлексивного мышления. Подчёркивается, что методически правильно организованное технологическое образование существенно способствует всестороннему развитию учащихся и повышению эффективности образовательного процесса в начальной школе. Полученные результаты подтверждают важную роль технологического образования в формировании конструктивного мышления, креативности и практических компетенций, что свидетельствует о его научной актуальности и практической значимости для совершенствования системы начального образования.

Ключевые слова: младший школьный возраст, конструктивное мышление, технологическое образование, учебная деятельность, педагогические и психологические особенности.

INTRODUCTION

At the current stage of societal development, one of the most important tasks facing the education system is the development of an individual's intellectual potential and the cultivation of the ability to think independently, creatively, and constructively. In particular, establishing the foundations of a culture of thinking during primary education provides a solid basis for subsequent stages of learning ^[1]. From this perspective, the development of constructive thinking in elementary school-age children is regarded as one of the most pressing research directions in modern pedagogy and educational psychology. Constructive thinking is characterized by an individual's ability to analyze problematic situations, set goals, plan actions, search for solutions, and evaluate outcomes. In children, this type of thinking is formed not only on the basis of theoretical knowledge but also through practical activity and direct experience ^[2]. Since the thinking of elementary school students is concrete-operational and concrete-imaginal in nature, the role of practical, hands-on subjects in fostering constructive thinking becomes particularly significant. In this context, technological education possesses substantial pedagogical and psychological potential for developing constructive thinking in young learners. Within this subject area, practical activities such as object creation, modeling, design, and planning technological processes take precedence, encouraging students to think independently, adopt a creative approach, and engage in goal-oriented actions ^[3]. In the process of technological education, students act as active participants and are given opportunities to apply their knowledge and skills in practice.

Pedagogical and psychological research indicates that organizing the educational process with due consideration of students' age-related and individual characteristics is a key prerequisite for the development of constructive thinking. During the early school years, a child's cognitive activity develops through play, practical engagement, and collaboration. Technological education enables the implementation of active teaching methods aligned with these characteristics, thereby fostering logical, systematic, and creative thinking skills. At the same time, the reforms being implemented in the education system, the introduction of innovative pedagogical technologies, and the increasing demand to prepare students as competitive individuals necessitate a reassessment of the content and methodology of technological education ^[4]. In particular, a comprehensive pedagogical and psychological examination of the development of constructive thinking through technological education is of both scientific and practical significance. This article analyzes the pedagogical and psychological potential of technological education in fostering constructive thinking at the elementary school age and highlights the theoretical foundations and practical approaches that contribute to the effective organization of this process.

LITERATURE REVIEW

Scientific theories on the pedagogical and psychological potential of technological education in fostering constructive thinking are reflected in the works of Vygotsky, A. N. Leontiev, J. Piaget, I. A. Zimnyaya, J. Bruner, P. Y. Galperin, and V. V. Davydov. In contemporary pedagogical and psychological research, the development of constructive thinking in early school-age children is regarded as an important factor in personal development. In particular, the perspectives of L. S. Vygotsky, J. Piaget, and A. N. Leontiev show that children's cogni-



tive activity develops in close connection with practical activity and the social environment. These theoretical approaches provide a key foundation for scientifically substantiating the pedagogical and psychological potential of technological education ^[5].

Research findings indicate that technological education creates favorable pedagogical conditions for developing constructive thinking in young school-age learners. N. K. Krupskaya and P. Y. Galperin emphasized that shaping thinking through practical actions in education is effective, and the practical work, design, and modeling activities employed in technological education represent the applied realization of these ideas. Through this process, students develop constructive thinking skills by analyzing problem situations, planning actions, and evaluating outcomes.

RESEARCH METHODOLOGY

From a pedagogical standpoint, the use of active teaching methods in technological education is of great importance for the development of constructive thinking. I. Ya. Lerner and M. N. Skatkin emphasize that problem-based instruction and creative assignments increase students' intellectual activity. The project method, group work, and creative tasks employed in the technological education process teach students to think independently, justify their decisions, and adopt a creative approach. From a psychological perspective, the formation of constructive thinking at early school age is linked to the development of the child's cognitive processes—attention, memory, thinking, and imagination. In the research of B. G. Anan'ev and D. B. Elkonin, it is noted that at this age learning activity is regarded as the leading activity, in which practical-action and concrete thinking predominate. When technological education is organized with these characteristics taken into account, students' constructive thinking ability develops naturally and effectively.

Moreover, technological education also has a positive impact on socio-psychological development. V. V. Davydov emphasized that organizing education through collaboration fosters the development of higher-order thinking. During group work, students exchange ideas, make decisions collectively, and acquire teamwork skills, which contributes to the development of the social dimensions of constructive thinking. The interrelationship between learning activity and constructive thinking is considered one of the central issues in educational psychology. In the early school years, learning activity emerges as the leading form of activity, and it is precisely in the course of this activity that the child's thinking advances to a qualitatively new stage. Learning activity is a purposeful process aimed at the conscious acquisition of knowledge, skills, and competencies by the student.

In educational theory, it is regarded as a primary factor in personal development. Constructive thinking is a type of thinking directed at analyzing objects and processes in problematic situations, reconstructing them, and generating new solutions. It represents the active restructuring of cognitive processes. The role of problematic situations in learning activity is particularly significant. Elements of problem-based learning encourage students to think critically, teaching them to analyze situations and draw reasoned conclusions. As Davydov noted, theoretical thinking develops precisely through the process of solving learning tasks. Learning tasks include the stages of planning, execution, and evaluation of results. These processes are regarded as the principal mechanisms underlying constructive thinking. Galperin's theory of the gradual formation of mental actions provides the scientific foundation for this process.

ANALYSIS AND RESULTS

Psychological characteristics of learning activity in early elementary school age. At this age, students form internal thinking practices through external actions. Early elementary school age is considered the most favorable period for the development of theoretical thinking ^[6]. Conditions for developing constructive thinking through learning activities require effectively organized instruction based on problem-based tasks, practical activities, opportunities for independent decision-making, and reflection. The teacher, as the subject who manages and directs learning activity, plays a decisive role in the development of constructive thinking ^[7]. The connection between learning activities and creativity is evident when learning takes on a creative character, enabling students to develop original thinking and the ability to generate new ideas. This condition ensures a high level of constructive thinking. A number of studies have shown that the level of constructive thinking is higher when practical and project-based methods are applied in learning activities ^[8]. The distinctive characteristics of the psychology of young school-age children are reflected in the rapid development of cognitive processes. Children at this stage are inclined to acquire knowledge through practical activity, and instruction based on demonstration and movement is considered effective. Although concrete-imaginative thinking predominates at this age, elements of logical reasoning gradually begin to form. Reading activity creates important conditions for the development of cognitive abilities, perception, observation skills, memory, and computational skills ^[9].

A child of this age is distinguished by the sharpness, clarity, and accuracy of perception, the freedom of imagination, the strength of memory, the vividness of thinking, curiosity, and credulity, which set them apart from children of other age groups. During the early school years, engagement in reading activities and exploration of the properties of physical objects significantly influence the development of sensory perception.

In elementary school-aged students, the senses of discrimination, sight, and hearing develop particularly rapidly. Russian researchers have found that the ability to perceive color shades increases by 45% in children aged 7-10 and up to 65% in children up to 12 years of age. Teaching drawing significantly enhances color discrimination sensitivity, while music and singing instruction strongly develops tonal differentiation. Physical education exercises also play a major role in sensory development^[10], particularly those involving precise movements, which strengthen muscle-movement sensations. By the time children enter early school age, all forms of perception have largely been refined in content, precision, and clarity through education and upbringing. They differ from other age groups in the accuracy and acuity of perception. Because they observe the surrounding world attentively, they master essential perceptual characteristics. A first-grade child can recognize the color, shape, size, and spatial arrangement of objects and compare them effectively. A high level of sensory development is crucial for successful academic performance. By school age, typically developing children understand that drawings and photographs reflect real life and can interpret miniature representations of real-world objects^[11]. These visual representations contribute to the development of aesthetic and artistic taste, enabling children to understand and express their feelings about beauty and color diversity. During the educational process, voluntary perception and observation skills grow, and observation becomes a necessary condition for successful learning. Students at this age can independently regulate their perceptions. Compared to adults, they can easily estimate and divide a straight line into two equal parts, compare objects and lines by size, determine spatial arrangements, visually estimate distance and height, and approximately calculate the time required to cover a distance. Learning activity requires retention of instructional material; the teacher provides guidance on what should be remembered.

At this stage, involuntary memory predominates, and retention largely depends on the child's interest. Understanding material is the primary condition for effective retention. Because the first signal system is somewhat superior to the second, young school-age students rely more on concrete-dynamic memory than on logical memory. Therefore, they more easily retain concrete events, images, and phenomena than abstract rules and theoretical concepts^[12]. As schooling progresses, logical memorization based on meaning increases, the volume of retained material expands, and comprehension deepens. However, students may sometimes resort to mechanical memorization without meaningful understanding. A young school-age child typically develops a positive emotional relationship with the teacher. Whereas earlier learning occurred under direct adult guidance, children gradually begin to seek information independently and set goals for themselves, indicating a certain level of memory and cognitive development^[13]. A well-organized educational process significantly enhances thinking development. School education transforms a child's lifestyle, social status, and role within both the classroom and family environment. Learning activities are governed by a complex, multi-level system of motives, with social motives predominating in first-grade students, including the desire for social recognition and participation in socially valued activities. The content of education is closely connected with students' interest in knowledge acquisition and satisfaction derived from intellectual effort. Encouragement from the teacher fosters enthusiasm and confidence, supporting knowledge mastery and skill development.

According to V. V. Davydov, the teaching process begins with familiarization with key components of learning activity: learning tasks, learning situations, learning actions, monitoring, and assessment. Mastery of learning activity occurs through solving systems of learning tasks. Initially, the teacher formulates and guides task-solving; gradually, students acquire the competencies necessary for independent learning, marking an important stage in the formation of autonomous learning activity. The development of self-control is indicated by a child's ability to compare the results of independent actions with behavioral standards. Reflection during early school years is primarily linked to monitoring and assessment within learning activities. Internalization of these processes enables students to independently master skills and competencies^[14]. Recent research demonstrates that group-based learning organized around mutual supervision and shared responsibility fosters the development of independent thinking more effectively than purely individual forms of instruction. Learning activity and constructive thinking are intrinsically interconnected, each reinforcing the other, particularly during the early school years. Technological education provides significant pedagogical opportunities for developing constructive thinking through practical work, design, modeling, and creative assignments, enabling students not only to acquire knowledge but also to apply it in practice.

The psychological mechanisms underlying constructive thinking involve the coordinated functioning of attention, memory, imagination, and reasoning processes. Practical activity represents a process in which students learn not merely by receiving knowledge but by applying, restructuring, and creating it. Based on the principle of "learning by doing," this approach promotes independent knowledge construction and prob-



lem-solving skill development. Through practical tasks, students integrate theoretical knowledge with interactive ideas, apply it in diverse contexts, and activate cognitive mechanisms for generating new knowledge. Working with materials, planning, and analyzing results fosters constructive thinking. Technology education thus possesses strong pedagogical and psychological potential for enhancing constructive thinking in young school-age students, contributing to improved educational quality. Modern educational priorities emphasize fostering constructive thinking, particularly in the context of rapid technological advancement. Students must not only acquire knowledge but also analyze, process, and creatively apply it while making independent decisions. Research findings confirm that technology education creates a favorable environment for developing constructive thinking by engaging students in object creation, design, modeling, and problem-solving processes [15]. Active methods such as project-based learning, creative assignments, group collaboration, and hands-on activities promote analytical, synthetic, comparative, generalization, and reflective skills.

Psychologically, technological education stimulates cognitive development during the transition from concrete-imaginative to logical thinking. Visual aids and tangible results enhance attention, interest, and motivation, fostering active engagement in thinking processes. Additionally, collaborative activities support socio-psychological development, including cooperation, dialogue, and social reasoning skills. Effective organization of technological education depends on the teacher's professional competence, openness to innovation, and psychologically informed guidance, encouraging independent inquiry, reflection on errors, and creative problem-solving, thereby transforming technological education into a powerful tool for developing constructive thinking.

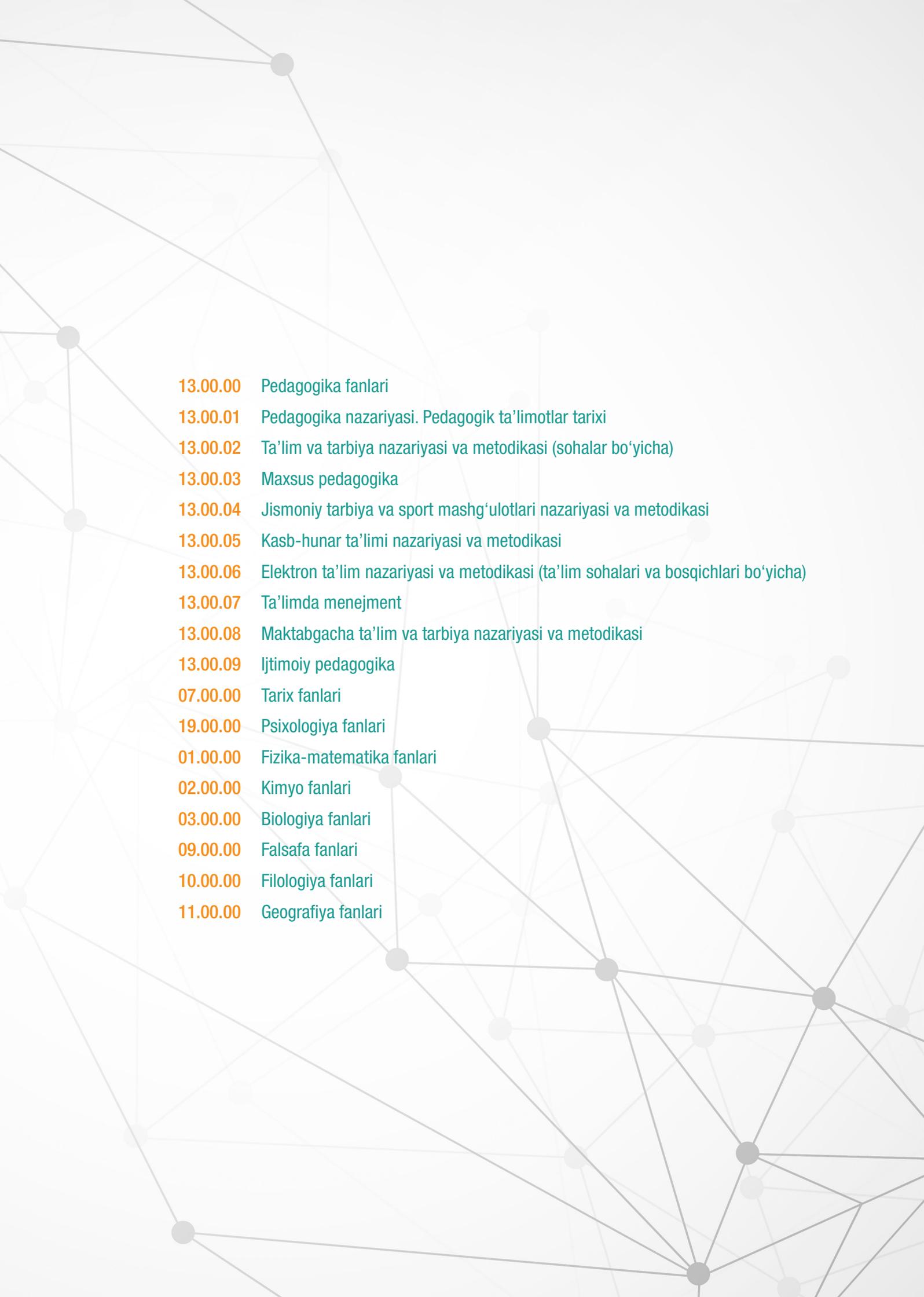
CONCLUSION

In conclusion, the pedagogical and psychological potential of technological education in developing constructive thinking among primary school students is broad and multifaceted. Through this subject, students develop creative approaches, independent thinking, practical problem-solving skills, and the ability to evaluate the results of their own activities. Therefore, improving the content of technological education within the primary education system, organizing it on the basis of modern pedagogical technologies, and strengthening methodological support aimed at fostering constructive thinking are considered to be of significant scientific and practical importance. Moreover, technological education creates favorable conditions for the formation of a positive attitude toward learning, self-confidence, and responsibility for one's own learning process. The integration of modern pedagogical technologies—such as interactive methods, collaborative learning, and learner-centered approaches—enhances students' engagement and supports the systematic development of constructive thinking from an early age.

Consequently, the continuous improvement of the content, structure, and teaching methodologies of technological education within the primary education system holds substantial scientific significance and practical value. It contributes to the formation of a competent, innovative, and adaptable generation capable of responding effectively to contemporary educational and societal challenges, while also providing a solid foundation for lifelong learning and creative self-realization.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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