

BOSHLANG'ICH TA'LIM TIZIMIDA INNOVATSIYA JARAYONIDA O'QUVCHILARI BILIMINI BAHOLASH

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Abstract:

This article is about the development of the education system, the innovative processes carried out in our country and the international study of PIRLS, the work carried out in the system of primary education in their implementation.

Keywords: Innovation, Competence, System, PIRLS, TIMSS, International Research, Intellectual, Reading, Elementary, Project, Partner, Survey, Information Resources, Independent Education, Continuing Education, Inductive, deductive, pedagogical technology, problem situation, advanced experience

Аннотация:

В данной статье речь идет о развитии системы образования, инновационных процессах, проводимых в нашей стране и международном исследовании PIRLS, работе, проводимой в системе начального образования по их внедрению.

Ключевые слова: Инновация, Компетенция, Система, PIRLS, TIMSS, Международное исследование, Интеллектуальное, Чтение, Элементарное, Проектное, Партнерское, Опросное, Информационные ресурсы, Самостоятельное образование, Непрерывное образование,

Annotatsiya:

Ushbu maqola ta'lim tizimini rivojlantirishda, mamlakatimizda olib borilayotgan innovatsion jarayonlar va PIRLS xalqaro tadqiqoti, ularni amalga oshirishda boshlang'ich ta'lim tizimida olib borilayotgan ishlar.



Kalit soʻzlar: Innovatsiya, kompetensiya, tizim, PIRLS, TIMSS, xalqaro tadqiqot, intellektual, kitobxonlik, boshlangʻich sinf, loyiha, hamkor, soʻrovnomma, axborot resurslari, mustaqil taʼlim, uzluksiz taʼlim, induktiv, deduktiv, pedagogik texnologiya, muammoli vaziyat, ilgʻor tajriba

Determining the competence approach in the education system of our republic and "achieving inclusion in the ranks of the first 30 advanced countries of the world according to the rating of the "International Student Assessment" program by 2030" is defined as one of the main directions of the long-term development of the public education system.

International experiences in the implementation of the innovation process in primary education, which is the foundation of the continuous education system, is one of the important processes in increasing the effectiveness of education.

One of the basic competence criteria is to realize the internal potential of students, to teach them to think creatively and logically, to develop modern social skills (the ability to work independently, to design, to analyze oneself, to show one's talent, to be able to apply the acquired knowledge in life).

Creating an innovative educational environment focused on "lifelong learning" requires deep research of the problem by the scientific community.

In the process of independent work, the need for theoretical and practical developments revealing the organizational foundations and essence of the formation of innovative competencies of students based on the criteria of the PIRLS evaluation program is a theoretical basis for the development of pedagogical conditions for the effective formation of competencies of primary education students and the creation of a target-result model. served as a basis.

In order for pedagogical technologies to take a wide place and stabilize in primary education, it is appropriate to use modern methods in the process of organizing independent work directed to the formation of educational and cognitive competencies of primary school students based on the requirements and criteria of the PIRLS evaluation program.

The purposeful use of effective methods in the educational process is considered the main factor that allows the formation of educational and cognitive competencies of primary school students based on the requirements of the PIRLS evaluation program. Carrying out small practical experiments, systematically carrying out such work, creating problem situations and ensuring the independence of students in these places, encouraging them to freely express their thoughts, not only forms an interest



in science in them, rather, it increases the existing level of interest, strengthens and stabilizes it, helps in deep and thorough assimilation of knowledge.

The level of theoretical and methodological processing of the issue of independent education of students and the organization of classes based on modern methods in order to increase the effectiveness of the formation of the ability to work independently in elementary school students, the determination of measures to strengthen the material and technical base that allows students to work independently, the requirements of the PIRLS evaluation program it is necessary to create programs and manuals that allow effective use of pedagogical technologies in organizing independent education.

Based on the effective use of didactic and intellectual games and interactive methods, students' knowledge increases, observations of independent thinking are formed, and their activity increases. Any method is intended to achieve a goal, and therefore it requires setting a goal, a method of activity to achieve it, and knowing the tools that will help in the implementation of this activity.

It is appropriate to use coaching, MIMM, reverse learning methods in educational activities as a new method entering the educational system to form students' educational and cognitive competencies in the process of independent work based on the requirements and criteria of the PIRLS evaluation program.

In order to study and analyze the modern requirements for the content and quality of education in pedagogical higher education institutions, it is necessary to establish the activities of the organizational structure of international evaluation programs.

In order to form the theoretical and practical knowledge and professional competences of future teachers according to the modern requirements for the content of education, it is appropriate to include the subject "International assessment programs" in the curriculum of pedagogical higher education institutions.

It is appropriate to organize training courses on international assessment programs and train qualified trainers in its forms in the public education system.

It is necessary to improve the system of basic, auxiliary and didactic tools of education recommended for primary education based on the requirements of the PIRLS international evaluation program.

Based on the requirements of the PIRLS evaluation program, it is necessary to design the process of independent work and individualize, intensify, and optimize teaching in the formation of educational and cognitive competencies of primary school students.



Peculiarities of the process of independent work: taking into account the age characteristics of students in primary education; involvement in various types of activities; formation of activity methods, abilities to implement individual activities; form their interest in learning; independence in the implementation of activities; mastering activities such as analysis, generalization, classification, reasoning, finding similarities; mastering the skills of determining the goal and main tasks, making assumptions based on them, drawing up action plans, understanding the obtained results and analyzing them; attract students to work with various information; support favorable life and social rules; adaptability of activity content according to students' needs and abilities; providing variety of activities. In order to create a creative environment in the process of independent work, we believe that it is necessary to take into account the following didactic factors depending on the content of the subject being studied: in order to create a situation in which the students independently apply the previously acquired knowledge in new, unexpected situations in the lesson, with traditional teaching methods, oral presentation, demonstration and practical methods use of independent work, problem-based, logical teaching methods; by creating educational problems taking into account the content of the subject, understanding the specific characteristics of previously studied objects and problems in a usual and familiar situation and recommending a way to solve it, this factor is based on the priority of the problem-based teaching method in the teaching process; finding new properties of a familiar object by solving educational problems, students rely on the priority of logical methods in the teaching process in the factor aimed at identifying new properties specific to the previously studied object; determining the connections between concepts, cause and effect based on their structural and functional regularity, this factor requires the incorporation of problem-based teaching and logical methods in the teaching process; during the teaching process, it is necessary to create an opportunity to think on the basis of various options to solve the problematic situations created by the students in the lesson, to incorporate oral, visual, problem-based teaching and logical methods in this process.

In order to create a creative environment in the educational process, the teacher should do the following: identify the main concepts and terms in the content of the studied topic, and determine the basic and special competencies formed on their basis; processing the content of the subject, determining its problematic inductive or deductive study; determining ways to create problematic and non-standard situations, creating problematic educational tasks on this basis; each stage of the



lesson: control and evaluation of previously acquired knowledge, completion of the previous topic, learning and strengthening of a new topic, control and evaluation of the knowledge acquired by students on a new topic, design to create a creative environment when completing a new topic; selection of teaching tools and methods in accordance with the content of the studied subject, determining ways to achieve the priority of modern teaching tools and active methods; by harmonizing educational content, teaching tools and methods in the lesson, activating students' cognitive activities, determining ways to achieve conscious acquisition of knowledge; determining the time spent on the independent work of students, which prepares the ground for the above-mentioned creative environment in the lesson, and creating a technological map of the lesson; achieving a lesson based on a technological map, efficient use of time; preparation of additional assignments and handouts to make specific changes to the educational process in necessary cases; identifying ways to use interesting and problematic analogies related to the content of the topic; it is necessary to analyze the work carried out to create a creative environment in the lesson and determine ways to make certain changes in the future pedagogical activities and students' learning activities. In primary education, there are great opportunities for students to learn independently. However, at present, in the process of education, the issue of forming the ability of students to learn independently is not considered as an urgent pedagogical problem, the analysis and development of the content of independent education is not approached from a modern point of view, and insufficient attention is paid to the use of its effective methods, forms and tools.

This means that there are a number of pedagogical problems in the organization, implementation, and control of independent education of students in primary education.

It is necessary to study these issues from a scientific and pedagogical point of view, to take into account the need of students for independent education in the process of primary education, and to create sufficient conditions for independent education. First of all, it is necessary to take a critical approach to the following issues: firstly, the integration of the need to organize students' independent work with theoretical education;

In the process of learning the specific features, pedagogical conditions, content and methodology of the organization of independent work of students in primary education, it was concluded that the teacher of primary education should direct the activity of independent improvement of the student's knowledge to a specific goal.



The conditions that must be followed in order to achieve the goal are defined in the research.

Personal, regulatory, cognitive, communicative blocks of universal educational activities, which are monitored in the formation of educational and cognitive competencies based on the requirements and criteria of the PIRLS evaluation program, were clarified and described.

It is necessary to create a comfortable educational environment for independent work through educational and game tasks.

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