

APPROACHES TO THE ORGANIZATION OF INDEPENDENT WORK BASED ON THE REQUIREMENTS OF THE PIRLS ASSESSMENT PROGRAM

Abdurakhmanova Charos Burkhanovna

Samarkand state university named after Sharof Rashidov
Faculty of Pedagogical Education, Assistant of
department of pre-school, primary education
and technological education Independent researcher

Abstract: In this article, it is necessary to know the requirements of the evaluation program, plan and analyze its processes, how to competently implement one's plan, connect theory and practice, pay attention to the change that occurred in the group in the process, change the various components of the process according to the situation, overcome excessive anxiety, cultivate objective self-evaluation; development of the will: formation of a desire for a goal, overcoming the tension of nerves and muscles, initiative, trusting in one's own strength, self-control.

Keywords: theory, coping with anxiety, nerves and muscles, pedagogical skills, processes, planning, analysis, analysis, components, change, intellectual, memory, attention, formation.

ПОДХОДЫ К ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ НА ОСНОВЕ ТРЕБОВАНИЙ ПРОГРАММЫ PIRLS ASSESSING

Абдурахманова Чарос Бурхановна

Самаркандский государственный университет имени Шарофа Рашидова
Факультет педагогического образования, ассистент
отдел дошкольного, начального образования

Аннотация: В данной статье необходимо знать требования к программе оценки, планировать и анализировать ее процессы, как грамотно реализовать свой план, соединить теорию и практику, обратить внимание на изменения, происходящие в группе в процессе, изменять различные компоненты процесса в зависимости от ситуации, преодолевать чрезмерную тревожность, воспитывать объективную самооценку; развитие воли: формирование стремления к цели, преодоления напряжения нервов и мышц, инициативы, веры в свои силы, самообладания.

Ключевые слова: теория, преодоление тревоги, нервы и мышцы, педагогические навыки, процессы, планирование, анализ, анализ, компоненты, изменение, интеллект, память, внимание, формирование.

Organize independent work based on the requirements of the PIRLS assessment program achievement requires great pedagogical skill from the primary school teacher. In doing so, they pay special attention to knowing the requirements of the PIRLS evaluation program, planning and analyzing their processes, how competently they implement their plan, connecting theory and practice, focusing on the change that occurred in the group during the process, and changing the various components of the process depending on the situation.

The organization of independent work of students in primary grades based on the requirements and criteria of the PIRLS evaluation program is aimed at the following goals:

- development of students' intellectual abilities: development of their thinking (knowledge, creativity), memory, attention, mental qualities (depth, flexibility, thrift, independence), thinking skills (such as separation, analysis), learning knowledge, formation of science-related knowledge, training and skills;

- development of motivation to know: formation of needs for intellectual knowledge, understanding of nature, independent thinking and laws of knowledge;

- development of emotional ability: formation of the necessary skills to manage one's own emotions and mental states, overcome excessive anxiety, cultivate objective self-evaluation; develop the will:

- forming a desire for a goal, overcoming the tension of nerves and muscles, taking initiative, believing in one's own strength, developing self-control, teaching knowledge - how to perform activities, how to plan activities, how to implement and control them;

- integral formation of educational activity and its main parts: managing students' attention, explaining to them the work to be done, activating the necessary need-motivational conditions, helping the activity, making corrections, evaluating the process and the result of the students' educational activity.

Let's look at the standard parameters used in the analysis of the organization of independent work: the intended goal, educational material, form, method, structure, connection between stages. Now we add educational content to these parameters in accordance with the competence approach and determine the level indicators that determine the teaching activity of the teacher. It is up to the teacher to form a person who is eager to know, curious, able to organize his personal activities, who listens carefully to his interlocutor and acts independently and is responsible for his actions. Standard requirements and methodological recommendations were taken into account in the development of the target-result model of the formation of independent work in the process of independent work based on the requirements of the PIRLS evaluation program. In the implementation of the target-result model of the formation of educational and cognitive competencies in primary school students based on the requirements and criteria of the PIRLS evaluation program in the process of

independent work, the following should be considered: completing the primary education program with the help of the curriculum and independent work; depending on the independent work plan, creating conditions for the development of the needs and individual characteristics of students in terms of its organization; in accordance with the independent work plan, determine in advance the composition of the course, its structure, forms of transfer, the number of independent works; carrying out independent work in accordance with the values, goals, principles given within the programs of primary general education; It is necessary to pay attention to the organization of the process of independent work based on the requirements and criteria of the PIRLS evaluation program, and the fact that educational institutions show independence in choosing the models and forms of independent work of students. We relied on the main characteristics of the innovative-educational model using the design activity, what it illuminates: requirements for primary school students according to international standards during the educational process, as well as primary general educational competencies; the content of the process of formation of students' educational-cognitive competencies in independent work; stages of independent work; the main indicators and criteria of the levels of formation of components of educational and cognitive competences.

Applying an anthropological approach to conducting independent work reveals the importance of primary school students' personal, activity awareness, independence, ability to overcome non-standard situations. In this, the teacher participates as an independent organizer of activities and as a guide to effectively form the educational and cognitive competencies of students based on the requirements of the PIRLS evaluation program.

Systematic and active person-oriented approaches, closely related to each other, offer a great future to pedagogical education, only for its implementation it is necessary to modernize the content-technological basis of education: to determine the new content of education and the principles of systematization of

educational material, the subject position of the teacher and modern requires the identification of new pedagogical technologies for the development of pedagogical requirements.

Let's consider the main principles of systematic and active person-oriented approaches:

1) the active principle is determined by the fact that students do not find knowledge in a ready-made way, but find it on their own, understanding the content of the activity being carried out, actively participate in its improvement, all this in the education of a competitive student personality in accordance with the requirements of the PIRLS assessment program, as well as having a universal, conscious activity, helps to demonstrate abilities, positive development of general education skills;

2) the principle of continuity is that it represents a consistent connection between the stages of education, taking into account the young psychological characteristics of the development of students;

3) the principle of integrity implies the formation of a systematic understanding of the environment in students;

4) the principle of maximax is that students are given the maximum opportunity to master the educational content;

5) the principle of psychological comfort is important for eliminating stressful factors in the educational process, supporting a positive environment, and forming cooperation skills;

6) the principle of variability allows students to choose the correct, adequate solution options in different situations;

7) the principle of creativity allows students to master creative activities based on initial maximum creativity during the educational process.

When choosing systematic and active approaches, we relied on the opinion of G. N. Serikov, who believes that all pedagogical phenomena should be considered as an educational system [1].

The application of the competence-based approach to the formation of learning-cognitive competencies of students in primary education in independent activities is based on the following principles and based on the recommendations of O.E. Lebedev [2]: development of independent problem-solving abilities of students in various types of activities in primary education; understand the content of the educational process while solving different situations;

creating conditions for students to develop communicative, cognitive, moral and independent decision-making skills for other problems; evaluation of educational results based on the analysis of the degree of formation of learning-cognitive competencies achieved by students at a specific stage of education based on the requirements and criteria of the PIRLS evaluation program.

The content and specific features of the organization of the modeled process reveal the development of educational-management, educational-informational, educational-logical activities of students, pedagogical conditions aimed at forming the learning-cognitive competencies of students based on the requirements of the PIRLS evaluation program [3].

Educational-management activities mean the following: planning (determining goals and means of achieving them); organization (establishing and improving interaction between managed and management systems for the implementation of plans); control (gathering information about the process of established plans); regulation (adjustment) (correction of plans and the process of their implementation); analysis (studying and evaluating the work of both oneself and classmates); comparing the obtained results with the action plan.

Educational and informational activity involves working with oral and written texts, being able to work with real objects as a source of information, transferring information to symbolic modeling.

Educational and logical activity consists of analysis, synthesis, comparison, establishment of cause-and-effect relationships, generalization and classification, identification of concepts and analogues, proof and falsification.

The basis of the educational-logical component is represented by the sum of the characteristics of educational-cognitive competences: motivational, cognitive, operational-technological, reflexive-evaluation. This component includes training on the author's program "We strive to get regular knowledge" aimed at forming the educational and cognitive competencies of students based on the requirements of the PIRLS evaluation program in independent work, and includes "Intellect-marathon", "Important date of my school", "School museum", Refers to projects such as "My Grandmother's Games".

The author's program is the product of collective or individual creative work, which includes the presentation of a holistic view in the study of objects and real environmental phenomena, their modern state and development.

In the science of pedagogy, the terms "form of teaching" and "form of organization of teaching" are distinguished: the first case is collective, frontal or individual work of students in any classes; secondly, some training (lecture, seminar, practical, debate, science club) [4, p.25].

In our research, the form of teaching organization is interpreted as organizing, organizing, systematizing the interaction of students and the teacher in working with a specific content of the material. Therefore, independent work activity within our model was determined by its specific features, including exhibitions, recommendations, discussions, aimed at the formation of learning-cognitive competencies based on the requirements of the PIRLS assessment program.

Analyzing various approaches to the structure of learning-cognitive competencies based on the requirements of the PIRLS evaluation program, we can show the content of these competencies in the most general form as a number of components: motivational, cognitive, operational-technological,

reflexive-evaluation. The following functions of the reflexive-evaluation component can be distinguished: establishment of thinking - fixation, understanding of the scientific and operational means of solving tasks, evaluation of solving the problematic part of tasks, methods of solving, solving as a whole, the function of motivation to work [5].

The above-mentioned approach and principles clarify the complex pedagogical conditions that affect the effective formation of learning-cognitive competencies of students in their independent work. Conditions are the environment in which a phenomenon occurs, exists and develops.

References:

1. Сидоренко Е.В. Тренинг коммуникативной компетентности в деловом взаимодействии. –М.: 2006. - 208 с.

2. Крылова Н.Б. Проектная деятельность школьника как принцип организации и реорганизации образования. -Режим доступа: <http://setilab.ru/modules/conference/view.article.php/82/3>.

3. Байденко В.И. Базовые навыки (ключевые компетенции) как интегрирующий фактор образовательного процесса // // Профессиональное образование и формирование личности специалиста. 2002. - 14-32 с.

4. Селевко Г.К. Профессиональная ориентация: этапы и методы: Методические рекомендации. - Киев, 1990.

5. Савенков А.И. Исследовательская практика: организация и методика // Школьные технологии.1998. № 4.- 34-39 с.

6. Mattiyev, I. B. (2023). PEDAGOGIK JARAYONLARNI TASHKIL ETISH VA BOSHQARISH. *Ta'limning zamonaviy transformatsiyasi*, 2(1), 812-815.

7. Mattiyev, I. B. (2023). PEDAGOGIK JARAYONLARNI TASHKIL ETISH JARAYONIDA REFLEKSIV YONDASHUV. *Ta'limning zamonaviy transformatsiyasi*, 1(2), 816-819.