



Identifying Knowledge Acquisition Of Primary Class Students

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Abstract: *The article discusses the problem of diagnosis of primary school students' mastery of knowledge, and authors' methodical recommendations are presented.*

Key words: *Education, elementary, student, knowledge, acquisition, diagnosis, assessment, skill.*

The "Uzbekistan-2030" strategy sets the goals of achieving quality indicators in primary education by 2030 and ensuring significant progress in the process of mastering it[1]. Here, within the framework of this issue, we draw your attention to the main aspects of the methodology of diagnosing the mastery of knowledge of elementary school students.

One of the most important ways to achieve the quality of primary education in our country is to improve the level of knowledge of students. At this point, it should be mentioned that the level of knowledge of students means their knowledge of academic subjects and mastering of general concepts [2]. The main issue here is the process of learning.

In the method of diagnosing knowledge acquisition of primary school students, it is important to base on the following[3]:

- 1) diagnosing the level of knowledge;
- 2) diagnose the level of understanding;
- 3) diagnose the level of use of acquired knowledge.

Diagnosing the level of knowledge of primary school students requires a special approach. For this, it should be noted that relying on the following mechanisms will give the expected effect:

- a) mastering level of academic subjects;
- b) level of general knowledge;
- c) the level of factors that are justified in the development.

In mastering the basics of academic subjects of elementary school students, their interest in the subject group is taken into account. Because in the



educational institutions of our country starting from the 2021-2022 academic year, the teaching of academic subjects has been introduced into the categories of concrete, natural and humanitarian sciences. The purpose of this is to deepen the teaching of certain subject categories based on the interest and ability of students. In fact, elementary school students are interested in all types of academic subjects. For this reason, diagnosing the learning of primary school subjects on the basis of the following provides the expected results: a) studying the learning of students in grades 1-2; b) To study students' mastery of subjects of their choice in 3-4 grades. This approach makes it possible to have accurate information on mastering the basics of academic subjects by primary school students. Because starting from the 3rd grade, it can be seen that in many cases, students strictly choose the subjects they are interested in. These features should be taken into account during the diagnosis process.

It is also important to diagnose the general level of knowledge of primary school students. According to it, the level of knowledge of students in subjects other than subjects in the category of their choice is studied. Observations show that primary school students of specific subjects are distinguished by a high level of knowledge in humanities in most cases. Because the exact sciences in many cases encourage students to think, and this feature is also characteristic of the foundations of humanities. Also, students in the natural sciences category will have the expected level of knowledge on the basics of exact sciences. At the same time, it is observed that the general level of knowledge of students in the category of humanities is wider, because this situation is determined by the presence of creativity in humanities. Studying and evaluating the general level of knowledge of elementary school students based on this methodology is a unique approach to diagnosing their mastery.

The factors that primary school students rely on when assessing their level of achievement are also studied. It is observed that the majority of students rely on textbooks, while students in the subject group rely on teachers, and students rely on the factor of independent education within their capabilities. For this reason, it is appropriate to determine the factors that students rely on in the acquisition of knowledge during the study and evaluation of this process. It is worth mentioning that in connection with the introduction of international educational programs such as TIMSS into the primary education process of our country, the main attention is paid to the use of independent educational opportunities by students. For this reason, it is worth mentioning that the study



of the process of acquiring knowledge through independent education is becoming one of the priority directions when diagnosing the mastery of elementary school students.

It should be noted that the diagnosis of the mastery level of elementary school students is based on a methodology with several features.

Studying the level of understanding of elementary school students plays an important role in diagnosing knowledge acquisition. In this case, relying on the following mechanisms will give the expected effect:

- a) level of reading and understanding of the text;
- b) level of text analysis;
- c) the level of being able to express one's opinion on the text.

In diagnosing the level of understanding of the knowledge of primary school students, it is important to determine the level of their reading comprehension. This is based on the following methodology:

- a) read and understand the texts given in the textbooks;
- b) read and understand unfamiliar texts.

Observations and studies show that 50-60% of primary school students clearly understand the texts given in textbooks, 35-40% understand unfamiliar texts well. The reason for this is the methodology of teachers of educational subjects. Teachers of natural and exact sciences in most cases use additional teaching materials, while teachers of humanities in many cases are limited to using teaching materials widely given in the subjects. This situation affects the level of reading and understanding of an unfamiliar text of elementary school students. In this sense, it is possible to develop the ability of primary school students to read and understand familiar and unfamiliar texts by widely using the possibilities of reading, which has become a widespread movement in our country. It is methodologically correct to take these features into account when diagnosing this issue.

It is important to study the use skills of primary school students in diagnosing knowledge acquisition. In this case, it is appropriate to rely on the following methodology:

- a) the level of use of knowledge and skills in the cross-section of classes;
- b) level of use of knowledge and skills by 1-2 graders;
- c) level of use of knowledge and skills by 3rd-4th grade students.

In most cases, the level of use of knowledge and skills of primary school students in the cross-section of classes has general indicators. The reason for this is that



the achievement indicators of excellent students have a positive effect on the indicators of the class level. For this reason, in many cases, specialists in pedagogical diagnosis make a general assessment of the indicators of mastering and using skills in the classroom. At the same time, it is worth mentioning that, for example, the skills of use in classes A, B, V of the 1st grade will be different. Because in such cases, the division of good and excellent learning students into classes is formed. Therefore, the following features should be taken into account when diagnosing the level of use of knowledge and skills of primary school students[4].

Thus, it is appropriate to rely on a wide-scale methodical approach in diagnosing the level of mastery of knowledge of elementary school students. It is urgent to create scientific and methodical developments on these issues.

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