



Current Primary Education Prospects and Skills for Improving Quality Efficiency

Marjan Smatillayevna Janbayeva

Teacher of the Department of General Pedagogy, Faculty of Pedagogy

Nurjamal Jarkurganovna Umirova

Director of the 12th secondary school of the Ukori-Chirchik district of the
Tashkent region

Abstract: Reforms in the field of primary education in Uzbekistan include full informatization of the education system, revision of traditional teaching content, integration of academic subjects, effective use of innovative pedagogical technologies in teaching. requires organization on the basis of use. This, in turn, creates the need to create a single informational educational environment in an educational institution, create an information base and use it effectively, and improve educational and regulatory documents based on the integration of subjects.

Key words: primary education, integration of academic subjects, information base, educational and regulatory documents, educational system.

Bugungi Kunda Boshlang'ich Ta'lim Sifat Samaradorligini Yuksaltirish Istiqbollari

Janbayeva Marjan Smatillayevna

Pedagogika fakulteti Umumiy pedagogika kafedrasi o'qituvchisi

Umirova Nurjamal Jarkurganovna

Toshkent viloyati Yuqori Chirchiq tumani 12-UO'T maktab direktori

Annotatsiya: O'zbekistonda boshlang'ich ta'lim sohasida olib borilayotgan islohotlar ta'lim tizimini to'liq axborotlashtirishni, an'anaviy o'qitish mazmunini qayta ko'rib chiqish, o'quv fanlarini integratsiyalash, o'qitishda innovatsion pedagogik texnologiyalardan samarali foydalanish asosida tashkil etishni taqozo



etmoqda. Bu o'z navbatida ta'lim muassasasida yagona axborot ta'lim muhitini shakllantirish, axborotlar bazasini yaratish va undan samarali foydalanish, o'quv-me'yoriy hujjatlarni fanlar integratsiyasi asosida takomillashtirish zaruriyatini tug'diradi.

Kalit so'zlar: boshlang'ich ta'lim, o'quv fanlarini integratsiyalash, axborotlar bazasi, o'quv-me'yoriy hujjatlar, ta'lim tizimi.

In fact, as the President of our country, Shavkat Mirziyoyev, noted, "We are all proud that our youth are able to take responsibility for the future of our country and are becoming the decisive force of today and tomorrow. We need to bring it to a logical conclusion. For this purpose, the most important task of the state, relevant ministries and agencies, the entire education system, and teachers is to provide thorough education to the young generation, to raise them to become physically and spiritually mature people. The times require us to raise our work to a new level aimed at creating modern workplaces for our children and ensuring that they occupy a worthy place in life." This need is especially important in today's digital world.

In addition, in the address to the parliament of our country on January 25, 2020, the digital economy is a multifaceted activity, in which science, enlightenment, the use of digital information as the main factor of production, optimization of the modern information network economy structure as a necessary field of activity and the fact that effective use of information and communication technologies as a leading factor of increasing productivity is a proof of our high opinion.

In particular, the characteristic features of the digital economy are that the main resource in this economy is not traditional resources (capital, labor, land, etc.), but it is watered with knowledge and has a high scientific capacity. Information flows and their appearance in innovations will become a factor of sustainable economic growth.

It should be noted that the study of valid, current problems in the educational system and the development of prospects for their solution are more important than ever today, and this process is carried out by primary education subjects and their interaction. to ensure relevance, we recommend to consider as an example of the aspects that should be paid attention to: One of the necessary and priority directions for primary education is the updating of the educational content, the innovative experience of the lesson and Relying on ideas, it creates



the need to move on the basis of modernized, improved and scientific-innovative technologies. Because the lesson is the main core of education. During the student's in-depth study of academic subjects, his knowledge is strengthened and his literacy increases. If the education given in subjects is delivered to the students based on the laws of life, the dialectic of nature, and the demand of the time, then every teacher will have fulfilled his duty seriously. Since the lesson is the main form of education, the teacher should prepare a solid ground for his students to be conscious and active, to grow up as patriotic, just, hardworking and selfless people of the society. This process requires the use of innovative pedagogical technologies to ensure the effectiveness of educational work.

One of the urgent problems in the education system is the integration and differentiation of academic subjects. Integrating serves to strengthen structural connections between disciplines, to generalize them, to further enrich students' overall perceptions of nature and society. Solving the problem of integration is directly related to the effective use of modern information and innovative pedagogical technologies in the educational process of educational institutions. The correct organization of this process not only increases the effectiveness of teaching, but also provides the basis of the project creativity model of teaching. The daily increase in the volume of information leads to an increase in the amount of knowledge given to students, and an increase in the number of subjects taught by specialties. "If we do not create conditions for our youth, others will create conditions, if we do not educate, others will educate."

To sum up, the current digital world conditions require the effective use of the results of scientific research developed on the interdisciplinary formation of students' scientific worldview in the teaching of primary education subjects through interaction in general education schools.

Currently, our government is paying a lot of attention to the field of education. At a time when innovative development is developing in our country, it is important for young people to grow up mature, educated, modern and able to think independently. For this, first of all, education in the country should be highly developed.

It is important to study advanced foreign experiences and introduce the requirements of international standards in improving the quality and efficiency of education. Resolution No. 997 of the Cabinet of Ministers of the Republic of Uzbekistan, adopted on December 8, 2018, on measures to organize



international studies in the field of education quality assessment in the public education system. The establishment of cooperation relations with such a prestigious organization as the association is the first step to this.

For more than 60 years, the International Association for the Evaluation of Educational Achievement has been the leading organization in the field of comparative education. This organization conducts large-scale research in the field of education in order to study the influence of state policy and practice in the education system. These studies examine educational processes and outcomes and provide a comparative analysis of factors affecting educational quality.

International assessment programs are being put into practice starting from primary grades. PIRLS, TIMSS, EGMA and EGRA types of international assessment programs are used in primary classes. PIRLS (Progress in International Reading and Literacy Study) is an international research program to assess the level of reading comprehension of primary school students. In other words, data on the extent to which primary school students have developed reading comprehension skills can be compared internationally, and information on public policy in the field of education to improve reading and teaching. is a major international assessment program that provides

The PIRLS program was established in 2001 by the International Association for the Assessment of Educational Achievement. Chestnut Hill Boston College is responsible for organizing international research. Also, the preparation of tasks for research is carried out in the German data center. International assessment program PIRLS is aimed at comparing the work and results of reading literacy in the national education system of different countries of the world. The PIRLS program, which is held every five years, evaluates the reading literacy of 4th graders at an international level. Reading literacy provides a foundation for students' academic and personal growth, and PIRLS is a valuable tool for evaluating the impact of educational policies on achievement.

Literacy is the ability to perceive and practice the forms of written language required by society and valued by people. Currently, according to the definition of PIRLS, reading literacy is the ability to understand and use written language forms that are required by society and valued by people, as well as the ability to create meaning from texts in various forms. PIRLS focuses on two goals for young learners' learning in and out of the classroom: artistic experience and learning to acquire and use information.



PIRLS integrates four broad comprehension processes in each of the reading objectives: focusing and finding specific information, making direct inferences, interpreting ideas and information, and evaluation and critique of content and textual elements. In PIRLS, the questions asked about each passage or text serve as a basis for assessing the four comprehension processes. As readers make meaning from text, they provide explanations for ideas or information that are not clearly explained. Summarizing allows readers to go beyond the text. In most cases, the author creates the text so that the reader can make clear or direct conclusions.

In addition to simple inferences, readers can focus on specific or general meanings or relate details to general themes and ideas when interpreting and integrating ideas and information in a text.

A complete response requires the reader to understand all of the text, or at least significant parts of it, as well as ideas or information outside the text.

The content of the texts used in the PIRLS research is up to 1000 words, the fiction texts have a main topic, which should be summarized by the student in addition to the given text, and the informational texts should cover a topic that is not taken from the educational materials. The text does not use any colloquial words or jargon and removes unnecessary technical expressions. The content of the text should correspond to the age characteristics of students of 9-10 years old, avoid topics that are very specific to certain cultures, and the text should be interesting and enjoyable for school students of this age and not too familiar for the student. must

The use of PIRLS tests in reading classes increases the thinking ability of students, and serves to develop their reading comprehension skills. I believe that this study has both positive and negative aspects. In my opinion, the texts chosen for the PIRLS studies are somewhat inappropriate for the age characteristics of 10-14 year old students. Analyzing some of the texts given in the manuals created for international assessment programs, I witnessed that these texts do not correspond to our nation. It would be appropriate if the texts were adapted to our own nation when the PIRLS study was conducted.

Reading lessons should develop interest in books, love of reading, inculcate skills and abilities useful for life and further study. However, there is always a group of students who do poorly in classes. For them, working with a book creates a mental load, which leads to a reluctance to read and, ultimately, to the ability to learn.



Conscious reading of students is of great importance to increase reading speed. Mindful reading is reading the text with complete and clear understanding. Activities related to conscious reading teach students to deeply understand the content of the text being read, to think logically, and expand their thoughts and skills.

In the process of conscious reading, students should be able to achieve the following: be able to tell the original and figurative meanings of the words they read, the meaning of each sentence, be able to briefly describe the content of the section, be able to understand the meaning of the text they should be able to explain the content of the text, express their attitude towards what they read. In order to develop expressive reading skills in the student, it is necessary to teach him to read effectively in an average voice, observing the meaning of what he reads, paying attention to the stops, and so on. is required.

In order to develop the correct reading skills, it is necessary to read without hurrying, without changing the position of letters, and fully observing the rules of orthography.

In order to improve the skill of conscious reading, questions and tasks are given at the end of the textbooks. these questions and assignments teach students to retell the content of the text and to independently respond to the teacher's questions and to express creatively based on their life experiences.

Pupils are gradually taught to divide the text into parts, to put a suitable title on it, to draw pictures that reveal the content of each part, to find questions. First, work is carried out with texts that are small in size and simple in content, and then with texts that are large in size and more complex in content.

One of the tools that helps to make reading more conscious is to read correctly. When reading, without making mistakes, without breaking words, without omitting or replacing sounds and syllables, correctly pronounce the last syllables, i.e. suffixes, following the rules of orthography. provides accurate reading. Formation of correct reading skills is carried out in the whole process of study. Correct and fast reading skills are formed only if reading is conscious.

In the process of reading, it is important to teach children to constantly monitor themselves, to create a desire to read without mistakes, quickly and correctly, especially in first grade reading classes.

Reading speed depends on conscious, fluent reading. Increasing the reading speed is achieved by reading syllable by syllable outside the text of multi-syllable and difficult-to-spell words. Increase reading speed by practicing reading words



and sentences written in printed and written letters aloud, reading in chorus, reading internally, reading texts in roles. provided with li. The more a child reads, the faster he reads.

The knowledge given in the reading lesson is deepened by making the child read more books outside the classroom. In order to increase the reading speed of students, it is appropriate if the following activities are carried out during the lesson.

Before the start of the lesson, the teacher writes some sentences and words from today's text on the blackboard and temporarily closes it. Students open their books and look at today's reading text and try to quickly find the word or phrase written on the board in the text.

Cards with questions or assignments written on them are distributed to the desks. With the permission of the teacher, the children read the questions and tasks written on the cards and look for the appropriate answer to this question and task in the text.

Conducting the "Speed Reading Competition" gives children special pleasure. It is said that every child should start reading the text at the same time and finish reading the text by a certain time. The children who read first are marked and sit down preparing to tell what they have read orally. The winners of the competition will be awarded with a star.

Expressive reading means to pronounce the words correctly, to understand the content of the work, to understand the feelings expressed in the work, the inner experiences of the characters, and the mental mood.

Children are impressionable. The teacher narrates the work with emotion, achieves a deep impact on the children, and in some cases manages to keep it well in their memory, the content of the work and the work of the participants in it seem like a rule of life for them. In order for the content of the work to be fully understood by the students, the teacher himself must carefully prepare to read it expressively and tell a story.

Expressive reading is an indicator of conscious reading, because a student who is able to understand the meaning of the text will definitely acquire expressive reading skills. Mindful reading helps to develop and strengthen expressive reading skills.

As conscious, correct and fluent reading skills are formed, effective reading skills also grow. Effective reading serves to arouse feelings in the student, to imagine events, and to give aesthetic pleasure.



- The content and skill of the work carried out in expressive reading is explained by 4 main conditions:
- students need to understand well what to tell about what they read (what idea, what content to express);
- students should have a lively and persuasive attitude to what they read in the work;
- a literary work requires students to read with a certain goal, their inclinations in describing the content (thought, example, description of nature);
- listeners are required to understand the thoughts of the reader reading the text;

All this helps to develop expressive reading.

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