



Pedagogical Basis Of Ethical Culture For Primary Class Students And Its Analysis

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Abstract: the article discusses approaches to the formation of the moral culture of elementary school students. The "Uzbekistan-2030" strategy sets the tasks of qualitative development of primary education until 2026 and material and moral support of primary school students. In this regard, the formation of the moral culture of elementary school students is also considered an important indicator of the quality of education. Here, we draw your attention to the analysis of approaches to the formation of the moral culture of elementary school students.

Key words: learner, education, primary school, ethical culture, approaches, skills, competence

Traditional approach. According to this approach, the moral culture of elementary school students is formed during the educational process. It focuses on:

- a) formation of moral qualities in elementary school students in the process of teaching academic subjects;
- b) formation of the ability to observe moral standards in primary school students by means of educational activities;
- c) formation of moral activity skills in elementary school students by showing classmates or teachers as examples [2].

Such a traditional approach makes it possible to form moral culture in elementary school students at the expected level.

When the time comes, it should be noted that the traditional approach gives the expected effect due to pedagogical experience and testing. Therefore, it is important for teachers and class leaders to pay attention to the formation of moral culture for each student based on the traditional approach.

An innovative approach. In the process of technological development of our society, the need for moral culture is increasing, and it should be noted that the



content of moral culture is also changing. In this sense, it is appropriate to pay attention to the following in an innovative approach to the formation of moral culture in primary school students:

- a) teaching primary school students to acquire knowledge and acquire information from educational-technical tools such as computers and tablets;
- b) formation of creative, inventive and creative qualities in primary school students;
- c) instilling in primary school students the ability to strive for ideal goals.

It should be noted that the innovative approach to the formation of moral culture among elementary school students is harmoniously reflected in today's requirements and the needs of technological development. Therefore, it is worth mentioning that it is necessary to develop the methodology of the innovative approach.

When the time comes, it should be noted that European countries rely on this innovative approach to the formation of moral culture in primary school students. In this regard, the students of this continent grow up as individuals who strive for innovation, are interested in technological discovery, and act independently [3]. In our opinion, it will be appropriate to use this experience. Moral culture activates primary school students, adapts them to society's requirements. For this reason, it is worth mentioning that in the process of higher pedagogical education, it is important to equip future primary school teachers with the method of forming moral culture.

Individual approach. The individual approach to the formation of moral culture among primary school students attracts attention with its practical effectiveness. Such an approach can be observed in the experience of primary school teachers in practical activities. In this regard, experienced primary school teachers are based on the following when forming moral culture in students:

- a) determines the ability of each student and makes an individual plan for working with them;
- b) focuses on the formation of moral qualities in each student based on their interest and ability;
- c) mainly relies on the methodology of moral stimulation of students in this process.

The methodology of this individual approach allows for the practical formation of the foundations of moral culture in elementary school students.



It is important to note that the individual approach has its own characteristics. Therefore, studying the methodology of individual approach of experienced primary school teachers and popularizing them will give the expected effect. For this, it is important to use the possibilities of weekly pedagogical practice of students wisely.

Thus, there are several approaches to the formation of moral culture in elementary school students. Harmonious use of these approaches is appropriate.

O'qish darslari kitobga qiziqishni, o'qishga muhabbatni rivojlantirishi, hayot va keyingi o'qish uchun foydali bo'lgan ko'nikma va qobiliyatlarni singdirishi kerak. Biroq, sinflarda har doim yomon o'qiydigan talabalar guruhi mavjud. Ular uchun kitob bilan ishlash aqliy yukni keltirib chiqaradi va bu o'qishni istamaslikka va oxir-oqibat, o'rganish qobiliyatiga olib keladi.

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 assignments are given at the end of the textbooks. these questions and tasks teach students to retell the content of the text and to independently respond to the teacher's questions and to creatively speak based on their life experiences.

Students are gradually taught to be able to divide the text into parts, put a suitable title on it, draw pictures that reveal the content of each part, and 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 certainly 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 works carried out in expressive reading are 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.

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.

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