



Methods Of Working With Spaces In Primary Classes

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Abstract: The article provides important recommendations based on empirically tested information and results of working gaps in mastering new knowledge or skill on the basis of accurate diagnosis in order to increase the level of mastering the lessons of students.

Key words: pedagogical activity, gaps(space), diagnosis, planning, independent education, control, experience, result.

Аннотация: В статье приведены важные рекомендации, основанные на эмпирически проверенной информации и результатах работы с научными руководителями на основе точной диагностики с целью повышения уровня успеваемости студентов.

Annotatsiya: Maqolada ta'lim oluvchilarning o'zlashtirish darajasini ko'tarish uchun bo'shliqlar bilan aniq tashxis asosida ish olib borishga oid tajribada sinalgan ma'lumotlar va natijasini oqlagan muhim tavsiyalar berilgan.

Regarding the implementation of the Decree of the President of the Republic of Uzbekistan No. PF-6108 of November 6, 2020 on measures to develop the fields of education and science in the period of new development of Uzbekistan, educational processes it is desirable to organize lesson processes based on modern approaches and to be constantly in search.

The goal of education develops in accordance with the demands and needs of society. It is known that in order to improve the quality of training in education, along with the implementation of advanced pedagogical and new information



technologies, it is also important to work with unmastered knowledge (gaps). An individual approach to learners leads to self-confidence, interest in science, trying to find knowledge on their own, independent learning and thinking, analysis, and sometimes drawing the final conclusions on their own. This type of pedagogical activity cannot be separated from the whole process, that is, the educational process, where everything is interconnected. One of the most important steps in improving the quality of education is to carry out systematic work on identifying and eliminating obstacles in the knowledge of learners. In this process, teachers should use all existing methods and techniques, and at least create new ways, develop small control tools. Elementary teachers can effectively deal with gaps. Because he spends 3 or 4 hours a day with one class. This gives great opportunities to notice any changes in children, small flaws and achievements, and to plan our next actions.

When working with gaps in elementary grades, work is often done with 4 or 6 students who are on the list of gaps. From the beginning of the year, a plan is drawn up for them in order to do extra work, and they are always engaged in 45 minutes once or several times a week until the end of the year with the students who are registered at the beginning of the year. Of course, a struggling student struggles in almost every subject. It should be noted that one of them is more because of poor fluency technique, one because he can't learn the spelling rules and makes a lot of mistakes in dictation, another because he is bad at mathematics, because he doesn't know multiplication or equation, because his learning is slow due to his low receptiveness in learning all subjects, and requires additional engagement for various reasons. These students are taken out on a scheduled day to work with their unmastered space in learning. Each is given specific tasks. Each is dealt with individually for 45 minutes. This takes a lot of the teacher's time, but is less effective. Because once they are taught to write dictation, once to solve mathematical examples and problems, to complete technology assignments, and once to draw. This causes some students to spend time on the topic that needs help. For example, a student had a hard time mastering a new topic in mathematics today or yesterday. We are working



according to the plan we made at the beginning of the year. The teacher is also forced to do this during the lesson with the child who needs help. This reduces the teacher's productivity during the lesson. Of course, working with the space will not be useless. But it will be very effective and appropriate if you immediately work with the topic that you do not understand. The school always deals with the students with special needs registered at the beginning of the year for 45 minutes one or more times a week until the end of the year. How can this work be organized more effectively? In this matter, I would like to refer you to a method that I have learned from experience, which has shown its effectiveness as a result of systematic delay.

In fact, in every lesson, in addition to poor students, good and average students also develop problems, that is, they do not understand for various reasons, so they can miss two or three lessons. On the same day, it is necessary to give them time and take them out of class with a clear diagnosis. Because children with a clear diagnosis can reach the educational goal in 15 or 20 minutes. In 45 minutes, the results are even better. In the diagnosis notebook, each student can be marked (-) or (+) depending on how well he has solved a new topic from different subjects. Working on the heads with the diagnostic method allows mastering each topic by 85-90%.

Take a small notebook and divide it into equal parts, for example, divide it into two sheets for each subject, and put one subject name on it. The table should be drawn. A list of students is written. The important topics are written at the top of the table. A (+) sign is given to a student who has mastered the subject, and a (-) sign to a student who has not mastered the subject well. During homework the next day or if the topic is a reinforcement of yesterday's lesson, some more students will understand and they will also be marked with a (+) sign, which means that they have learned the topic today. Those who can't master the knowledge can be picked up from 15-20 minutes to 45 minutes after class. Work is carried out in several stages in order to determine which topics or deficiencies should be marked for control in the diagnosis book.

1. They have a little rest after the lesson.



2. A short task will be given on a new topic.

3. The tasks in their notebooks are often checked, five are sent to those who have completed them, and those who did not understand, those who completed the task incorrectly, are asked not to leave their notebooks separately. These students are marked with (-). (after a new topic, such students can be from 3 to 10) When the main students leave, a peaceful working environment is created in the class. Now pay attention. In the class, with a clear diagnosis, the same level of knowledge on the subject remained students! Their unmastered space is on the same topic.

By re-explaining the topic on the board, it is ensured that everyone completes the task on the board. After completing the task on the calligraphy paper and understanding it, an assignment will be given to the notebooks. Someone will soon understand. You should try and send the answer to the reader. If you remember, it was said that the students with low and medium grades can also withdraw (-). They are often silent and they should be answered. The original space reducer can stay 3-4 students more, i.e. up to 20-35 minutes. Now you have the opportunity to work with them again. If the same students are removed from the list, the quality of education of the students in the class may gradually decrease or stagnate.

Below is an example of the handwriting lesson that shows how to work with the diagnosis method. You should take dictation every day, even if it consists of two or three sentences. Of course, the mistakes made by students are divided into two groups. Individual and general. Explaining the individual errors to the reader and analyzing the general errors in the chart ensures the achievement of the expected goal.

Common errors include:

- writing of capital and small letter m
- writing of the lowercase letter n
- writing of uppercase and lowercase letter h
- the starting point of letters such as a, o, d, g, g, q
- writing of full oval letters (symmetry)



- the connection of the letters connected from above to the letters below
- the connection of letters connecting from the middle part to the following letters
- writing of the writing path in full
- slant of letters
- the slope of the notebook

Diagnostic method

No	Names	Capital letter M	Lower case m	Lower case n	Capital letter H	Lower case h	Starting points of the letters a,o,..	Symmetry
1	Azamatova Afruza	-	+	-	-			
2	Azizov Anusher	-	-	-	+			
3	Baxtiyorova E'zozaxon	+	+	-	+			
4	Baxtiyorova Dilchehra	+	-	+	+			
5	Berkinov Temur	-	+	-	-			
6	Fathullayeva Mohinur	+	-	+	+			
7	Komiljonov Jamshidjon	+	+	-	+			

The above general mistakes were also included in the process of giving practical lessons to university students on the methodology of teaching handwriting. It



was found that 60% to 90% of the students in the group allow the above shortcomings. As a result of working with them on the basis of a clear diagnosis, there were rapid and significant changes for the better in the students' handwriting in practice classes. After one or five practical lessons, they understood what they were doing wrong in their writings, that is, managed to make a clear diagnosis. They planned their next work and got a beautiful handwriting. For example, the spelling of the letter Mm, a typical error found in calligraphy classes, is explained thoroughly first, and the examples of the error are analyzed in calligraphy. After that, a small task is given, let's say one sentence is taken by dictation. Frequently checked and answers are sent to students who write correctly. It is necessary to withdraw the students who made a mistake in the diagnosis book (-). They clicked a few. They will once again summarize what exactly they did wrong and show them on the board. Everyone does an exercise on the board. Other students watch closely. After that, the notebooks are given a task to complete. Errors are explained while walking around. Some students do not realize what they are doing wrong until they take them by the hand and write them down in their notebooks. In 15-30 minutes, the reasons for errors and ways to eliminate them will be shown.

The diagnostic method can be used in all disciplines. In mathematics, natural science, reading, mother tongue classes, etc. Use forces students to complete each task. Because the (+) sign will not be placed until the pupil has completely reduced his error. While standing in the Diagnostic book (-) on your desk, the student cannot escape anywhere. That is, strict control is carried out. And do the students quickly do this? Can I subtract now? Can I plus now? They keep asking. Those who can show the results on the screen and correct their mistakes are always encouraged.

When a student completes a task just for a grade or to get a plus sign, this knowledge quickly fades from memory. Consciously, when he understands its meaning and reduces it by feeling its importance, this knowledge always remains in his mind. When do we define as reduced? If he can retain this



knowledge at any time, in any situation, that is, if the acquired knowledge turns into a skill.

Sometimes the work carried out today on the specified topic may not give the expected result due to the child's slow acceptance. The next day, the children who failed to show results the night before will be withdrawn again. Now they will be reduced to two or three, because those who organized will not be removed today. Individual training is more effective. This form of supervision prevents falling behind and keeps learners engaged.

When working with gaps, the teacher should be able to check in advance, i.e. predict: is the specific knowledge, knowledge, and skills sufficiently formed to reduce the next part of the educational material? The results of the forecast are useful for planning further activities. It helps to educate students to have a responsible attitude to learning, discipline, honesty, perseverance, the habit of regular work, and the need for self-control. The analysis of the mistakes made after each type of work is done orally or in writing by the teacher or students, depending on the type of activity. In this, the shortcomings and achievements of some students are deeply organized. Common, that is, typical errors and their causes are analyzed.

When using this method for mathematics lessons, important topics are also recorded.

Mathematics 2nd class

No	Names	46+3 76-3	50-7 100- 25	G-k shapes	Faz-y shapes	Perimeter	Surface	Equation
1	Azamatova Afruz	-	+	-	-	+	-	+
2	Azizov Anusher	-	-	-	+	+	+	+
3	Baxtiyorova E'zozaxon	+	+	-	+	+	-	+



4	Baxtiyorova Dilchehra	+	-	+	+	+	+	+
5	Berkinov Temur	-	+	-	-	+	-	+
6	Fathullayeva Mohinur	-	-	+	+	+	-	+
7	Komiljonov Jamshidjon	+	+	-	+	+	+	+

In 2016-2017, this method was tested for 4 years with 1st graders at the 25th general secondary school of Chirchik city. In them, this method was left systematic and rejected from a little experiment. Effective results were achieved in improving the quality of education.

For four years, this method has been systematically used in mathematics, mother tongue, reading, science classes, and calligraphy classes.

What were the results?

In schools, mathematics, mother tongue and reading speaking subjects are assigned by method associations, and experienced teachers are appointed and in the section of the 4th grade, they conduct control work to check the readiness of students of each grade to jump to a higher grade.

4th class consisting of 31 students achieved 93% in the control work conducted to check the spelling rules and beautiful writing skills obtained in the dictation style. Twenty-six got a 5, a dozen got a 4, and one got a 3. 4B, 4G, 4E classes got 56-71%.

Seminars and open classes were organized for the teachers who are in training at TVXTXQTMOHM on the topic of diagnosis method in working with gaps and on the topic of rules of teaching handwriting. This was enthusiastically received by the teachers. The results were analyzed by establishing constant communication with the teachers who had little experience with this method. It was observed that the quality of education in their activities has significantly



increased, there are no more rules in the teaching of handwriting, and it is easier to work with gaps.

Advantages of working with this method:

1. Diagnosed immediately after each topic.
2. Carrying out additional work in a short time serves to improve the quality of education.
3. It is easy to introduce a new topic to students who have fully understood the topic.
4. The student who is learning each subject participates in the lesson with interest. Because a child who doesn't understand is not interested in the lesson, he gets bored.
5. Parents can also be activated because we know exactly what subject to help the child through the diagnosis. Understanding of the subject is given in the telegram group for general parents. Some of them can be talked to on the phone, explaining the topic, how to help the child, how to work with the child.
6. Working with parents in the Telegram group does not work for some mothers, because they did not flow well at school or forgot what they learned at schools. There are about five or six of them. They should be called to school once a week, or at least once every two weeks, and briefly explain the topics. They easily understand these lessons and can do extra work with their little children.
7. Systematic conduct of this work will increase double control. Since this control is not repeated, the student is forced to learn to focus and approach the lesson responsibly.
8. Children with a diagnosis should be given one or two assignments for independent study on this topic when working with the gaps. That's why the teacher's job is gradually getting easier month by month. In grades 3-4, a working group that thinks independently and acts consciously is created.

What are the difficulties or disadvantages of this method?



1. Every day, the diagnostic method should spend 15-20 minutes to work with the teacher. But this thing is actually not difficult, because the teacher has to work at the school even after the lesson in order to do the pedagogical upload.
2. Since there are a lot of «comes and leaves» in city schools, leaving a student who falls into your mold will lead to a decrease in results, and it will take a lot of work to adapt new students to your style. The movement towards the goal will be suspended for a while.

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