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Features of the Organization of Independent Work of Primary School Students based on the Requirements of the PIRLS Assessment Program

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The stage of primary education, which includes grades 1-4, mainly teaches students to write, draw, calculate with the help of four actions and learn the laws of their implementation, as well as independent knowledge. Famous scientist, Professor B.As ziyomukhammadov noted, one of the main laws of pedagogy is to attract the attention of students to the lesson by interest in the knowledge provided

The organization of Independent Education is an important process in the formation of educational and cognitive competencies of students based on the requirements of the PIRLS assessment program. Activation of the process of Independent Education, the desire for independent education in students, learning to read information on the topic independently, the formation of skills and abilities to receive independent education is a sermon to ensure the quality and effectiveness of Education, independent education: to show personal, professional, individual and age-related characteristics in students; to the formation of knowledge, skills and; to plan their knowledge of the subjects taught; to be able to organize the knowledge acquired in the classroom and outside the classroom, as well as to use it consciously to control; to develop their creative abilities.

Independent work is such an educational and cognitive activity in which the sequence of thinking of the student, his mental and practical actions depend on the student himself, and are determined by him himself. The process of independent work – the student can independently organize his free time in a meaningful and effective way, as well as self-control, impartial assessment. In the process of independent work, the reader can achieve further enrichment of his knowledge based on his interests. Therefore, it is considered important to start independent work from primary school students. In the process of independent work, the reader plans, regulates, implements his free time, compares the results, evaluates and controls himself. It is on these principles that the educational and cognitive competence of the student develops. The implementation of independent work in the lesson ensures the freedom of the student, increases the ability to Work, educates the ability to concentrate, improves behavior. In the process of independent work, the reader learns to think independently. Students who have learned to think independently can independently acquire knowledge on their own, as well as analyze problems. Therefore, from the initial classes, students' thinking operas (analysis, comparison, generalization, classification, etc.) are used. Q) activation; stimulation of their interest in cognitive activity; stimulation of activity, independence, diligence of the student in achieving the goal; regular control of their mastery in the subjects; improvement of teaching methods with the widespread introduction of elements of students' independent work in the lessons; improvement of the form of assessment of students' knowledge, skills and abilities; implementation of an individual approach

Independent education is inextricably linked with independent thinking: - independent thinking is the mental activity of a person, which consists in independently solving at the level of his intellectual capabilities, using various ways, methods, means, relying on his knowledge and life experiences, setting goals and objectives of the problems facing him .

Primary school teacher is able to deeply feel, understand the aspirations, interests of students, take into account their spiritual needs; establish emotional communication with students, their mental, moral and practical activities; support; it is necessary for the teacher to constantly enrich his knowledge in general pedagogy, psychology,



Occupational Hygiene and physiology, technology and technology, to select the most effective methods, ways of working on improving his pedagogical skills, to correctly select activities of technological processes and technical objects, to use forms of improving his knowledge individually or together with the team, taking into account specific Students work with a book (textbook, subject texts, dictionary, 35 tables, search and find electronic information, etc.).Q.); work according to the plan; solve issues in the form of a standard; draw up a leisure plan; analyze one's own results; study the connections between old and new material; carry out self-control; work on one's personal initiative, the results of which are expected to be able to analyze what practical significance the knowledge learned has in his daily life.

Independent works differ in purpose-task, complexity, depending on who they are intended for (individual or team). In the process of independent education, it is important that the selected topics correspond to the student's age, general level of knowledge, are scientific, systematized, interesting, related to practice, have interdisciplinary connections, as well as the creative nature of the independent works and assignments to be given. Effective results are achieved if the methodological, theoretical, practical and pedagogical foundations of independent work are analyzed, effective forms, tools are selected. It is important that the topic to be studied is inextricably linked with the practice and the daily lifestyle of the student, the science and the interesting nature of the materials presented, the systematicity of the topics, the versatility of the tasks and tasks. But the main thing is that when organizing the process of Independent Education of students, attention is paid to their age characteristics, aspirations, interests and levels of cognition. It is advisable to ensure that students are able to apply the acquired knowledge in practice, that they are socially useful, participate in propaganda work. Attention was paid to the implementation of the cluster "from learning to teaching" in the formation of educational and cognitive competencies, that is, the ability of students to apply the acquired knowledge in practice. In the "from learning to teaching" cluster, the reader initially learns, imagines, understands, can apply in practice. The ability to apply in practice is seen in the re-narration, comparison, generalization of the studied knowledge, in the ability to analyze it in parts. The fruitfulness of being able to apply it in practice is to be able to re-teach the knowledge learned by a peer, in a team, in a small group, in a family.

In primary education, the student's motivation for organizing the process of independent work increases on the basis of the introduction of the cluster "from learning to teaching" in the formation of educational and cognitive competencies. Students use the knowledge, skills and abilities acquired in the lessons in practical activities; students master communicative, analytical, project, creative types of activities; students acquire knowledge, skills and abilities of varying complexity; students form different perceptions; the skills of working with the dictionary are acquired, the necessary measurements are carried out, the results obtained are analyzed; students adequately assess the activities of their classmates; in the team, the behavior of students changes: they begin to hear the opinion of others, be able to express their personal opinion without fear.

In general, the teacher's pose changes. He does not give the reader ready-made knowledge, but rather encourages students to show initiative and independence. It is an important process for the teacher to organize independent performance activities so that each student can show their interests and abilities.

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