

IMPROVING THE PRIMARY EDUCATION SYSTEM BASED ON A MODERN EDUCATION CLUSTER

Obidova Marupa Shoergashovna

Tashkent Region, Chirchik State Pedagogical Institute, Master of Education Management
Master of Management of Educational Institutions of Chirchik State Pedagogical Institute of
Tashkent region

Shodmonov Bahodir Sherkulovich

Scientific Adviser, Candidate of Economic Sciences

ANNOTATION

The modern approach to primary education and education in Uzbekistan requires the effective organization of the educational process using specific tools. One of the most important tasks facing educators today is to ensure the successful achievement of educational goals in Uzbekistan. This article focuses on modern approaches to improving the quality of primary education.

Keywords: pedagogue, hypothesis, interactive method, pedagogical theory, "Brainstorming" method

INTRODUCTION

The content of radical reforms in the field of education in the Republic of Uzbekistan today is enriched with a new approach to the design of the educational process. A modern approach to education ensures the effective management of the educational process with the help of specific tools and the successful achievement of learning objectives. A modern approach to improving the quality of education in primary school is a system in which the tasks of all stages and parts of the pedagogical process are programmed in accordance with the distribution of time, scientifically based and ensure the expected result.

Educational technologies cover a specific area of pedagogical activity. Constructing the stages of the didactic process in a certain sequence means organizing students' learning activities using selected teaching methods in accordance with the objectives set for the topic. The modern approach to improving the quality of education in the primary grades is based on a certain pedagogical theory, which, by its nature and content, belongs to one or another classification. When considering their effectiveness, it is important to ensure that all teachers are able to coordinate the teaching process and ensure that teacher-student collaboration is achieved. should be kept in mind. Or teaching methods are concepts that are directly related to educational practices. In primary school, reading lessons included texts, one of which was Alisher Navoi. The text is presented in an artistic and scientific style. The task of the exercise is to compare the texts and identify their similarities and differences. Studying this text using the Brainstorming method will help you achieve your goal. This method is based on the text in several stages.

Phase 1. To prepare students to understand the topic. The information about the speech methods given in the previous lessons will be remembered and repeated, and the specific

features of each speech style will be remembered. Because in order to compare texts, students need to have enough knowledge of speech styles. Both texts are read independently by the students after memorizing the knowledge of speech techniques. Students try to understand the content of the text.

Phase 2. Identify similarities between given texts. To do this, the teacher asks the students the following question? How do the two texts look alike? Students answer this question as follows:

- Both texts about Alisher Navoi:
- The content of the text is the same:
- Both texts comment on Navoi's work:
 - In both texts the names of the poet's teachers are given:
 - It is said that Navoi wrote in Turkish:
 - It is said that Navoi is a world-famous poet
 - The attitude of Persian poets to Navoi's work is expressed.

The teacher summarizes the students' work on Navoi and expresses his attitude.

Step 3. Identify features specific to the artistic and scientific style based on both texts. At this stage, the specifics of each style are identified. In the first text, the following features of the artistic style are used: figurative expression (chain poem), words with a figurative meaning (the sky of poetry, dimmed the stars, overshadowed his fame). The second text uses the following features of the scientific style: numbers (born 1441, 60s of the XV century), clear evidence names of European and Asian countries, names of historical figures such as Nizami Ganjavi, Sadi, Hafiz Sherozi, Abdurahman Jami, A. Jami's opinion about Navoi is given. If the text "Alisher Navoi" is studied using this method, students will better understand the content of the text, will go deeper into their content, will have a deeper understanding of their essence by comparing texts, and interactive methods will help students think, actively participate in lessons, actively participate in lessons. teaches. Thus, the program of increasing the effectiveness of education and a modern approach to the educational process based on the application of the above interactive methods in the educational process will be implemented. With regard to continuing education, the areas of continuing education include: capacity building in the education system, professional development of teachers; development of state and non-state educational institutions; radical restructuring of the education system, educational programs; ensuring the transition from compulsory general secondary education to secondary special vocational education; creation of a new type of educational institutions with integrated science and industry; widespread adoption of advanced technologies; improving education management; strengthening the role of international foundations, charities and public organizations in education; development of cooperation with foreign organizations related to education and science; and others. Forms of continuing education include: part-time education (full-time);

- In-service training (correspondence, evening, distance);
- Dual education;
- Family education and independent study;
- Teaching and educating adults;
- Inclusive education;

- External education;
- Personnel in the field of defense, security and law enforcement
- Preparation. It should be noted that the historical and class nature of the content of school education has been reflected in all stages of the development of human society. Because in all past periods, at all stages of social development, the content and scope (parameters) of education are determined by the period, the ideology, needs and requirements of the socio-economic system, the level of scientific and technological development.

REFERENCES

1. Tolipov O. General pedagogy Tashkent: 2007.
2. Yuldashev O. Pedagogy Tashkent: 2008.
3. Hasanboeva O. Family pedagogy. Tashkent: 2007.
4. Daminov T, Adambekova T. Game lessons. Tashkent: 1993.