PROVIDING KNOWLEDGE TO STUDENTS IN SPECIALIZED EDUCATIONAL INSTITUTIONS THROUGH INTERNATIONAL EDUCATIONAL PROGRAMS

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Abstract. In this article, in addition to the study of advanced foreign experiences in order to improve the quality and efficiency of education implemented in the innovative development of our country, the introduction of international standard requirements and the determination of the talent of primary school students, in the lesson International assessment of issues related to the organization of work with students who do not master and cannot master, develop programs for individual engagement with students with a loose mastery level and apply it to the field of education I tried to approach from the point of view of systems and their implementation in our country. In the article, educational technologies that serve to increase the activity of low-achieving students in the process of primary education, to create an opportunity for them to catch up with their peers, to form and develop knowledge, skills, skills and competencies in students practical application experiences are presented in an integral connection with the international PIRLS evaluation system.

Keywords: system, educational standards, individuality, gap, personal qualities, intellectual development, inability, efficiency, skill, psychological world, indicator, success, quarter, didactic, method, task educational material, cooperative work, educational processes, educational results, general potentials, final control, encouragement, positive motivation.

ОБУЧЕНИЕ СТУДЕНТОВ В СПЕЦИАЛЬНЫХ ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЯХ ПО МЕЖДУНАРОДНЫМ ОБРАЗОВАТЕЛЬНЫМ ПРОГРАММАМ

Аннотация. В данной статье помимо изучения передового зарубежного опыта в целях повышения качества и эффективности образования реализуется инновационное развитие нашей страны, внедрение требований международного стандарта и определение одаренности учащихся начальных классов, в к международной оценке вопросов, связанных с организацией работы со студентами, которые не овладевают и не могут освоить, разработать программы индивидуальной работы со студентами с неустойчивым уровнем овладения и

применить ее к сфере образования я попытался подойти с точки зрения взгляд на системы и их внедрение в нашей стране. В статье рассмотрены образовательные технологии, служащие для повышения активности слабоуспевающих учащихся в процессе начального обучения, создания им возможности догнать своих сверстников, формировать и развивать у учащихся знания, умения, навыки и компетенции. практический опыт применения представлен в неразрывной связи с международной системой оценки PIRLS.

Ключевые слова: система, образовательные стандарты, индивидуальность, пробел, личностные качества, интеллектуальное развитие, неспособность, эффективность, мастерство, психологический мир, показатель, успешность, четверть, дидактика, метод, задание, учебный материал, совместная работа, образовательные процессы, образовательные результаты, общие потенциалы, итоговый контроль, поощрение, положительная мотивация.

XALQARO TA’LIM DASTURLARI ORQALI UMUMTA’LIM MUASSASALARIDA O‘QUVCHILARGA TA’LIM BERISH.

Annotatsiya. Ushbu maqolada, mamlakatimizning innovatsion rivojlanishida amalga oshirilayotgan ta’lim sifati va samaradorligini oshirish bo‘yicha asosiy masalalar yoritilgan bo‘lib, xalqaro standartlar talablarini joriy etish hamda boshlang‘ich sinf o‘quvchilarining iqtidorini aniqlash maqsadida ilg‘or xorijiy tajribalarni o‘rganish bilan bir qatorda, darsda o‘zlashtirmagan va o‘zlashtira olmaydigan o‘quvchilar bilan ishlashni tashkil etish masalalarini xalqaro baholash, o‘zlashtirish darajasi past bo‘lgan o‘quvchilar bilan individual shug‘ullanish dasturlarini ishlab chiqish va uni ta’lim sohasiga tatbiq etish, tizimlar nuqtai nazaridan ularni mamlakatimizda joriy etish omillariga alohida e’tibor berildi. Maqolada boshlang‘ich ta’lim jarayonida o‘zlashtirishi past o‘quvchilarning faolligini oshirish, ularning o‘z tengdoshlariga yetib olish imkoniyatini yaratish, o‘quvchilarda bilim, ko‘nikma va malakalarni shakllantirish hamda rivojlantirishga xizmat qiluvchi ta’lim texnologiyalarini amaliy qo‘llash tajribalari xalqaro PIRLS baholash tizimi bilan uzviy bog‘liq holda taqdim etilgan..

Kalit so‘zlar: tizim, ta'lim standartlari, individuallik, bo‘shliq, shaxsiy fazilatlar, intellektual rivojlanish, qobiliyatsizlik, samaradorlik, mahorat, psixologik dunyo, ko‘rsatkich, muvaffaqiyat, chorak, didaktik metod, vazifa, o‘quv materiali, hamkorlikda ishlash, o‘quv jarayonlari, ta’lim natijalari, umumiy. potentsiallar, yakuniy nazorat, rag‘batlantirish, ijobiy motivatsiya.

Introduction: After our country gained independence, great importance was attached to the fundamental reform of the education system. The 20th century of human history has passed and we have entered the 21st century. The positive change that took place in the last century was that the development of science rose to higher levels, great success was achieved in the field of education, every aspect of the education field It is no exaggeration to say that the major changes taking place in one direction have become an important factor and opportunity for reaching higher positions not only for the society, but also for the state. Many years of experience

show that it is necessary for everyone, that is, all members of society, to be involved in education. In this regard, the words of the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, should always become a slogan: On the basis of the action strategy, large-scale changes are being implemented in all areas. The success of these reforms, our country's rightful place among the developed and modern countries in the world, is first of all linked to the development of science and education, and our ability to compete on a global scale in this regard..." [1].

In fact, improving the quality of education and ensuring the harmonization of education with the international assessment systems of the modern era is the most pressing issue facing pedagogues today. For this purpose, pedagogues working in educational institutions, especially elementary school teachers, attach great importance to the development of students' knowledge and their worldview in accordance with the times by bringing the spirit of the new age and a new breath to the lessons.

The implementation of innovations such as the international evaluation system "PIRLS", it is important for pedagogues to exchange experience and work together on the application of new pedagogical innovative technologies. The knowledge gained in the primary class serves as a foundation for the next level. At this time, whatever subject the child is interested in, it will be easy for him to learn this subject. The role of primary education and the subjects in it is also important in choosing a profession of the child in the future. Getting the student interested in science requires a lot of skill from the teacher. Some children in the primary school have a lower level of mastery than 30-40% of the students in the class. When working with students with a low level of mastery, taking into account the personal qualities of the student is important for their development.

International assessment systems, which are developed and put into practice as a result of high pedagogical factors in today's developed period, at the same time serve as a practical experience for free assimilating students. The immediate main task of pedagogues working in primary school is to work individually with students whose learning level in the class or group is lower than the learning level of students who study well, and during the day and week. It consists of regular monitoring, analysis and continuous control of the student's educational activity. "The use of five general directions of pedagogical technologies is justified when working with children who have difficulty adapting to school, who have lost interest in learning for various reasons, or who are more talented in practical issues than in scientific research. These are child-centered education, interactive and modern methods of teaching, didactic game, cooperative learning, and problem-based learning technologies" [2]. Achievements in the fields of science, technology, production and technology require the creation of new generation textbooks for educational institutions operating at all stages of the continuous education system.

Literature review: What are some ways to work with struggling students?

The duties of the head of the class in working with free mastering students are as follows:

1. Using spreadsheets, to determine which topics students are unable to master during the quarter and which students these are.

2. When it is determined that the teacher’s experience is not enough for students to master the topics very low, to provide them with methodical support, to attach experienced pedagogues according to the recommendation of subject teachers or method association.

3. Development of a plan based on the identified reason of the student.

4. Entering the list of students in the "Extra Training Journal" and ensuring that it is carried out.

5. Call the student’s parents and work together. (in the case of the cause, that is, if it depends on the family).

6. Reasonable organization of "class monitoring".

7. Attach to students who learn well.

Teaching independent reading is the most effective way to work with slow learners. Teaching slow learners to work independently is effective. Independent activity makes a person alert and responsive. This activity should be developed in harmony with the education of young schoolchildren. For this, first of all, it is necessary to mentally prepare students for independent activities, to instill confidence in them that they can do something and do it well.

“Types of independent work, first of all, should be carefully thought out by the teacher, directed to the educational goal and continuous. In this, the opportunity of each student should be taken into account, age characteristics, interests should not be neglected. One of the conditions for the mental development of students is to complete tasks by "remembering". In this case, special attention is paid to the ability to define the plan and choose the work method while understanding (imagining) the purpose of the work to be performed, to be able to independently find the mistakes made and to correct them» [3] It is useful to choose convenient methods, ask guiding questions, and recommend key words so that students can complete tasks quickly and correctly.

Research methodology: It is natural that students have difficulties in performing independent work with quality. Because their imagination is still bright and their vocabulary is not enough. Experiments show that children think faster when they work under the guidance of a teacher. In order not to get used to this situation, it is necessary to encourage them to think more independently. In order to attract the attention of students, mention the events in the text: "Why did it happen?", "How do you think it should have been?" by asking questions like, approving his opinion, "if you think again, you will find", "very good", "very good!" it is useful to use encouraging words such as.

If the child is satisfied with the first independent work, his interests will increase and he will start to do new types of work. The results of independent work should always be checked. Verification can be oral or written. Before writing, the child thinks, summarizes his thoughts verbally, and then begins to write them. He tries to express his opinion, make an observation about a question or issue that has been

allowed. This process appears and is strengthened on the basis of (verbal) speech. For example, a student thinks before expressing his thoughts in writing. In a whisper, he talks about the names on his own (in pedagogy, this asset is considered active). The first forms of essay writing begin with such works. The child reads the text, analyzes it orally, comes up with titles, and plans what pictures to make.

Analysis and results: Based on the observations, we can say that during the period of primary education, reading activities take the place of playing activities. Studying becomes a child's duty and social duty. "In the process of studying, he learns the skills of keeping his textbooks and school supplies in order, getting up on time, going to school at the appointed time, and completing homework assignments. The student becomes more and more responsible. Knowledge increases the child's level, ensures mental development, affects the growth of intuition and will» [4] However, even during this period, the child's attention is still unstable. In the elementary school, changes occur in the student's memory. Starting from the first grade, the student voluntarily remembers most of the educational material during the educational process. At the same time, he should always control himself. As a result, the student's memory improves and his thinking grows. 7-8-year-old children's thinking is still concrete. They only think about what they perceive or imagine. The first manifestations of logical thinking begin to form.

In the third and fourth grades, students also learn some concepts related to scientific knowledge. During this period, emotional experiences occur in the psyche of students. Elementary school students develop interest in a subject or lesson. They realize that education is a duty. A high assessment of the student's work during the lesson gives rise to emotional experiences such as mental refreshment, joy, and pride in the students. However, there are also students who are lagging behind in subjects and whose mastery is low. It is necessary for each elementary school teacher to conduct separate work with these students and identify their shortcomings in time and find a solution as possible. Therefore, a primary education teacher must be mature, sharp, diplomat, a master of his profession, a person with intellectual potential.

In primary grades, it is important to protect students from stress and various psychological influences, and to strengthen their knowledge through interesting games. The teacher's use of games that encourage students to be smart and quick and to express their thoughts correctly and clearly gives effective results.

The system of activities for the prevention of idle learning allows each student to comprehensively develop all the main components of real learning opportunities, that is, to simultaneously develop the intellectual, willful, emotional spheres of a person, his education and upbringing. should be aimed at providing, developing a positive attitude to study and to the team, forming his ability to work. Underestimating the importance of the formation of one of the real learning opportunities for the student has a negative impact on the integrity of the system. As a result, it does not lead to the successful prevention of free learning. Such a comprehensive approach can be implemented only when the school, class, group and educational activities are carried out together.

Based on the above considerations, we came to the following conclusion:

1. The evaluation assigned to a student who is a passive learner affects the formation of his personality.

2. Praising even a small success of a self-absorbing student in front of everyone, a little high evaluation, encourages him to new successes.

3. Many teachers think that parents are more to blame for the emergence of free learning. So, the fact that parents do not take care of their children at home, do not control them, and do not consolidate the learned topics in homework is a sufficient factor that causes malabsorption.

4. The emergence of free learning in primary grades is related to the insufficient development of the child's mental processes.

5. Idle mastery. Pupils have a hard time distinguishing important signs between things and events, summarizing objects into one common group.

6. Attention, memory, and thinking are difficult to develop in students who are free to learn, and such students feel the need for individual training.

7. One of the factors that cause idle learning is that the child is not psychologically ready to study at school.

8. Pupils of empty learning do not have positive learning motivation. It is known that the main component of psychological preparation is motivational preparation.

9. It is possible to eliminate idle learning by developing the knowledge processes of students who learn in a specially organized training.

10. The cooperation of the student, psychologist and parents is an important factor in eliminating idle learning.

Conclusion: "Parents and teachers should work with low-achieving students to psychologically study their interests and take additional measures to increase their interest in science. It is necessary for teachers and parents to ensure that the child grows up to be educated and intelligent, but at the same time, if there is no control and support from them, a number of problems and deficiencies will occur in the formation of the student. possible Long-term research shows that teachers and parents play an important role in the development of a child's mental potential"[5]. Teachers sometimes reprimand parents in front of the child, always to no avail, and parents, in turn, accuse teachers of incompetence in front of students; teachers themselves do not always see a way out of the existing conflict situation. The main tasks of the Pedagogical Council are focused on the following situations:

- systematization of theoretical knowledge on the subject.
- psychological-pedagogical diagnosis of poor students.
- to determine the main reasons and measures to prevent academic failure of schoolchildren.
- to determine methods, forms and methods of solving the problem of academic failure that occurs at different stages of educational activity.
- In the next stages, the teacher is obliged to report to the head of the class or directly to the student's parents about the decrease in the student's activity.
- the teacher should not lower the student's grade for his bad behavior in class, using other methods of influencing the student (persuasion, interview with a psychologist and social pedagogue)

- the science teacher is obliged to give a quarter before the end of the term, and a week before the end of the term, he determines the student's learning and his grades.

Conclusion: I start working with students individually at the beginning of the school year. And I only give lessons after the lesson when the student has missed a lot or does not understand the material. If the student did not fulfill the task conscientiously, I demand to do it again, sometimes I leave it after the lessons. In other cases, I work with each lagging student individually. I practice keeping a notebook for extra work. Depending on the nature of the mistakes, I put a card with a task written on it in the student's notebook. In order not to overload students with work, you should not give several cards at the same time. Students willingly work on their mistakes with the help of cards - assignments. Each independent work on the correction of errors is checked by the teacher and must be evaluated in the journal along with the grades for the control sheets.

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