

# METHODOLOGY FOR DIAGNOSING THE MASTERING OF PRIMARY GRADE STUDENTS' SKILLS FOR ACTIVITY

Dilorom Mukimovna Tashpulatova  
Teacher of Chirchik State Pedagogical University

Sevinch Toshpolatova  
Student of Chirchik State Pedagogical University

## Abstract

The article discusses the practice-oriented methods of diagnosing the mastering of primary school students' skills for mastering knowledge, mastering the foundations of education, and diagnosing their skills for preparing for practical activity.

**Keywords:** Primary school, student mastering, diagnostic methodology, knowledge and skills, educational readiness, educational readiness and practical readiness, practice.

## BOSHLANG'ICH SINIF O'QUVCHILARINING FAOLIYATGA TAYYORGARLIK KO'NIKMASINI O'ZLASHTIRISHINI TASHXISLASH METODIKASI

Dilorom Mukimovna Tashpulatova  
Chirchik davlat pedagogika universiteti o'qituvchisi

Sevinch Toshpolatova  
Chirchik davlat pedagogika universiteti talabasi

## Annotatsiya

maqolada boshlang'ich sinf o'quvchilari o'zlashtirishini tashxislashning bilimlarni o'zlashtirish, tarbiya asoslarini o'zlashtirish va ularning amaliy faoliyatga tayyorgarlik ko'nikmasini tashxislash metodikalari amaliyotga yo'naltirilganligi to'g'risida fikr yuritilgan.

**Kalit so'zlar:** boshlang'ich sinf, o'quvchilar o'zlashtirishi, tashxislash metodikasi, bilim va ko'nikma, ta'limiy tayyorlik, tarbiyaviy tayyorlik va amaliy tayyorlik, amaliyot

## Introduction

The qualitative development of primary education in our country is one of the most important pedagogical tasks. Because the "Uzbekistan-2030" strategy sets the task of our country's membership in the World Education Organization upon achieving the quality of primary education, and one of the main issues in this regard is the formation of the skills of primary school students to use the knowledge they have acquired. In this regard, we draw your attention to the analysis of this issue.



When diagnosing the development of primary school students' skills of preparation for activity, it is appropriate to base it on several criteria. According to our approach, the main such criteria are the following:

Educational readiness. The fact that primary school students are currently preparing for various types of activity determines the nature of primary education. In this regard, the formation of the following skills in preparing students for activity constitutes the basis of educational preparation:

- a) diagnosing the level of use of students' knowledge in activity;
- b) confirming the level of use of students' own concepts in activity;
- c) confirming the level of transformation of students' acquired skills in activity into experience.

In the educational preparation of primary school students for activity, their level of knowledge is first studied and diagnosed. In this regard, the level of development of primary school students' independent thinking skills in exact sciences, quick decision-making skills in natural sciences, and human qualities in the humanities is studied and diagnosed. In this regard, the main criterion for the readiness of primary school students for activity in terms of knowledge is independent thinking, quick decision-making, and adherence to human qualities. It is on the basis of this approach that the level of knowledge of primary school students on preparation for activity is assessed and recommendations are developed for use in future educational activities.

When diagnosing the level of readiness of students for activity, their ability to use their acquired knowledge in activity is studied and assessed. In this case, their ability to think independently in specific subjects, their scientific understanding of natural sciences, and their moral qualities in the humanities are studied and diagnosed. As a result, information is obtained on studying the level of targeted preparation for activity of primary school graduates, and based on this information, recommendations are developed on preparing primary school students for activity. Primary school students demonstrate their readiness for activity based on the knowledge and skills they have acquired. Therefore, it is appropriate to widely use the opportunities for teaching subjects in a categorization manner and to introduce tools that develop students' interest into practice. It is worth mentioning that primary school students rely directly on the guidance given to them in mastering the skills of preparing for activity.

In preparing primary school students for educational activity, the main attention should be paid to ensuring the continuity of their learning in an unfamiliar environment at the next stages of education. In this regard, it is important that the educational concepts mastered in primary school logically develop at the next stages of education. In this regard, the main attention in the post-primary education activities of primary school students should be paid to the formation of skills for acquiring knowledge, deep assimilation and application of the acquired knowledge.

Educational readiness. One of the criteria for preparing primary school students for activities is the possession of educational skills. This requires primary school students to have the skills of moral preparation for activities and to be based on a specific methodology in diagnosing them. For this, the following should be paid attention to in the diagnostic process:

- 1) studying the level of students' mastery of moral qualities;
- 2) studying the level of students' compliance with moral rules;
- 3) studying the level of students' use of moral skills in complex situations.

In the process of such diagnostics, the students' mastery of the foundations of upbringing is studied. In this regard, studying and diagnosing the level of mastery of their moral qualities is of

great importance. It is worth noting that primary school students are in the process of developing moral qualities. In this regard, it is appropriate to diagnose the level of formation of such basic moral qualities as tolerance, teamwork, and self-control in them. During the diagnostic process, attention is paid to factors that complicate the development of moral qualities in students. For example, sometimes, due to the family environment, a primary school student has a tendency to prioritize his own interests. During the diagnostic process, attention is paid to eliminating such negative factors and creating an environment for students to naturally develop moral qualities. In the development of the foundations of education of primary school students, it is important to study and diagnose their ability to adhere to the rules of morality. Such rules of morality as respecting peers, treating elders politely, and respecting younger ones are in the process of being developed by primary school students. Therefore, they are required to be treated ethically by adults. It is appropriate to pay attention to these issues during the diagnosis process. It is worth noting that relying on the motivational method in teaching primary school students to adhere to the rules of morality gives practical results. In this sense, the methods of teaching students to adhere to the rules of morality are also studied and evaluated during the diagnosis process.

When diagnosing the development of the foundations of education of primary school students, their adherence to moral skills in difficult conditions is also studied. For example, elementary school students have variable characteristics in their relationships. A primary school student quickly gets upset when a friend does not give him what he asks for. In such difficult circumstances, it is appropriate to diagnose the compliance of elementary school students with moral skills by studying them.

It should be noted that it is important to use a team of teachers, a specialist and a school psychologist in diagnosing the mastery of the basics of education by elementary school students. Because each teacher assesses the mastery of the basics of education by students from the point of view of their subject. In such an assessment process, it is appropriate to work in a group. It should be noted that it is recommended to use such a diagnostic methodology in the educational preparation of elementary school students for work. In general, it is appropriate to use tolerance and motivational methods in this matter.

Practical readiness. When diagnosing the skills of primary school students to prepare for activities, it is important to study their level of practical readiness. In this case, it is advisable to follow the following:

- 1) study the skills of primary school students to prepare for activities in difficult conditions;
- 2) study the skills of primary school students to prepare for activities in unfamiliar environments;
- 3) study the skills of primary school students to prepare for activities in unfamiliar environments.

When diagnosing the skills of primary school students to prepare for activities, it is important to study and assess their behavior in various difficult conditions. For example, it is important to assess the skills of primary school students to behave, help others, and have a good mood in natural disasters. To do this, it is necessary to provide primary school students with information on complex conditions during their education and upbringing. They must have the skills to be prepared for activities in complex conditions such as earthquakes, floods or heavy rainfall, fires. It is precisely for such skills that it is necessary to carry out the diagnostic process. Primary school students must have the skills to be prepared for activities in unfamiliar environments outside of school. In unfamiliar conditions such as excursions, trips, going to the cinema and



museums, primary school students must demonstrate their skills to be prepared for activities. It is precisely in such unfamiliar conditions that students' skills to be prepared for activities should be diagnosed and assessed. For example, during trips to historical cities, the skills of primary school students to be prepared for activities are clearly manifested. It is important to assess their skills in such conditions. The use of observation and interview methods in such a diagnostic process gives the expected results. It is methodologically correct to carry out this diagnostic process under the leadership of primary school teachers.

Today, primary school students are in the process of mastering unfamiliar information through computers, educational tablets and mobile communication devices. The skills of choosing the right information, not accepting negative information and accepting unfamiliar information with the help of a teacher or adults should be instilled in primary school students. It is precisely these skills that are studied and assessed. For this, it is appropriate to rely on the methodology of using specially designed observation questionnaires.

It is worth noting that the study of practice indicators is important in diagnosing the skills of primary school students to prepare for activities.

Thus, the methodology for diagnosing the skills of primary school students to prepare for activities attracts attention with its unique characteristics. In this methodology, the educational, educational and practical preparation of primary school students for activities plays an important role. It is precisely these skills that are considered methodologically correct to diagnose.

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