

USE OF INTERPRETATION MANAGEMENT METHODS IN PRIMARY EDUCATION

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Abstract:

In this article, the issue of educational integrations in primary classes - Pirls tasks and artistic analysis is analyzed from a scientific and theoretical point of view.

Keywords: educational innovation, then symbols, symbols, Education, Traditional teaching, emphasis, 5h2h7, thought.

One of the main tasks arising from educational reforms is to create free and creative thinking in students. In order to determine the priorities of the systematic reform of general secondary and extracurricular education in the Republic of Uzbekistan, to raise the spiritual, moral and intellectual development of the young generation to a new level in terms of quality, to introduce innovative forms and methods of education into the educational process, also in accordance with the decree of the President of the Republic of Uzbekistan dated September 5, 2018, the state program for the implementation of the Development Strategy of New Uzbekistan for 2022-2026 in the "Year of Honoring Human Value and Active Neighborhood". That is, if a free, independent thinking person is brought up in our educational system, great changes will take place in spiritual life.

The tools that bring about these changes are diverse, among them the form, method and content of education occupy a special place. Generalized studies show that all children in the world have the same feelings, level of thinking and attitude to existence. They differ only depending on some differences in the conditions in which the child lives. Pedagogical and psychological literature states that children first form thinking experience based on things, then symbols, symbols.

In the traditional teaching practice, the student was viewed as an object of the process, and as a result, education was organized for the student's memory. In modern education, it was accepted as a priority task to direct education to the student. This task must be taken into account in the organization of teaching practice. In the field of teaching students to think freely, a lot of practical experience and theoretical generalizations have been collected in the world teaching practice. In particular, the experiences of the creative pedagogue S.N. Lisinkova from Moscow in this field are distinguished by her impressive pedagogical system that gives every student the joy of educational work and equips children with learning skills. In this article, we will share the method of interpretive management of teaching, which has a special place in the

pedagogical experience (system) of S.N. Lisinkova. We think that this experience is interesting and useful for primary school teachers working in our country.

It is natural for a teacher to emphasize discipline in each lesson. But excessive discipline stifles students' thinking and real activity. As a result, students get used to mastery, to look for a way out of the situation.

Teaching should be organized in such a way that the student can feel the joy of hard work, joy, and success. Such classes are held with an upbeat spirit, creative energy, enthusiasm for activity. In this regard, it is very important to properly organize the work of the student in the lesson.

S.N. Lisinkova succeeded in attracting the student to the lesson through the method of interpretation teaching, and not only the teacher, but also the students led the educational activities in the classes. First, the strong student, then any student, comments on the work he is doing from the beginning to the end according to the teacher's assignment, and follows the other students. Interpretive teaching begins on the first day of school. For example, in math class, student 1 solves a problem on the board. He explains what he is doing. That is $5+2=7$. In this case, the student can write the number 5 and the plus sign. I put the stick on the number 5, add 2, it turns out 7». The teacher offers student 2 to manage:

$10-8=2$. The student explains how he solves the task: "I write 10, I write minus, I write 8, I subtract 8 from 10, 2 remains, I write 2.

The lessons continue in this way.

Through the experience of S. Lisinkova, the word "Manage" entered the lesson instead of the command "answer" for children. The student learned to analyze and control the text of an example, problem, sentence. He felt that he was leading the class and that the work of his comrades depended on him. He learns to speak clearly and clearly in a loud voice while solving the educational task.

As a result, the student's diction became expressive and his speech became fluent. Education was also carried out in such conditions. The words "I write", "I put" are a serious signal at first, and the internal command "don't stay behind", "catch up" has a stronger effect than the teacher's voice. Often there is no need for a sharp warning like "where are you looking" in class. The class as a whole is subject to the leadership of its classmate, not the student. The student leader teaches all the students of the class, not the teacher's assignment. In this type of lesson, the rule is that if you can't hear, you can't write. The teacher also listens to the controlling student. In some cases, he is encouraged or praised. The student's voice is heard again. Sometimes a student makes a mistake. Most of the students in the class are ready to correct the mistake. Because they know everything. Students behave freely, they do not have the feeling of fear of not being able to answer. The teacher is also not overstressed. As students progress from grade to grade, commentary becomes more complex and turns to evidence-based commentary. Thus, interpretative management allows solving educational and

developmental tasks as well as educational tasks. Children develop harmonious learning skills (I think, I speak, I write). A sense of camaraderie and camaraderie is cultivated. And the teacher ensures the progress of the student through the constant "student-teacher" feedback. In this organization of work, a standard picture of the work performed by students in the class is established. At the same time, each student submits his actions to the instructions of the leader and becomes an organizer-manager, executor and leader.

The experience of interpretative management was first promoted by teachers from Lipetsk. But this method has been forgotten in most schools.

Commenting on observation and evidence requires a deep understanding of theory to make a logically coherent statement. Interpretive management, i.e. subordinating the whole class to the leading student, can be said to be a wonderful pedagogical discovery of S.N. Lisinkova. This increases the authority and responsibility of the student who is in charge. Pupils' attention will be in class, learning activity will accelerate.

Comment management encourages each student to work. If a weak reader interprets, he will also use his abilities. He feels that he is leading the whole class. Interpretive reading combines three actions (I think, speak, write) and ensures the conscious organization of educational work. Commentary teaching allows the teacher to control the level of knowledge of the students, close the backlog in time, accelerate the acquisition of knowledge and skills, and guarantees the success of the study.

Therefore, the use of ideas and experiences put forward by the creative teacher S.N. Lisinkova will provide valuable practical help for teachers working with modern educational technology.

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