

EDUCATIONAL INTEGRATIONS IN PRIMARY CLASSES - PEARLS' TASKS AND THE PROBLEM OF ART ANALYSIS

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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: PIRLS international assessment program, TIMSS, IEA, Primary school students, epic works, story, world, artistic thinking, image, artistic characters, dialectalism, makoronism, paralinguistics, occasionalism, folk laughter, askiya, anecdotes, praises, fiction, ancient oral dramas, comedies, tragedies, etc.

For the first time, 4th grade students from our country will participate in the PIRLS international assessment program, which will be held in 2021, among about 70 countries.

Researches were conducted in 2001, 2006, 2011, 2016, and 2021 is the fifth period of research. The PIRLS program, which is held every five years, evaluates the reading comprehension skills of 4th grade students at an international level.

This program is aimed at complementing the TIMSS program, which assesses the level of knowledge of mathematics and natural sciences of students of the 4th grade, and is managed in close cooperation with the TIMSS and PIRLS International Center at Boston College, the offices of the IEA in Hamburg and Amsterdam. Assessment of student achievement is carried out by conducting objective tests not from all students, but from students selected as representatives of this group. Also, questionnaires are conducted from school principals, teachers, students, and even parents, and valuable information about the factors affecting the quality of education is collected. The PIRLS international study provides an international comparison of information on the level of development of reading comprehension skills of primary school students, which can serve public policy in the field of education to improve reading and teaching. is a major international evaluation program that provides analysis.

In conclusion, it should be noted that the process of analyzing small epic works based on PIRLS tasks in primary grades expands the imagination of young students and is of great importance for the child's thinking. It serves to enrich the memory of students, to form the possibilities of figurative thinking.

Epic works play an important role in the development of Uzbek literature. At the beginning of the last century, such masters of our national prose as Abdulla Qadiri, Sadriddin Ainiy, Gafur

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Ghulam, Oybek, Abdulla Qahhor created examples that can be decorated with masterpieces of world artistic thought. Representatives of this generation laid the foundations of Uzbek storytelling and raised it to a certain stage of development. Later, writers such as Asqad Mukhtar, Saida Zunnunova, Odil Yaqubov, Pirimkul Kadirov, Shukur Kholmirezayev, O'kir Hashimov, Khudoyberdi Tokhtaboyev, Ne'mat Aminov contributed to the full formation of the short story genre in our literature and artistic and aesthetic improvement. It is time to organize rare examples of Uzbek literature in primary grades based on PIRLS assignments.

Based on the essence and content of Uzbek short stories and stories, the main task of the dissertation is to analyze the system of images and artistic heroes in a figurative and didactic way for elementary school students, to develop the concept of organizing the modern education system based on PIRLS tasks. The aim of the master's thesis is to study the influence of linguistic phenomena (dialectalism, makoronism, paralinguistics, occasionalism) on works of art, the influence of folk laughter, askiya, anecdotes, praises on fiction, comedies and tragedies, which are ancient oral dramas. and tasks are listed. Although the aesthetic categories of comedy and tragedy are mutually contradictory, they can be expressed in mutual connection and harmony in artistic creation. This phenomenon is evident not only in dramatic ages, but also in prose works. The purpose of the research is to investigate whether the commonality of comedy and tragedy in contemporary Uzbek prose, especially in short stories, can be an indicator of artistry related to the author's aesthetic ideal, artistic idea and characters, such as Oybek, Mirkarim Asim, Khudoyberdi Tokhtaboyev. To do this, to study the common and specific aspects of the aesthetic categories of comedy and tragedy, their interaction and connections, to prove that the combination of comedy and tragedy is one of the requirements of art, and to introduce PIRLS tasks into the educational system, "Mustafa", Our main tasks include elucidating the combination of comedy and tragedy in the stories of "Resignation" with the character of the main character, checking the exchange of comic pathos with tragedy. At the same time, the issue of organizing the teaching process of short stories and stories, which are the property of Uzbek prose, to the students of the lower grades in innovative and interactive ways, instilling the aesthetic and educational characteristics of the heroes of the works into the minds of the students, based on this goal, interactive non-traditional lessons organization is the main task.

By studying literary works, the education of sophistication is imparted to the student. Art education involves the formation of specific knowledge, skills and qualifications related to the science by teaching the science of literature. At the same time, they help the student to understand the colors of the universe, the essence of life, and the concepts of beauty. In the process of literary education, the feelings of the student are cultivated. His concepts and ideas about beauty will be improved. In this regard, work is carried out based on the analysis of the

artistic work. Through the analysis of works of art, the student's capacity for independent thinking grows, oral and written speech improves, the student develops the skills to justify his thoughts from a scientific and practical point of view. Literary education will achieve its main goal if everyone is freed from thinking in the same way and relies on analytical methods that are considered to be the most effective in generating diverse opinions on a given topic. Therefore, in this study guide, modern methods of analyzing literary works and scientific theoretical and practical recommendations on their application are given. Advanced methods of analysis of works of art intended to be studied at different stages of education are covered. In conclusion, it should be noted that it can be said that the process of analyzing small epic works based on PIRLS assignments in primary grades expands the scope of imagination of young students and becomes important for the child's thinking. It serves to enrich the memory of students, to form the possibilities of figurative thinking.

Like the folklore literature of all peoples, riddles, praises, fairy tales, quick sayings, proverbs, proverbs, matals, which are examples of Uzbek folklore, have influenced some genres of written literature and their artistic development. we observe that new genres have emerged on the basis of the synthesis of specific features. The PIRLS interactive method allows students to connect oral and written literature samples.

Another important aspect of the PIRLS interactive method is that it allows the readers to explain the speech of fairy-tale heroes and characters figuratively, which strengthens the characteristics of authenticity and impressiveness in the imagination of the growing young generation. At the same time, it gives spiritual pleasure and mood to students.

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