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EDUCATIONAL METHODS USED IN THE ORGANIZATION OF PEARLS TASKS IN PRIMARY EDUCATION

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Abstract: In this article, we will focus on the organization of PIRLS tasks in education in primary grades and the use of teaching and learning methods used in this process and their application during the lesson

Key words: method, PIRLS, tasks, primary classes, method, use of technologies, pedagogy, lesson, education, methodology, goal

Concepts of educational methods and methods. Method, method and technology. The concept of educational method is quite complex. Therefore, the debate about its more accurate interpretation in pedagogy is still ongoing. However, despite the different definitions of didacts given to this concept, it is possible to highlight some commonality that brings their points of view closer together. Many authors tend to consider the educational method as a way of organizing students' learning activities. Knowing this rule as a starting point, we will try to consider this concept in more detail and come to its scientific definition. The word "method" is a Greek word that means research, a way to achieve a goal, a method.

Method - in the most general sense - a method of achieving a goal, an activity organized in a certain way. The teaching work of the teacher and the active learning activities of the students organized by him are combined. Educational methods are understood as a set of methods of organizing the teaching work of the teacher and students' learning activities in order to solve various didactic tasks aimed at mastering the studied material. In didactics, the term educational methods is also widely used. Educational method - a component or separate aspect of the educational method. Methods and method relations are interconnected. Method and method are connected to each other as a whole and a part. Only part of the pedagogical or educational task is solved with the help of methods. The same methodological methods may be used in different methods. And vice versa, the same method can be revealed by different teachers in different ways. For example, according to the source of the exercise, which is often used by teachers, it is considered a practical method, and its application involves several methods (reading the rule of the exercise (method 1), showing one as an example (Method 2), it is carried out using the exercise performed by students based on the teacher's example (Method 3), checking the exercises performed by students and correcting their mistakes (Method 4), etc.). Some teachers use the concept of "style" instead of the concept of "method". But the concept of "style" cannot fully reflect the essence of the term "method". Because the method has a more specific (in this case, it expresses the specificity of the teacher) description and cannot serve as a way to achieve a specific goal.

In educational practice, the concept of "pedagogical technology" is used at three levels: General pedagogical (macro) level. The technologies corresponding to this level belong to the holistic pedagogical process, and they can be cited as examples of problematic, differentiated, integrative,

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person-oriented, developmental, modular, distance learning technologies. These technologies have the characteristics of innovation, they are developed by innovative teachers, scientists and researchers, and after their effectiveness is guaranteed and they have the possibility of wide application in practice, practicing teachers use them in their work. Special-methodical (meso) level. This level reflects the design and planning of the teaching process of a specific academic subject. For example, an elementary school teacher should create a technological model and map every time he teaches a reading lesson. Now it is necessary to design a technological model and plan a technological map. As a result, there is a technology for teaching each subject.

Local level (micro). The technologies of this level serve as a certain component of the educational process, the formation of individual qualities, and the formation of special educational skills and qualifications. For example, the technology of forming students' logical thinking, the technology of developing students' mental abilities, etc. Methodology is a strict adherence to a strict sequence (algorithmic character), a previously established plan (rule), a system, and a set of methods and ways of carrying out a task in accordance with the goal. The concept of "methodology" is used in connection with the teaching of various subjects, and it represents the sum of the process, content, laws, principles, forms, methods and tools of teaching a certain field.

It is possible to distinguish some different aspects in connection with the scope of the "methodology" and "technology" concepts. In particular, the methodical system "How to teach?", "Why teach?", "What to teach?" seeks answers to such questions as technology, "How can effective teaching be achieved?" puts the question in the center. If the methodology refers to how the educational process should be organized, the technology focuses on how to implement the educational process in the most convenient and optimal way.

Different approaches to the classification of educational methods in modern didactics. Didactic studies show that the nomenclature (naming) and classification of educational methods are very different depending on the chosen approach to their development. We will focus on the most important of them. Classification of educational methods: Traditional (according to the source) educational methods (E.I. Golant, N.M. Verzilin, etc.) Verbal Demonstration Working with a practical book Video method Story Conversation Explanation Lecture Discussion Illustration Demonstration Exercise Practical Laboratory Didactic game Reading, Studying, Planning, Summarizing Viewing, Studying, Monitoring Classification of educational methods according to the description of students' cognitive activity (I. Ya. Lerner and M.N. Skatkin). Name of the educational method Teacher's activity Student's activity Information-receptive Transfer of educational information, organization of student's movement with the studied object, Perception, understanding and memorization of knowledge. Compilation and presentation of tasks related to the formation of reproductive knowledge and mental and activity methods. Problem statement State the problem and reveal ways to solve it Perceive the task and break it down into parts. Independent solution of parts of the task and self-control Heuristic (partial search) Planning a sequence of steps for setting a problem and solving it. Management of students' activities Independent search for ways to solve the problem in connection with the assigned task and solving the problem with the partial support of the teacher Formation of problem tasks for independent solution related to research.

Interactive methods and graphic organizers. Methods to encourage learning. Methods to understand new material. Analysis of semantic features. B-B-B drawing. Teaching guide. Teach each other. Ask each other. Two part diaries. The most basic concepts, Repetition. T-chart. Conceptual table. Venn diagram. Lily flower. A five-minute essay. A ten-minute essay. 3. The essence and content of educational methods.

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A story is a concise, short and coherent presentation by the teacher of evidence, events and events as a whole or in parts, using visual means. The effectiveness of the method depends to a large extent on the teacher's punctuation skills, expressive expression of words in their place, as well as his approach, taking into account the age and level of development of the students. Therefore, the content of the story should rely on the students' existing knowledge and serve to expand it. It is desirable to enrich the story with information. Effectiveness of the material being narrated is carried out on the basis of a special plan. The teacher clearly defines the purpose of each lesson, pays special attention to the main concepts in it. Conversation is a dialogic educational method in the form of questions and answers, which has been known to science since ancient times, even Socrates skillfully used it in his work. Conversation performs many functions in the educational process (forms mental thinking, responsiveness, communication culture and other qualities), but the main thing is to create activity in the student.

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