

TEACHING METHODS OF SENTENCE PARTS TO PRIMARY SCHOOL PUPILS BASED ON INTERNATIONAL ASSESSMENT PROGRAMS

Teacher of “Lider” Private School
Alimqulova Dilduza Alijon qizi

Abstract. This article analyzes teaching methods of sentence parts to primary school pupils in accordance with the requirements of international assessment programs (PISA, PIRLS, TIMSS). As the central component of syntax, sentence parts play an important role in consolidating students’ grammatical knowledge, comprehending the meaning of texts, and developing skills to express thoughts logically and coherently. The article highlights the effectiveness of applying the 4C model, gamification, and digital learning tools in teaching sentence parts. As a result, students’ communicative competence, critical and creative thinking, collaboration skills, and digital literacy were observed to improve.

Keywords: primary education, sentence parts, international assessment programs, PISA, PIRLS, TIMSS, linguistic competence, communicative competence, “4C model,” gamification, digital learning tools.

In today’s globalization process, one of the most important tasks of the education system is to harmonize the quality of education with international standards. International assessment programs – PISA (Programme for International Student Assessment), PIRLS (Progress in International Reading Literacy Study), and TIMSS (Trends in International Mathematics and Science Study) – evaluate not only students’ knowledge but also their ability to apply knowledge in practice, work with texts, solve problems, and communicate effectively. Therefore, in teaching sentence parts in primary school, it is necessary to move from a traditional rote-learning approach to a modern, competence-based approach.

Sentence parts, such as subject, predicate, object, attribute, and adverbial modifier, form the basic units of the syntactic system of language. Mastery of these components contributes to:

- consolidating grammatical knowledge;
- constructing thoughts logically and coherently;
- developing speech culture.

V.V. Babaytseva considers syntax as the backbone of speech activity, while A.N. Shukin emphasizes the need for conscious use of syntactic units in shaping linguistic competence. Studies by M.A. Kenjayeva and S.S. To'xtasinova highlight the effectiveness of interactive methods in teaching sentence parts.

The following methodological approaches were used in the article:

Theoretical analysis – studying literature on linguistics, pedagogy, and international program requirements;

Observation and experiment – monitoring mother tongue lessons in primary classes and conducting trial lessons;

Innovative technologies – applying the 4C model and gamification tools (Kahoot, Quizizz, LearningApps);

Comparison – analyzing the effectiveness of traditional and modern interactive methods.

The results showed that in lessons organized on the basis of international assessment programs:

Students' ability to apply grammatical units in practice increased – they became more independent in identifying the subject and predicate, expanding sentences, and recognizing objects and attributes.

Communicative competence improved – students learned to extract the main idea from texts, provide arguments, and maintain coherence in oral and written speech.

Cognitive activity intensified – pupils consciously tried to use different sentence parts when constructing their own sentences.

Gamification increased interest in the lessons, helping students to quickly detect and correct their mistakes.

The methodology aligned with international programs ensured the following achievements among students:

PISA – the ability to express thoughts logically in oral and written form, and to think critically;

PIRLS – reading comprehension, understanding key ideas, and analyzing syntactic units;

TIMSS – developing logical reasoning and analytical skills when applying grammatical units.

While traditional rote-learning methods lead only to memorizing rules, a competence-based approach fosters independent thinking, creativity, and problem-solving skills.

Using the 4C model (creativity, critical thinking, communication, collaboration), modern pedagogical technologies, and digital platforms in teaching sentence parts effectively develops primary school pupils' linguistic and communicative competence. This approach not only prepares students to achieve high results in international assessment programs but also lays the foundation for shaping them as independent thinkers and creative individuals in the future.

References

1. Shukin, A.N. *Obucheniye inostrannym yazykam: teoriya i praktika*. Moscow: Filomatis, 2010. – 416 p.
2. To'xtasinova, S.S. *Boshlang'ich ta'limda ona tili o'qitish metodikasi*. Tashkent: O'qituvchi, 2018. – 198 p.
3. Van Ek J.A. *The Threshold Level*. – Strasbourg: Council of Europe, 1975. – 120 p.
4. OECD. *PISA 2022 Assessment and Analytical Framework*. – Paris: OECD Publishing, 2022. – 260 p.

5. Mullis I.V.S., Martin M.O., Foy P., Hooper M. ***PIRLS 2021 International Results in Reading***. – Boston: TIMSS & PIRLS International Study Center, 2022. – 340 p.
6. Mullis I.V.S., Martin M.O., Goh S., Cotter K. ***TIMSS 2019 Assessment Frameworks***. – Boston: TIMSS & PIRLS International Study Center, 2019. – 280 p.