

INCREASING STUDENT LITERACY THROUGH PRIMARY SCHOOL LESSONS

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Annotation

Unlike other stages of continuing education, the didactic purpose of education is to develop students' reading skills in the reading lessons of primary school, to work on the text of the work. In this article we will talk about them.

Keywords: Reading, text, didactic, reading, education,, comprehension, evaluation, reproduction.

Introduction

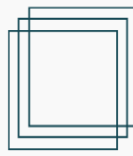
It is well-known that the topics chosen for reading lessons are aimed at educating students in everyday life, strengthening independence and human relations. The themes of independence, homeland, spirituality and nature stand out. Their main goal is to awaken their sense of identity, independence, homeland and nature.

Main Part

It is expected that the materials in the textbooks will expand from class to class, both in terms of subject matter and content. special attention is paid to compliance.

Socio-historical themes give a clear idea of the past of our country, the life of our people, the heroic struggle, the work done by great figures, historical dates. Texts about Beruni, Amir Temur, Alisher Navoi, Babur and other ancestors are among them. Such works not only acquaint students with our past, but also help them to better understand their childhood duties and responsibilities to the Motherland. In this way, a sense of patriotism is formed in them. For example, when working on nature texts, field trips are organized, children are taught to observe, and the analysis of patriotic works is carried out through meetings with celebrities or screenings of relevant films. All the topics in the textbooks are aimed at educating students, as well as enriching their vocabulary, the correct formation of oral and written speech, the development of speech culture. One of the most important tasks for teachers is to make them understand that the acquired knowledge, skills and abilities will be necessary in the future. The didactic tasks of reading lessons are:

1. Good reading skills in students: developing accurate, fast, conscious, expressive reading skills.
2. To teach students to use the book, to get the necessary knowledge from it, to inspire love for the book; to elevate them from ordinary readers to thoughtful, creative readers.
3. Expand and enrich students' knowledge of the environment and shape their scientific outlook.



4. Educate students in the spirit of morality, aesthetic maturity and love of work.
5. To develop students' connected speech and literary aesthetic thinking.
6. Enrich students' imagination.
7. Formation of elements of literary imagination.

It should be borne in mind that there are clear and scientific methodological approaches to the implementation of each educational task, which are enriched with modern teaching methods. These tasks are addressed in conjunction with others and in extracurricular activities.

Learning activities that are important to human life are taught in all subject areas. But it does develop a reading guide. Teaching methods are improved based on the general development of young students, achievements in the field of psychology, special methods. The effectiveness of reading lessons largely depends on the correct choice of teaching methods.

The term "method" is derived from the Greek language and refers to a set of methods for achieving a specific goal, both practical and theoretical. As a result, teaching methods, like science itself, are constantly evolving. For example, in the old days, reading was taught by dry memorization, but now it is taught by interpretation. The method of memorization does not pay much attention to the interpretation of the words in the text, to the explanation of the meaning, to the retelling of what is read, in general, to the reading comprehension. They include more accurate pronunciation, reading comprehension, and expressive reading.

Explanatory reading was founded by Russian pedagogue KDUshinsky in the 60s and 70s of the twentieth century. The successors of KDUshinsky's work introduced innovations in the method of explanatory reading. While Korf and Vakhterev say that explanatory reading is a real means of imparting knowledge to students, Vodovozov and Bunakov argue that knowledge is imparted to students in the process of reading through the analysis of the work of art and the educational nature of the work.

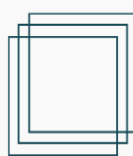
Professor Askar Zunnunov, reflecting on the content and methods of teaching, notes that the emphasis on students first acquiring knowledge and then memorizing it is called explanatory reading in the educational process.

That is, it is a reading that leads to thinking, feeling, fully comprehending, and mastering the content of what is being read. Annotated reading provides an understanding of the content of the work, the main idea of the work, the idea put forward by the author. Annotated reading is successful only if the following principles are fully followed.

1. Organize life-related learning.
2. Rely on students' life experiences and impressions to make reading conscious and effective.
3. Demonstration of reading, excursions to nature, historical sites, observation of flora and fauna, acquaintance with pictures, tables, objects and reading of the text in the form of expressive reading.

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Elementary reading classes focus on poetry, parables, fairy tales, stories, legends, proverbs and riddles, and popular science. Of course, each of them is created in its own form, style and content. Therefore, it is necessary to study the works of each genre in a unique way. One of the methods that is close to the interpretive reading of a work of art is creative reading. Well-known Methodist scholar NI Kudryashov includes the following methods of creative reading:

- (a) Speech by teachers with the aim of interpreting the literary text and ensuring that the students understand the work as accurately and deeply as possible;
- (b) Conducting conversations aimed at deepening the students' impressions of the work and directing their attention to the important ideological and artistic features of the text, or the artistic, moral, social, etc. posing a political problem;
- (c) The teacher's statement after reading the work, with the aim of activating the students' saturated artistic experiences in the process of studying the work. Apparently, creative reading, unlike explanatory reading, requires a creative approach to exposing the essence of a direct text. Expressive reading. In the primary education system, logical reading (correct, comprehensible, fast (moderate) reading of the text) and literary reading are transferred to expressive reading after perfect mastery. It also includes expressive reading of memorized poems. The success of expressive reading depends on the students' understanding of the content, ideological and artistic features of the work. is also one of the important requirements in reading works.

Art reading is the highest level of expressive reading. It involves all the components of word art. It requires the student to immerse himself in the spirit of the work, to read artistically. Impressions are gained in a fluid, global, diffused way. The use of audio and video recordings by actors can be very effective in preparing for art reading. Research method. This method is widely used to create questions for students based on the events and details of the work, and to evaluate the characters.

Conclusion

In addition to the methods mentioned above, the use of advanced pedagogical technologies in primary school lessons, such as "Brainstorming", "Networks", "Working with groups" is also effective. It should be noted that, what method to use in each lesson, what methods to use in the lesson should be pre-determined and carefully developed by the teacher, and on this basis to increase students' reading literacy.

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