



TEACHING POEMS FROM THE MOTHER LANGUAGE AND READING LITERACY BOOK OF THE SECOND CLASS ON THE BASE OF NEW PEDATECHNOLOGIES

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Annotation

If reading lessons are organized in the period of literacy training in the form of introducing students to syllables, words and sentences and reading them, telling stories based on pictures, after mastering the reading technique, reading becomes a certain it is conducted on the basis of selected artistic, scientific and popular texts.

Certain topics included in the elementary school "reading book" textbooks are determined by the fact that they introduce students to the magical world of fiction, and focus on the correct formation of their worldviews based on the ideology of national independence. accordingly, the leading feature of the reading classes is to ensure the literacy of the students and educate them in the spirit of high moral values based on the national ideology.

Keywords: book, sun, class, reading fairy tale, pedtechnology, method.

Introduction

At the heart of the changes in the educational process, serious attention is being paid to the methods of encouraging students of general education to think independently and draw conclusions. On the basis of the reforms implemented in this area, special attention is being paid to the realization of people and their interests[1]. All opportunities are being created for today's youth to be formed based on the rich and intellectual heritage and universal values of our nation. Training of personnel based on the achievements of modern science, technology and technology remains one of the main tasks of the devotees of every nation. In this process, it is emphasized that it is necessary to pay serious attention to the formation of the child's thinking, his worldview, and the ability to think independently even in the elementary grades[2].

Organizing the independent study of the student in primary grades allows to bring about big changes in their way of thinking and worldview. It is necessary to direct the curiosity of young people to acquire knowledge and independent thinking. It can be understood from the psychology of children that interest in life shines at the heart of their every action, and this process should be encouraged to learn, love the motherland, and respect national values. This process will give its result only if the state of making independent conclusions about each reality allows you to work through the exercises in the textbooks, explain the lessons learned from them, and understand the motivation of the teacher in relation to them[3].



Analysis and Results

Reading lessons of primary classes have a special place in the education system according to their essence, goals and tasks. Because the foundations of literacy and moral-educational education are based on it. That is why the education of other subjects cannot be imagined without the education of reading.

The student is faced with the ability to read the text correctly, quickly, understand it, and master its content for the first time in reading classes. Through reading lessons, the way is opened for students to acquire study skills and knowledge that are expected to be mastered by students of the State Education Standard. It is in reading education that a person's desire to understand himself, and secondly, the world, is stimulated[4].

For this purpose, the "Reading book" textbooks include various topics such as mother nature, the world around us, the history and current image of our country, the life of adults and children, hard work, independence and national-spiritual values, friendship between nations and peace. artistic, moral-educational, scientific-popular works intended to provide comprehensive understanding of

The subject range of the works studied in the reading classes of primary grades is quite wide, and they are united within the framework of common themes such as seasons of mother nature, folklore, love of work, dates of major holidays, national independence and spirituality[5].

The subjects chosen for the reading classes are intended to provide students with knowledge and education on everyday life, strengthening of independence and human relations. Among them, the themes of independence, homeland, spirituality and nature stand out. their goal is to realize one's identity, to awaken feelings related to independence, homeland and nature.

Patriotism, the world around us. topics such as hard work are among the comprehensive topics in textbooks, "My Uzbekistan" (H. Imonberdiyev), "Istiqlal" (J. .Jabbarov), "Country" (E.Vokhidov), "Go to the mountains" (U.Nasir), "Poem about the Motherland" (A.Avloni) in the section "Mother, Motherland" in the 3rd grade), "My Uzbegin" (E. Vokhidov), "The Motherland is stable" (K. Davron), "Know that the Motherland is waiting for you" (T. Malik), "Uzbekistan" in the 4th grade - "Serkuoyosh olka" (Z. Diyor), "Iqbali buyuksan" (A. Oripov), "Tashkentnoma" in the My Homeland section (M. (Shaikhzoda) and "Map" (N. Norqabil) are analyzed in detail[6].

Topics of socio-historical content give a certain idea about the past of our country, life of our people, heroic struggle, works done by great figures, historical dates. Among them are the texts about Beruni, Amir Temur, Alisher Navoi, Babur and other ancestors[30]. This type of works not only introduces the students to our past, but also helps them to deeply understand the duties and responsibilities of filial piety towards the motherland.

This is how the feeling of love for the country is formed. In the process of familiarizing with and analyzing the works that tell about the past of our country, the students will



have the opportunity to compare the past with the present day, they will have a brief understanding of the development of society. With the help of topics related to nature, students acquire knowledge about changes in nature, the change of seasons, and the animal world. Works on this topic make students observant and love nature. teaches to have the right attitude towards him[7].

If a trip to nature is organized to work on texts related to the image of nature, and children are taught to be observant, if the analysis of patriotic works is carried out through meetings with native people or showing films related to the topic, the effectiveness of the lesson will increase.

In general, all topics in the "Reading Book" textbooks are aimed at providing education to students, enriching their vocabulary, correct formation of oral and written speech, and development of speech culture[8].

In the current "Reading Book" textbooks, it is taken into account that the materials expand from class to class both in terms of subject and content.

For example, topics such as "Our ancestors are our pride", "Science - the light of the mind", "Emerald spring", "Silver winter", which are taught in the 1st grade, continue in the 2nd-4th grades.

delivered. This complements and enriches the students' previous knowledge[31].

Unlike other stages of continuous education, the formation of students' reading skills and working on the text of the work is the didactic goal of education in primary school reading classes. It is closely connected with spiritual-ethical, literary-aesthetic education by working on texts on various topics[9].

Particular attention is paid to the variety of genres, poetic excellence, and the suitability of the students' knowledge level and age characteristics of the texts selected for each topic in the textbooks. One of the important tasks for students is to make them understand that the knowledge, skills and abilities acquired with the help of textbooks will be necessary in the future life[32].

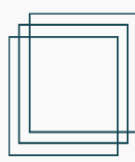
Implementation of the requirements for reading education in the DTS and "Mother Tongue" curriculum for primary education, proper organization of study in the classroom, stages of study, principles and methods, first of all, largely depend on the appropriate use of advanced pedagogical technologies[10].

At this point, we consider it appropriate to mention one point.

A number of teachers and authors of methodical manuals consider literature to be only educational material and interpret that literature classes only teach children how to make a plan, how to give a character a character, and how to develop their oral and written speech. they did[33]. They prioritized the aesthetic effect of literature, helping a person to develop in all aspects, and sometimes completely forgot about this feature of literature[11]. Also, the school literature lesson was not closely connected with modern life and did not interest the students very much. This situation placed upon the teacher the very important task of revising the literature lesson and organizing it in accordance with the new requirements.

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In today's secondary schools, the main issue of education is to connect the teaching of literature with the demands of social life and the work of students. The knowledge given to students and the skills they develop should be effective and help them to live a new life and creative work. This requirement should be in the focus of the teacher's attention[12].

The teacher should thoroughly explain to the students the basics of literary science, the history and theory of literature. But when explaining the basics of science, it is necessary to inculcate its vitality and purposefulness in the minds of students. Only then will the modernity of literature be properly revealed and readers will be able to connect literature with their life experiences.

Students' life experiences are limited, their understanding of people is still weak, subjective and unstable. Fiction expands the imagination of students, a new world opens up a new life before their eyes, takes them to different eras, introduces them to different people and social classes. In this way, fiction expands students' imaginations about people and society, organizes and deepens their personal experiences, sharpens their observations, and teaches them to know the nature of a person.

Another advantage of teaching literature is that reading and studying the work has a strong influence on the development of students' oral and written speech[13].

By the time children enter school, they have little vocabulary. In their speech, they use more words and phrases typical of the dialect, including often make incorrect sentences. The works of speech artists included in the program play a key role in the development of speech culture, and are of great help in teaching students literary speech. The teacher should pay special attention to the lexical, logical and grammatical growth of students' speech.

Therefore, providing students with moral and aesthetic education through the medium of fiction is the main task of our current schools.

To teach students to use the book, to get the necessary knowledge from it, to arouse interest in the book; raising them from ordinary readers to the level of thoughtful, creative readers.

Expanding and enriching students' knowledge about the environment and forming their scientific outlook[14].

Educating students in the spirit of moral, aesthetic achievement and love for work.

Cultivating students' communicative speech and literary-aesthetic thinking.

Enriching the imagination of students.

Formation of elementary literary imagination.

It should not be forgotten that there are clear and scientific methodical methods of performing each educational task, which are being enriched with modern teaching methods. These tasks are solved in connection with others and in the course of study activities outside the classroom[15].



In the National Program of Personnel Training, the creation of advanced pedagogical technologies and modern teaching-methodical complexes is emphasized as one of the main tasks of general secondary education.

The use of advanced pedagogical technology methods clearly defines the scope of teacher and student activities.

Reading activity, which is important in human life, is carried out in all subject classes. But the teaching methods of reading are developed. The study methodology is improved based on the general development of young students, psychology, and achievements in the field of special methodology[16].

The effectiveness of reading classes largely depends on the correct selection of educational methods. Therefore, like the science itself, study methods are subject to continuous development. For example, in old schools, reading was taught on the basis of rote memorization, but now it is conducted on the basis of explanatory reading. In the method of memorization, no attention is paid to commenting on the words in the text, explaining their meaning, retelling what has been read, and in general, being conscious of reading. They include more correct pronunciation, reading with recitation and expressive reading[17].

Now, as reading in schools is conducted based on the method of explanatory reading, the following question arises: What is explanatory reading?

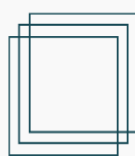
In the 60s and 70s of the XIX century, Russian pedagogue K.D. Founded by Ushinski, he emphasizes teaching students to "read with conscious understanding and thinking" and calls it "Explanatory reading".

Annotated reading The successors of K. D. Ushinsky's work introduced news. Korf and Vakhterev say that annotated reading is a means of providing students with real knowledge, while Vodovozov and Bunakov put forward the opinion that knowledge is given to students in the process of reading in connection with the analysis of an artistic work and the educational character of the work.

Commenting on the content and methods of teaching, Professor Askar Zunnunov emphasizes that paying attention to students' acquisition of knowledge first, and then to memorization is called interpretive reading in the educational process[18].

So, interpretive reading means reading that leads to thinking, feeling, fully understanding the work, and mastering the content of what is read. Annotated reading ensures understanding of the content of the work, the important idea in the work, understanding of the rock that the writer is promoting.

It seems that creative reading, in contrast to expository reading, requires a creative approach to directly uncovering the meaning of the text. For example, in the 4th grade In the process of studying A. Oripov's work "The Story of a Farmer and Thirteen Boys" based on the method of creative reading, based on the content of the text and the poet's intent, a detailed understanding of the national characteristics related to the way of life of the population in the regions of our country is given. In the 2nd grade, "Woodcutter Boy", 3rd



O'tkir Hoshimov's "Khazonchinak" in the 4th grade, S. Anorboyev's in the 4th grade Teaching the works of "Coward" based on the method of creative reading and teaching based on the method of positive reading will give positive results[19].

First of all, the teacher needs to imagine such a topic as a whole, that is, from the point of view of knowledge of life, what news this topic will bring to the students, how this topic will educate the child morally and aesthetically, understand the artistic skills and learn the speech of the students. It is necessary for the teacher to focus on issues such as stress. After determining such general tasks, it is necessary to divide the literary materials into each lesson. Each lesson can be diverse in terms of methods and methods, and it is necessary not to extinguish the interest of students, not to weaken their impression of the work. Each lesson must be completed and connected with the previous lesson and the next new lesson. When the teacher is making a lesson plan, the situation of the class should be in the center of his attention. If the head of the scientific department or a native language and literature teacher who attended the class finds the work complicated and boring, it is necessary to redo the lesson plan and have a creative attitude to the material[20].

Based on the repetition of the material, a lesson on mastering new material is organized (the repetition is not connected with checking and evaluating the students' knowledge). Under the guidance of the teacher, students master new material and at the same time check their mastery.

Independent works of students based on strengthening knowledge.

Repeating long lessons based on other lesson materials.

Determining students' knowledge at all stages of the lesson.

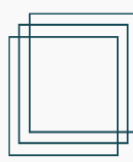
Rate the magazine.

Expressive reading for elementary school students is also a logical reading in the primary education system (reading the text correctly, with understanding, quickly (in moderation)) and literary reading is perfect. After it is studied, it is transferred to expressive reading. It also includes expressive reading of memorized poetic works. The success of expressive reading depends on students having a clear understanding of the content, ideological and artistic features of the work.

Just as tone and intonation are important for expressive reading of poetic works, they are also important requirements for reading prose works[21].

Before reading prose works expressively, it is necessary to determine what idea is presented in them. For example, in the 4th grade, before the expressive reading of the story "The Boy Who Realized His Mistake" by H. Tokhtaboyev, the students are given an understanding of who the boy who realized his mistake is, what his mistake was, and pride is a vice.

This requirement for expressive reading is M. Abdurashidkhanov's "Har kim ekkanini orarar", Sh. It is also characteristic of reading poetic stories such as Sadulla's "Lakma it", A. Oripov's "The Story of the Farmer and the Thirteen Boys".



Art study is very important in the 3-4 grades of primary classes. Artistic reading is a high stage of expressive reading. All components of speech art are involved in it. It requires the reader to fully enter the spirit of the work, to read it artistically. It is possible to achieve impressiveness in artistic reading only when the mental state and experiences of the heroes of the work are fully understood. The use of actors' performances recorded on audio-video tapes has a good effect in preparing for artistic studies[22].

One of the factors that ensure the success of artistic reading in grades 3-4 of primary classes is selective reading. For example, in the 3rd grade, in the process of getting acquainted with the story "Khasa" by H. Tokhtaboyev, Shavkat's answers to the questions of grandfather Kabul or the episode of children's argument in the story "Bahs" by S. Anorboyev, according to the teacher's task, were selected and reread. As a result of this, a deeper understanding of the artistic aesthetic value of these works is achieved. It is a method widely used in the 3rd-4th grades of primary classes when creating questions for students based on events and details, and evaluating characters.

The reproductive method is widely used in reading classes. For example, in the first lessons, the teacher divides the text of the work into parts, draws the attention of the students to the important idea that the writer or poet wants to say, defines it, and together with the students, the meaning assigned to the visual aids they open and help their students. All this serves as an instruction for students. After that, students independently perform the above-mentioned tasks with the help of teachers' instructions[23].

In addition to the methods mentioned above, among the modern pedagogical technology methods in elementary school reading classes are "Brainstorming", The use of "Networking", "Working with groups", "Bliss technology" will also have a good effect.

It should be emphasized that what method to use in each lesson, what methods to use in the lesson should be determined in advance and developed by the teacher.

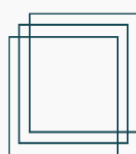
Reading skills and ways to improve them. In order to fully fulfill and implement the requirements of the program, first of all, it is necessary to acquire and improve reading skills correctly and thoroughly. Reading skills are formed in the process of teaching literacy and improve at the next stages of education[24].

Reading skills mean reading the text of an artistic work quickly, consciously and expressively. Students' reading skills are formed and improved in reading lessons.

The qualities of reading skills are interrelated, and their basis is conscious reading. The student reads the text quickly and correctly. if he does not read with understanding or others do not understand the content of the text as a result of his fast reading, if he reads properly or reads too slowly, if he does not pay attention to the pauses between speech units, the idea expressed in the text will not be understood. Reading at a certain speed and correctly serves conscious reading, and correct, fast and conscious reading is the basis of expressive reading[25].

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Acquiring reading skills is an important condition for successfully mastering all subjects taught at school. A number of poems by Miraziz A'zam given in the 3rd grade textbook "Reading Book" are devoted to making simple truths. For example, let's take Miraziz Azam's poem "The Earth turns". This is a simple statement, after all, it has been going around for thousands of centuries, and you will think that it is impossible to write an attractive poem about it. But if you read the poem, your imagination will change completely. Let alone a weak heart, we adults also see the rotation of the earth, the passing of moments, the blowing of the wind, our growth, our maturity, and our creative works.

Elementary school students, especially 3-4 grades, are not very aware of the complexity of life. With the help of teachers, they get to know the wonders of the world and life with the help of the works of art they listen to[26].

Reading is the main type of activity, which creates a great opportunity for students to develop ideologically, politically, intellectually, aesthetically and verbally. This process requires systematic and purposeful work on the development and improvement of reading skills.

Acquiring reading skills is very difficult, and its formation takes a long time. Psychologist T.G. Yegorov in his work "Ocherki psikhologii obucheni detey chteniyu" divides the process of formation of reading skills into working stages: analytical stage, synthetic stage and automated stage. Analytical stage corresponds to the period of literacy training, in which the skill of analyzing words by syllables and reading syllables is formed[27]. For the synthetic stage, it is the character of reading the word by heart; in this case, the perception of the word by sight and its pronunciation are mainly consistent with the understanding of the meaning of the word. Reading is done by understanding the meaning of words.

Pupils enter the synthetic stage in the 3rd grade. In the following years, learning will become automatic.

Work on the work in reading lessons should be organized in such a way that the analysis of the content of the work is aimed at improving reading skills[28].

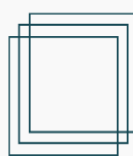
Conclusion. Correct reading is understood as reading without making mistakes, i.e. correct reading without breaking the sound-letter composition of the word, grammatical forms, sound or syllable in the word. It is reading without omitting it, without adding another sound, without changing the learned letters, pronouncing it clearly and putting the accent on the word correctly. M.Odilova and T.Ashrapova state that "all the requirements set for the standards of literary pronunciation also apply to the ability to read correctly." The Russian Methodist Yakovleva defined correct reading as follows: "Correct reading is the accurate and even smooth copying of the material by sound." Therefore, correct reading is reading based on literary and orthoepic standards without violating the sound structure and grammatical form of the word[29].



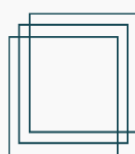
Miraziz Azam's poem "Metallurgical", "Smart children", "What happened to you?", "Strange dream", "The earth turns", "Let's make a splash on the earth" for primary school students. , songs, fairy tales are dedicated to small children. In each of his works, he overflows with the desire to say something new and good for children, and he succeeds in it. Since there is a careful synthesis between the perception of these topics, pronunciation and understanding of the content of the text, they will not make mistakes in reading. In some cases, they make mistakes due to the lack of thorough synthesis. This makes it difficult to understand the content of the text.

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