

EXERCISE OF WORKING ON THE TEXT IN THE CLASS

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Annotation

Since elementary school students lack a thorough synthesis between comprehension, pronunciation, and understanding of text, they make errors in their native language and reading literacy. This makes it difficult to understand the content of the text. If a learner misreads a suffix at the end of a word, the error can be corrected without compromising the learner's native language and reading literacy. Mistake If the content of the sentences is in the mother tongue and reading literacy is impaired, the method of re-teaching is used. In this case, if the student is asked a question about the text he has read, the student re-reads carefully.

Keywords: reading, literacy, lesson, class, student, independent, thinking.

Introduction

The qualities of native language and reading literacy are interrelated, the main of which is conscious native language and reading literacy: when a reader reads a text quickly and correctly, without understanding or others do not understand the content of the text as a result of his or her fast native language and reading literacy, if he reads correctly, if he reads very slowly, if he does not pay attention to pauses between speech units, the idea expressed in the text will not be understood[1]. A certain speed and accuracy of Mother Tongue and Reading Literacy serve conscious Mother Tongue and Reading Literacy; accurate, fast and conscious mother tongue and reading literacy is the foundation of expressive mother tongue and reading literacy.

Acquisition of mother tongue and reading literacy skills is an important condition for successful mastering of all subjects taught at school. Mother tongue and reading literacy are the main type of activity, which creates a great opportunity for ideological-political, mental, aesthetic and speech development of students. This process requires systematic and purposeful work on the development and improvement of mother tongue and reading literacy skills[2].

Acquiring mother tongue and reading literacy skills is quite complex and takes a long time to develop. Psychologist T. G. Yegorov in his work "Ocherki psikologii obucheniya detey chteniyu" divides the process of formation of mother tongue and reading literacy skills into three stages: analytical stage, synthetic stage and automated stage[15]. The analytical stage corresponds to the period of literacy training, in which the ability to analyze words by syllables and syllables is formed in the mother tongue and reading literacy.



Native language and reading literacy are characteristic for the synthetic stage; in which the perception of the word by sight and its pronunciation are largely consistent with the understanding of the meaning of the word[3].

Analysis and results.

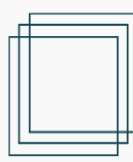
Native language and reading literacy are accomplished through the understanding of word meaning. Pupils move to the synthetic stage in the 3rd grade. In the following years, mother tongue and reading literacy will be automated.

It is necessary to organize the work on the work in the classes of native language and reading literacy in such a way that the analysis of the content of the work is aimed at improving the skills of the native language and reading literacy.

Correct mother tongue and reading literacy means mother tongue and reading literacy without mistakes, that is, correct mother tongue and reading literacy without distorting the sound-letter structure of the word, grammatical forms, without omitting the sound or syllable in the word, Pronouncing it correctly without adding a capital letter, without changing the position of the letters, and putting the accent on the word correctly is considered as mother tongue and reading literacy. M. Odilova and T. Ashrapova state that "all the requirements for literary pronunciation norms also apply to the correct mother tongue and reading literacy skills." Russian Methodist Yakovleva correctly defined Mother Tongue and Reading Literacy as follows: "Correct reading is the correct copying of the material from the sound point of view and uniformly fluently[4]." Therefore, correct mother tongue and reading literacy are mother tongue and reading literacy based on literary and orthoepic standards without violating the sound structure and grammatical form of the word. Fast Mother Tongue and Reading Literacy die at a normal rate, and the rate of Mother Tongue and Reading Literacy should not be separated from comprehension of the content of the text[16]. The rate of native language and reading literacy should increase in line with the rate of text comprehension. Mother tongue and reading literacy, which ensures mastery of the content of the read work and conscious perception of the content of the text, is called quick mother tongue and reading literacy[5].

While mastering the qualities of mother tongue and reading literacy, the rate of mother tongue and reading literacy of students differs from each other. This is not to say that the program did not meet the requirements. The rate of Mother Tongue and Reading Literacy, which corresponds to the rate of speaking, is considered a normal rate. Because both very fast and very slow mother tongue and reading literacy make it difficult to master the content of the text[6].

Mother Tongue and Reading Literacy rate increases steadily over four years in association with accurate and conscious Mother Tongue and Reading Literacy. When checking the speed of native language and reading literacy, the teacher takes into



account the nature of the material being read, i.e., the ideological and thematic complexity, the structure of words and sentences, their regular use in children's speech, the correctness and awareness of native language and reading literacy. Of course, students' native language and reading literacy rates will vary[17]. The task of the teacher is to make the speed of mother tongue and reading literacy of all students as uniform as possible. This is mainly achieved by practicing the mother tongue and reading literacy by reading the text aloud[7].

Conscious Mother Tongue and Reading Literacy is a key quality of good Mother Tongue and Reading Literacy. Understanding the exact content of the consciously read text, the ideological direction of the work, the images and the role of artistic means, is the ability to express one's attitude to the events described in the work, as well as the mother tongue and reading literacy.

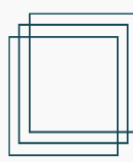
Conscious mother tongue and reading literacy, in turn, depend on the students' necessary life experience, understanding of the lexical meaning of the word, the connection of words in the sentence, and a number of methodological conditions[18]. Currently, the term conscious mother tongue and reading literacy is used in the literature and in school experience in two senses: firstly, in the sense of mother tongue and reading literacy techniques in relation to acquiring the mother tongue and reading literacy process, and secondly, in relation to mother tongue and reading literacy in a broad sense. used in the sense of one of the adjectives of language and reading literacy[8].

For text-aware mother tongue and reading literacy, it is required that the students have acquired mother tongue and reading literacy correctly and moderately from the qualities of mother tongue and reading literacy and should not have difficulty in the process of mother tongue and reading literacy. Students are analyzed in terms of text content and artistic devices for conscious mother tongue and reading literacy.

An important condition of conscious native language and reading literacy is the understanding of the construction and content of the work. . Conscious mother tongue and reading literacy and expressive mother tongue and reading literacy are complementary but not identical[9].

Expressive native language and reading literacy is the ability to express the idea and appeal of the work correctly, clearly, in accordance with the writer's intention with the help of intonation - tone. "Expressive native language and reading literacy is the first and main form of concrete and visual teaching of literature," says Methodist scientist M.A. Rybnikova. So, "expressive native language and reading literacy is to demonstrate the content and emotionality of the work to students with intonation. The main principle of expressive mother tongue and reading literacy is a deep explanation of the idea and artistic value of the work being read.

Tone is the sum of the elements of oral speech acting together: accent, tempo and rhythm of speech, pause, and the volume of the voice.



These elements affect each other and together express the content, idea, different moods and inner experiences of the characters[10].

Voice is one of the main tools of expressive mother tongue and reading literacy. Voice is inextricably linked with breath[19]. Therefore, the teacher begins to work on children's expressive speech by teaching them to control their breath and use their voice correctly. Voice strength is characterized by high-low, long-short, speed (tempo), pleasant-unpleasant characteristics. Depending on the content of the text, the students learn to speak their mother tongue and reading literacy (speaking) in a loud or low voice, to choose a fast, medium or slow pace of speech, to express an emotion. In teaching Expressive Mother Tongue and Reading Literacy, students are also introduced to pauses and logical emphasis[11].

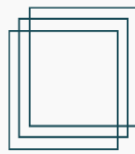
Preparation for Expressive Mother Tongue and Reading Literacy is conditionally divided into three stages:

The analysis of the content and ideological direction of the work is carried out in connection with the teaching of expressive mother tongue and reading literacy. Understanding the content of the text and expressing one's reaction to the events narrated by the author is the main task in teaching expressive mother tongue and reading literacy. The teacher's expressive native language and reading literacy are important for the formation of expressive mother tongue and reading literacy skills in students[12].

Conclusion

In the X-XV grades program, which is the first stage of general secondary education, special attention is paid to the development of reading culture and speech in students, it is envisaged to educate and develop the skills of working with artistic works. The main task of the program is to develop the ability of students to work independently on the work of art and to develop the skills of native language and reading literacy by educating and developing the skill of reading the artistic work correctly, quickly and expressively. In these classes, students get used to fully understand the content of artistic and popular scientific works, that is, they begin to feel the impressiveness and imagery of the work. On this basis, they have a moral, aesthetic, figurative impression[13].

In primary grades, students get acquainted with the events, characters and their behavior expressed in fairy tales, stories, parables, poems, proverbs, riddles, fragments of popular scientific works and epics through their mother tongue and reading literacy. they learn to give; in them, the first literary concepts about the language, style, images and means of expression used by the writer begin to form. Along with mastering the content of the work, the students learn to determine the main idea expressed in it, to determine the connection between the ideas.

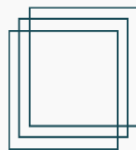


By learning to read works of art in their mother tongue and reading literacy, children will have an idea about the environment around them, the Motherland and its nature, and the work of people[14].

The native language and reading literacy classes enable students to distinguish between artistic works, to determine how the writer reflects life events through artistic means and what images he creates, independent native language and reading literacy, and the ability to analyze the work. Pupils begin to understand the content, idea and importance of the work of art by learning literary information.

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