

DEVELOPMENT OF READING AND TEXT COMPREHENSION SKILLS IN PRIMARY CLASS STUDENTS BASED ON ARTISTIC TEXT

Mamarakhimova Nafisa Ibrokhimovna

Teacher Of Jizzakh State Pedagogical University, Uzbekistan

ABSTRACT: A question about the need to develop the skills of reading and understanding the text based on an artistic text in primary school students, a new approach to teaching, the need to analyze the pedagogical aspects of the results achieved in the educational process and apply them to the educational process goes.

KEYWORDS: Elementary school, text, artistic text, understanding of the text, reading comprehension, thinking, creative thinking, speech.

INTRODUCTION

The progress and prospects of each society directly depends on the rapid development of the educational system, social life, compatibility with production, the ability to match the highest results of world education, meet the requirements of the time and to what extent it can satisfy the existing subjective needs. liq. [The theory and practice of general pedagogy. Tashkent-2019]. A clear example of this is the fundamental changes taking place in the education system, the content of teaching is increasingly enriched with new ideas and views, and the creation of new technologies that serve to increase the intellectual potential of the young generation. It is natural for such reforms to begin with primary education.

It helps elementary school students to increase their interest in books, mother tongue and reading literacy, acquire more knowledge, and freely express their opinion in the process of choosing and giving texts.

Working on the text, first of all, teaches the student to read quickly, correctly, understand and express, prepares for independent analysis and mastering the essence of the studied work, serves moral-aesthetic education. . It is not for nothing that work on the text is singled out in the State Educational Standard (DTS) and curriculum of general secondary education. [Sharafjon Sariyev. Developing speech by working on the text in elementary reading lessons. Tashkent. 2010.-5 p.]

In particular, by the decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 997 of December 8, 2018 "On measures to organize international research in the field of education quality assessment in the system of public education", the Cabinet of Ministers of the Republic of Uzbekistan The National Center for the Implementation of International Studies on the Evaluation of the Quality of Education was established under the State Inspectorate for Quality Control of Education. At the same time, the tasks of participation in international studies on the assessment of the quality of education were defined:

PIRLS is an international research program for evaluating the level of reading and comprehension of primary 4th graders;

TIMSS - (Trends in International Mathematics and Science Study) a program for assessing the level of literacy of 15-year-old students in reading, mathematics and natural sciences;

TALIS - (The Teaching and Learning International Survey) is an international study of education and training systems, an international comparison that determines the working conditions of teachers and what conditions exist in schools;

PISA is a test that assesses the literacy (reading, mathematics and natural sciences) of 15-year-old students and their ability to apply their knowledge in practice;

EGRA and EGMA are assessments of reading and math skills in primary grades.

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 literacy training and improve at the next stages of education.

The qualities of reading skills include reading the text of a literary work correctly, quickly, consciously and expressively. Reading skills are formed and improved in mother tongue and reading literacy classes. The qualities of reading skills are interrelated, the main of which is conscious reading: the student reads the text quickly and correctly, but does not read the content of the text. or as a result of his fast reading, others do not understand the content of the text, if he reads correctly, or reads too slowly, if he does not pay attention to the pauses between speech units, the idea expressed in the text is not understood. Reading at a certain speed and correctly serves conscious reading; correct, fast and conscious reading is the basis of expressive reading.

Acquiring reading skills is an important condition for successfully mastering all subjects taught at school. D.B.Elkonin and V.V.Davidov say that reading activity is one of the student's activities aimed at mastering theoretical knowledge and ensuring the growth of thinking. Study activity is a specially organized activity for the student to change himself. An important part of the study activity is the study assignment. In the process of solving the task, as in any practical training, certain changes occur in the object being studied by the student or in the perception of it, but as a result, the subject itself changes. The educational task can be considered solved only when a predetermined change occurs in the subject. Reading is the main type of activity to acquire reading skills, and it 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 reading skills.

Acquiring reading skills is very difficult, and its formation takes a long time. Psychologist T.G. Yegorov in his work "Ocherki psilogii obuchenia detey chteniyu" divides the process of formation of reading skills into three stages: analytical stage, synthetic stage and automated stage. The analytical stage corresponds to the period of literacy training, in which the ability to analyze words by syllables and to read syllables is formed. For the synthetic stage, it is characteristic to read the word aloud; 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.

After that, reading will become automatic in the next grades. In the 3rd grade, after reading or listening to age-appropriate texts, students should be able to tell their main content and idea and play roles.

Also, at the end of the 3rd grade, the following requirements are set for students in the subject of mother tongue and reading literacy in terms of listening comprehension:

- they can answer questions when information about an event, person, thing or place is openly expressed by the speaker in texts;
- can understand that the speaker has changed during a dialogue or conversation;
- based on the tone of the speaker's speech, he can distinguish interrogative, indicative, command, and emotional statements;
- after listening to an artistic or informative text suitable for the class level, he can tell its main content, sequence of events and idea;
- in the process of listening to an artistic or informative text suitable for the class level, he can guess about the place and time where the event is taking place, and can justify his guesses;
- understands and can follow the speaker's three-step and one-by-one multi-step instructions;
- can express and justify his opinion about oral, media, advertising, artistic and informative text at the class level;
- can choose pictures, drawings, shapes for oral texts suitable for the grade level.

In accordance with the qualification requirements in the subject of mother tongue and reading literacy, it is necessary to organize work on the text in the 3rd grade in such a way that it should be focused on analyzing the content of the text, developing listening comprehension skills, and improving reading skills. In the 3rd grade Mother Language and Reading Literacy lesson, the use of the "Objective Tree" method for the topic "Strange Boy" is also very effective in developing listening comprehension skills. This method can be used to strengthen the subject and develop creative thinking. Through this method, we learn to set goals in our lessons. The process can be organized as follows. So, we tell the readers that this tree is not an ordinary tree and how to plan goals to become a good child like Lev Bondarenko in the audio text "500 books at the age of 5". Special adhesive papers (stickers) in the shape of colored apples or leaves are distributed to them. The subject of the lesson is introduced. Then the students are told the task: "What is your goal in the future?" or Who do you want to be in the future? and to do so, write on the stickers in your Hand now." Students should write their words in the form of one sentence or one word on stickers and decorate the "Tree of Goals", i.e. fill it. In this case, it is advisable to read out the goals before sticking them on the tree.

Let the student write either a two-line sentence or a single word. The important thing is to understand how to set a goal. Some students may not be able to write on the first day, but when their peers who complete the assignment hear their writing goals, they try to do better on the second day. From the next lessons, they will definitely be able to express their goals, their thoughts, and most importantly, they will learn to set goals for themselves. This is how we gradually educate small people who can achieve great results.

This method gives the following results in the knowledge of students:

- The ability to set a goal in the lesson, plan the lesson process and expect certain results from it will appear;
- Develops speaking skills;
- Teaches creative and independent thinking, creativity;
- Interest in the lesson, motivation increases;
- There will be an exchange of ideas and experiences among the students.
- A question arises by itself: What does it give the teacher?:
- There will be an opportunity to analyze the scope of creative thinking of students;
- Development of students' experience of setting goals is achieved;
- Encourages the organization of the lesson in accordance with the goals and wishes of the students, that is, the principle of targeted education is used;
- It will be possible to achieve purposeful participation of students in the lesson, to identify areas of interest and, accordingly, to approach each participant individually.

CONCLUSION

In conclusion, it should be said that this method is used to develop the skills of reading and understanding the text based on an artistic text in elementary school students, a new approach to teaching, the analysis of the pedagogical aspects of the results achieved in the educational process, and the educational process. causes the need for implementation. It is also effective for developing the creative thinking and independent thinking skills of primary school students, as well as listening comprehension skills.

REFERENCES

1. Mamaraximova, N. (2022). Ijodiy tafakkurda nutqning ahamiyati. Boshlang'ich ta'limda innovatsiyalar, (4).
2. Mamaraximova, N. (2022). BOSHLANG'ICH SINIF O'QUVCHILARINING NUTQIY TAFAKKURINI O'STIRISH MASALALARI. Boshlang'ich ta'limda innovatsiyalar, (4).
3. Mamaraximova, N. (2022). Ijodiy tafakkurda nutqning ahamiyati. Boshlang'ich ta'limda innovatsiyalar, (4).
4. Mamaraximova, N. (2022). BOSHLANG'ICH SINIF O'QUVCHILARIDA NUTQ O'STIRISH ORQALI IJODIY TAFAKKURNI SHAKLLANTIRISH. Boshlang'ich ta'limda innovatsiyalar, (4).
5. Mamaraximova, N. (2022). BOSHLANG'ICH SINIF O'QUVCHILARINING NUTQIY TAFAKKURINI O'STIRISH MASALALARI. Boshlang'ich ta'limda innovatsiyalar, (4).
6. Mamaraximova, N. (2022). NUTQ INSON TAFAKKURINING ASOSIY MEXANIZMI. Boshlang'ich ta'limda innovatsiyalar, (4).