

DEVELOP READING AND TEXT COMPREHENSION SKILLS IN PRIMARY SCHOOL STUDENTS

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ABSTRACT

This article is devoted to the issue of the formation of reading and text comprehension skills in primary school students, which is covered in the topic of independent reading of children, the requirements for its form, methods and level.

Keywords: Reader, reading, skills, independent, formation, requirement, form.

INTRODUCTION

It has become one of the priority directions of reforms carried out such tasks as raising the culture of reading in our country, motivating the younger generation to read. Therefore, based on the Presidential Decree of the head of our state dated September 13, 2017 № 3271 "On the development of the system of printing and distribution of book products, increasing and promoting the culture of reading and reading books", these tasks are clearly expressed in a wide range. Our compatriot Mirziyoyev Shavkat Miromonovich said: "such important spheres as science, health, mining and art, sports are actively developing in our country". [1]

At the moment, in our country on the basis of the Strategy of action on five priority directions of development of the Republic of Uzbekistan in 2017-2021 in all spheres and sectors huge changes are carried out. In this regard, the library has an immense role in deepening the noble values and traditions in the life of society, in particular, in enhancing the spiritual and intellectual potential, consciousness and outlook of our people, especially the younger generation, in nurturing a harmonious personality. special attention is paid to the increase. [2]

Today in Uzbekistan the first issue of book reading is widely covered in scientific works of AA Umarov. Also, NG Asharenko's research on independent reading of students in the former Soviet Union and their bibliographic information, in the works of TS Popova, forms and methods of aesthetic education of students through literature, and the ways in which AI Lebedeva can guide schoolchildren. in their work. It is a very comprehensive system for developing elementary reading and reading comprehension skills, and reviewing this system at the same time is important in our research.

A child's desire to open a world of books plays a major role in developing reading skills. Motivation encourages a child to read, gives a certain incentive. Learning to work with a book is one of the common processes of learning how to read, and it begins with the literacy training of a child.

Materials and methods

The primary purpose of working with children in grade 1 is to create a positive attitude for children to read and read. Therefore, it is important for the teacher to read the interesting book aloud, to have first-graders rest after work and be rewarded.

In the second grade, children are introduced to independent lessons.

In Grade 3, the teacher should arrange a book exhibition within a week of the subject readings previously offered. Systematized by books exhibit types: classification, subtopic, genre, author.

The purpose of elementary school teaching is to form the foundation of the student's independence. Its presence suggests that a child reads books that he can understand.

Requirements for the level of reading skills of elementary school students include:

T\p	Classes	Reading rate	Reading speed
1	1 class	Read the correct and syllable words	The reading speed is 30-40 words per minute
2	2 class	Conscious, correct and expressive reading in whole words	The speed of reading an unfamiliar text is at least 60 words per minute
3	3 class	Accurate, informative, fluent and expressive reading.	The ratio of the interaction of intonation with the content of the text being read (temp, logical stress, pause, reading tone). The speed of reading is 70-75 words per minute.
4	4 class	Fluent, educated, correct, expressive reading in accordance with the basic norms of artistic pronunciation.	Carefully read any text in volume and genre. Readability is at least 100 words per minute.

Through reading, elementary school students are encouraged to be kind, compassionate, and develop a sense of respect for national and universal values.

Multimedia lessons can help solve the following didactic tasks in elementary school students:

1. To study basic knowledge of the subject;
2. Systematization of acquired knowledge;
3. To develop reading and writing comprehension skills;
4. Creating motivation for learning how to get information;
5. Providing educational and methodological assistance to students
6. Teaching self-study materials.

Multimedia technologies allow for a variety of ways and often replace classroom teaching with new ways of learning:

- oral presentation of teaching material (lecture, story, explanation).
- Visual and practical training methods;
- Ways to consolidate the acquired knowledge;
- independent working methods.

RESULTS AND DISCUSSION

List the advantages and features of multimedia technologies:

- It is possible to store large amounts of information in a single disk (texts of several chapters, thousands of high-quality images of several hours of films and clips and sound information);
- With the preservation of quality, it is possible to split the images on the screen or enlarge the most interesting and necessary parts;

- Comparative analysis of graphs, images and images, calculation of their indicators, the ability to process software for scientific or study purposes;
- The ability to extract the information needed to explain and explain key words or parts of the image from the text or other information used to illuminate the image or image;
- Continuous music and other audio support for static or dynamic images;
- access to video recording using the "stop-frame" mode;
- graphic and sound editors, cartographic information and text processing applications. In addition to the advantages and features listed above, there are many other options, including automatic scanning of whole or part of the image, preservation and selection of images.

CONCLUSION

On a global scale, computer graphics and design are far more advanced. They have been used for a long time. But the bulk of all the programs, videos and designs that are being created are for movies, cartoons, and websites. The small number of multimedia textbooks on science subjects on specific sites, and their inability to fully cover the specific subject areas, underscores the need for more education. But creating textbooks, pictures, and video clips that are now the most up-to-date graphics in electronic textbooks will increase your interest in websites and related content. A lot has been done in this area. The use of multimedia features gives teachers a lot of comfort. This is because sound programs, graphic works, animations, presentations, animated films, animations, which, on the one hand, are novel to the teacher, and, on the other hand, are interesting and interesting to learners. And it contributes to better understanding of the subject.

Multimedia is a tool for learning different things in the classroom. Multimedia contributes to the development of motivational, communicative abilities, helps acquire skills, accumulates real knowledge, and promotes information literacy. Multimedia, such as slides or video presentations, is now the most widely used tool. With the computer now, it is necessary to combine audio and video, synthesize and play audio and video, including animation and all of it in a single multimedia presentation for special effects. Rational use of visual aids in learning plays an important role in learning observation, attention, and speech development. The first step is to create a library of science.

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