

PEDAGOGICAL CHARACTERISTICS OF DEVELOPING READING AND TEXT COMPREHENSION SKILLS IN PRIMARY SCHOOL STUDENTS

Asqarova Manzura Avazbekovna

Teacher of the Department of pedagogy of Namangan State University, UZBEKISTAN

ABSTRACT

This article highlights the pedagogical characteristics of the development of reading and text comprehension skills in younger students

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

INTRODUCTION

In order to organize international research in the field of assessing the quality of education in the republican system of public education, to establish international relations, to support and encourage scientific research and innovation activities of readers and youth, first of all, the creative ideas and creativity of the younger generation, the Cabinet of Ministers decided. According to him, (PIRLS) Progress in International Reading and Literacy Study-to assess the level of reading and understanding of the text of Elementary 4th grade students; based on the results of international studies, it is aimed to make changes and additions to the content of educational programs and educational literature from reading, mathematics and Natural Sciences; to create a national database of questions on the directions of evaluation programs of International Studies and to integrate them into educational programs.

Also, to systematically conduct tests aimed at improving the national system of assessment of literacy of students and assessing the formation of practical skills in the years 2019-2021; the issue of creating additional methodical manuals and literature on the basis of educational programs, which include questions on the directions of international research evaluation programs. In this regard, the research base, which has been developed for many years, will provide information on effective ways of teaching students to read. At the same time, the need to find effective ways to improve the effectiveness of reading and understanding the text in the primary classes and carry out research shows the impact of today's science and technology development.

Materials and methods

Among the developed countries, the issue of teaching primary school students to read and understand the text was considered in pedagogical terms, even in the US. At the request of the US Congress, the National Reading Panel reviewed a wide range of research on teaching students to read and prepared a report on the research-based components of effective reading instruction in the year 2000. The panel came to the conclusion that an effective approach should include the following 4 components. They are defined as:

1. Teach students to read the text with quickness, accuracy and correct expression;
2. Free speech; (this is an important part of learning to understand the text)
3. To increase the number of words that students know the meaning and give an instruction in the dictionary. This includes understanding that the word given to the readers can have different meanings depending on the context.

4. To provide guidance that will help the students in developing targeted and active strategies for understanding the texts they read. These strategies will help children to observe their understanding of what they are reading, answer questions about the text, summarize important points from the text.

By combining these 4 components, a necessary resource is created for students to learn how to read. For example, first-graders do not have the ability to read and understand text that does not recognize written words, can not read fluently or understand the meaning of words. Reading meaningful texts is one of the ways to increase children's vocabulary and practice phonics skills. To find meaning from written texts, skillful students combine all the components of reading with the knowledge they have received before them about what they are reading.

In our opinion, teaching reading and understanding of text in primary school children should be Interactive today - children should be able to answer questions when they are asking questions or reading aloud, to know their correctness, to help them learn more and to have the opportunity to perform additional tasks at the appropriate level to continue their studies.

Although there is little experience, it is worthwhile for the reader to use several methods of reading at the same time, that is, to learn familiar words, to divide them into meaningful groups using the meaning and meanings of the words, to use the knowledge and context in advance and strategies for understanding the text, in order to understand the meaning of the text. When learning to read, these processes must be interrelated, the child must use the phonics in reading and writing the text, learn the richness of the word in the context of reading meaningful text and read fluently so that he can understand it successfully.

RESULTS AND DISCUSSION

In the process of our research, we were convinced that while the child is learning to read, the multifaceted requirements of reading can lead to "overload of knowledge", in which there are many requirements for a child to read fluently with understanding, to achieve success. For example, students who are struggling to decode the individual words of the story they are reading, allocate all attention to a particular level of vocabulary, so that they have difficulty understanding the events in the story. As a result, the read text becomes incomprehensible, and after a certain time begins to be forgotten. In order for teachers to teach children to read and understand the text, they will try to choose the appropriate reading materials, put in place the appropriate tasks, provide the appropriate level of adaptation of the teaching profession among themselves. Because teaching children to read and understand the text is not just an easy task, it is a process that leads to boredom. In order to perform complex tasks, teachers will provide children with tools that will allow them to understand and successfully engage in their studies. For example, before teachers ask students to read the text independently, they should be able to read aloud, revise new vocabulary, understand what is being said in the story or text, and also help when the child does not understand the meaning of the text.

To teach the reader to read and text, it is like the process of training a child who is learning to walk on a bicycle. The wheels of training allow the child to walk on a bicycle, paying attention to pedaling and driving. Reading stories or texts allows children to experience interesting events, while continuing to learn phonics, vocabulary, fluency and understanding.

Phonemic consciousness plays a key role in the development of reading and text comprehension skills of 1st graders as we study in the research work carried out. Phonemic

consciousness is the ability to notice, think and work the individual sounds of the words spoken, being in the center of attention in the 1st grades. In the course of the study, for example, it was taught that the "cat" knows the phrase from five sounds, the first sound corresponds to the sound of "machine", and the next sounds correspond to the sound of words such as "ukki", "turnip", "uka" and "kit", and make small jokes about these words. To understand the phraseology of words from the sounds of speech and compare the sounds of different words, to disassemble the words into structural sounds and to combine the sounds for the formation of words, it can all be an important basis for learning to read and understand the text. For example, in programs designed for young children, students are introduced methods that require combining with pictures of objects that begin with this sound, comparing the sequence of sounds with the words that are formed when they are combined, or with pictures of materials on which the names are written. According to him, the reader has not yet mastered reading, individualizing the data, the collection of problems, changing the rate of repetition and mastering;

- implementation of activities to improve the effectiveness of children's reading and understanding of the text;
- Organization of trainings for two or three children to develop skills of reading together and understanding of the text;
- presentations in the style of the story and the presentation of small works of interest, to further enhance the interest of children.

CONCLUSION

It is also desirable to use e-books, which are designed so that elementary school students can learn to read the text comfortably. E-books can help in several stages, including:

- provide oral fluency reading model;
- visual separation of expressions to direct the reader to reading, learning to read with expression;
- to allow first-graders to process additional texts in terms of pronunciation and meaning, thereby giving them the experience of reading and working with text independently;
- provide speech recognition tools so that students can get help while reading aloud;
- Provide writing and analysis tools to enable teachers to assess students' level of fluency and inform them about their learning decisions.

In our opinion, in developing the skills of reading and understanding the text in primary school students, it is necessary to carry out the following stages::

Organization of activities that increase the vocabulary of students. Children learn to read and tell stories independently and independently, by listening to what adults read to them, and by discussing unfamiliar words, including everyday experiences in oral and written language, including conversations with adults;

direct teaching of keywords, for example, to consider new vocabulary combinations in the text before students read the text;

a few meaningful words, words that are pronounced similar to each other, but different from each other in a different way, and difficult to teach;

the use of dictionaries and thesaurus, teaching strategies for the study of words; the use of suffixes, prefixes; the use of contextual clues to determine the meaning of words;

providing students with online dictionaries, thesaurus and encyclopedias that have the ability to speak, giving students the opportunity to use the tools to use the strategies of learning words;

provide students with descriptions of words and online texts with hyperhivals that provide additional information about the main ideas in the text;

to give students additional opportunities to expand vocabulary by increasing the volume of reading and writing with the help of materials.

REFERENCES

1. Nechaev A. P. Psychological foundations of different types of reading process in children // the reader in developmental and educational psychology. – M.: Izd-vo MGU, 2000. – Pp. 8-11.
2. Pantyukhova T. V. the culture of reading in society communication // J. librarianship. – M.: 2008. - No. 3. – P. 61-64.
3. Perov G. M. Test work on reading in the primary grades. – M.: of ARKTI, 2006. – 127 p