

THE IMPORTANCE OF FORMING READING LITERACY IN PRIMARY CLASS STUDENTS

Nafisa Saidakhmadova
Teacher of Termiz State Pedagogical Institute

Annotation

The article describes the theoretical foundations of the formation of reading literacy in elementary school students, as well as teaching students to read consciously, correctly and expressively, to develop the culture of reading and speech, and the ability to think independently.

Keywords: reading literacy, PIRLS, reading, correct and expressive reading, speech culture, independent thinking, grammatical literacy.

Introduction

Raising young people to be perfect people is one of the important tasks in the social life of our society. At the same time, President S. M. Mirziyoyev said , "Another issue that does not lose its relevance and importance for us is to make our children independent-minded, acquire modern knowledge and skills, have a strong life position, and truly I would like to quote his opinion that it is the task of educating people as patriots"[1]. In fact, the stronger the knowledge, the more the student's worldview, intellectual potential develops and matures. Nowadays, information literacy for students is an important condition for improving educational efficiency[2].

Today, our country has entered a new era of its development the success of the reforms, our country's taking a worthy place among the developed and modern countries in the world, first of all, is inextricably linked with the development of the field of science and education , and with our ability to compete on a global scale in this regard.

Analysis and Result

The science of reading literacy consisted mainly of texts in an artistic style, conveying abstract concepts. The texts and poems selected for the new textbook are artistic, informative, and scientific-popular texts that help the child to enter social life[3].

In the current textbooks, there are no tasks for developing listening comprehension competence, but in the new one, separate tasks for each subject have been developed to develop this competence.

Tasks allocated for the development of reading comprehension competence were mainly focused on the information openly expressed in the text or didactic elements. Now the textbook will have questions and assignments covering all parts of the reading comprehension competency[21].

Until now, the purpose of teaching the mother tongue was to teach the grammar of the language, to memorize the rules related to the structure of the language. Only the most important rules are left in the new textbook. More emphasis is placed on colorful images and interesting tasks[4].

Importantly, now there will be a "Teacher's Book" for teachers, and an "Exercise Book" for students. Old textbooks focus on teaching language structure. New textbooks emphasize lexicological and semantic aspects of the language rather than the structure of the language. That is, the main attention is focused on aspects such as the word, its meanings, substitutes, places of use, vocabulary.

Texts taken from current textbooks emphasize didactic importance rather than appropriateness for the child's age. The presented didactics are based on age-appropriate texts and poems on interesting topics. Together with the writers, the texts were reworked[5].

Words in the textbooks that might be unclear were left unexplained. In new textbooks, words that are difficult for a child to understand are placed in a special dictionary at the back of the textbook. In addition, special exercises have been developed on them[20].

In the prepared textbook, the process from the sentence to the creation of a complete text is systematically developed. First, the child who begins to fill in the blanks in sentences is brought to the level of being able to create a small text within a certain topic.

Also, in the textbook, the most painful problem of the students, which is the most painful problem of the students, has been developed special tasks that are answered orally. A special time is allocated for them to recite the poem given for memorization.

Literacy is the ability to perceive and practice the forms of written language required by society and valued by man[6].

This point of view is becoming more and more important in modern society, where students' ability to use information obtained from reading is more and more important. The focus shifts from demonstrating understanding to demonstrating skills in how to apply learned information to new projects and situations.

The word literacy refers to the success of students in the implementation of their plans in the future, that is, in acquiring the skill of reading literately as the main tool for continuing education, preparing for work, and participating in social life and work[7].

The science of reading literacy consisted mainly of texts in an artistic style, conveying abstract concepts. The texts and poems selected for the new textbook are artistic, informative, and scientific-popular texts that help the child to enter social life[19].

In the current textbooks, there are no tasks for developing listening comprehension competence, but in the new one, separate tasks for each subject have been developed to develop this competence.

Tasks allocated for the development of reading comprehension competence were mainly focused on the information openly expressed in the text or didactic elements. Now the textbook will have questions and assignments covering all parts of the reading comprehension competency[8].

Until now, the purpose of teaching the mother tongue was to teach the grammar of the language, to memorize the rules related to the structure of the language. Only the most important rules are left in the new textbook. More emphasis is placed on colorful images and interesting tasks.

Importantly, now there will be a "Teacher's Book" for teachers, and an "Exercise Book" for students. Old textbooks focus on teaching language structure. New textbooks emphasize lexicological and semantic aspects of the language rather than the structure of the language. That is, the main attention is focused on aspects such as the word, its meanings, substitutes, places of use, vocabulary[9].

Texts taken from current textbooks emphasize didactic importance rather than appropriateness for the child's age[18]. The presented didactics are based on age-appropriate texts and poems on interesting topics. Together with the writers, the texts were reworked.

Words in the textbooks that might be unclear were left unexplained. In new textbooks, words that are difficult for a child to understand are placed in a special dictionary at the back of the textbook. In addition, special exercises have been developed on them[10].

In the prepared textbook, the process from the sentence to the creation of a complete text is systematically developed. First, the child who begins to fill in the blanks in sentences is brought to the level of being able to create a small text within a certain topic.

Also, in the textbook, the most painful problem of the students, which is the most painful problem of the students, has been developed special tasks that are answered orally. A special time is allocated for them to recite the poem given for memorization[11].

There is no homework in the new textbook. Based on speech topics, non-standard exercises and tasks aimed at self-discovery, which complement each other in consistency, have been developed. Within a certain topic, educational content aimed at bringing from the level of associative imagination to the level of creating an oral or written text has been developed. The author's ability to use words in working with literary texts is revealed through practical assignments.

The content of the knowledge given in the mother tongue in the elementary grades is about the sound structure of the Uzbek language and the ways of expressing sounds in written speech, about the change of words and the connection of words in a sentence, the morphemic composition of words and word formation, consists of knowledge about the lexical-semantic group of words, the correct writing rules of the Uzbek language and the use of punctuation marks. The given knowledge serves to develop students' speech[12].

The subject of mother tongue and reading literacy in the primary grades of general secondary education, along with teaching students to read consciously, correctly and expressively, forms reading and speaking culture and the ability to think independently. It serves the comprehensive development of students. The content and methods of teaching the science of reading literacy should help students to acquire thorough knowledge, skills and abilities in the amount required by the program[13].

There is no homework in the new textbook. Based on speech topics, non-standard exercises and tasks aimed at self-discovery, which complement each other in consistency, have been developed. Within a certain topic, educational content aimed at bringing from the level of associative imagination to the level of creating an oral or written text has been developed. The author's ability to use words in working with literary texts is revealed through practical assignments.

The content of the knowledge given in the mother tongue in the elementary grades is about the sound structure of the Uzbek language and the ways of expressing sounds in written speech, about the change of words and the connection of words in a sentence, the morphemic composition of words and word formation, consists of knowledge about the lexical-semantic group of words, the correct writing rules of the Uzbek language and the use of punctuation marks. The given knowledge serves to develop students' speech[14].

The subject of mother tongue and reading literacy in the primary grades of general secondary education, along with teaching students to read consciously, correctly and expressively, forms reading and speaking culture and the ability to think independently. It serves the comprehensive development of students. The content and methods of teaching the science of reading literacy should help students to acquire thorough knowledge, skills and abilities in the amount required by the program[15].

Young people who have graduated from the school should be able to use the Uzbek language freely, effectively and correctly in various aspects of social, economic and cultural life, in all types of communication and interaction, to fully enjoy its unlimited possibilities, necessary they must have the skills and competencies[16].

Conclusion

It is necessary to direct students to independent and creative thinking in reading literacy classes. Therefore, in the curriculum and the textbooks created based on it, the aim was to abandon the memorization of grammatical rules, to form a creative way of thinking, and to focus lessons and trainings on creating students' speaking skills[17].

reading literacy in primary grades is to develop students' oral and written communication skills, creative thinking skills, reading and speech culture.

REFERENCES:

1. Mukhtarova L.A. Ways of formation of ecological culture in children of primary age // AJMR:Asian Journal of Multidimensional Research Journal. Vol 10, Issue 4, April, 2021. - Pp 648-652. (Impact Factor 7.699).
2. Мухтарова, Л. А. (2017). BOSHLANG'ICH SINFLARDA RIVOJLANTIRUVCHI TA'LIM TEXNOLOGIYASIDAN FOYDALANISH IMKONIYATLARI. Апробация, (2), 93-94.
3. Мухтарова, Л. А. (2017). BOSHLANG'ICH TA 'LIM SAMARADORLIGINI OSHIRISHDA INNOVATSION TA'LIM TEXNOLOGIYALARINING O'RNI. НАУЧНЫЙ ПОИСК В СОВРЕМЕННОМ МИРЕ (pp. 119-120).
4. Mukhtarova, L. A. (2021). THE USE OF INNOVATIVE EDUCATIONAL TECHNOLOGIES IN THE FORMATION OF A CULTURE OF ENVIRONMENTAL SAFETY. *Oriental renaissance: Innovative, educational, natural and social sciences*, 1(10), 792-797.
5. Abdimannabovna, M. L. (2022). Opportunities for an Interdisciplinary Integrated Approach to Improving the Culture of Environmental Safety. *Eurasian Scientific Herald*, 7, 7-12.
6. Mukhtarova Lobar Abdimannabovna. (2021). POSSIBILITIES OF AN INTEGRATIVE APPROACH TO THE FORMATION OF A CULTURE OF ENVIRONMENTAL SAFETY. *European Scholar Journal*, 2(11), 43-44.
7. Abdimannabovna, M. L. (2021). Formation of the Ecological Culture of Schoolchildren in the Study of Natural Science. *International Journal of Innovative Analyses and Emerging Technology*, 1(6), 73-76.
8. Muxtarova, L. A. (2021). Ways of formation of ecological culture in children of primary age. *Asian Journal of Multidimensional Research*, 10(4), 648-652.
9. Muxtarova, L. A. (2021). Use of multimedia technologies in the educational process. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(4), 1781-1785.
10. Мухтарова, Л. А. (2018). Пути Использования Возможностей Мультимедиа В Повышении Качества И Эффективности Уроков Чтения В Начальных Классах. *Научные горизонты*, (11-1), 247-252.
11. Мухтарова, Л. А. (2018). Развитие И Формирования Критического Мышления У Школьников Начальных Классах. *Гуманитарный трактат*, (24), 13-14.
12. Abdusamatov, A. S. (2021). Methodological innovations in primary education and their organizational-active and purposeful implementation. *Asian Journal of Multidimensional Research*, 10(8), 53-58.
13. O'ralovna, J. G. (2023). SPECIFIC SOCIAL PSYCHOLOGICAL CHARACTERISTICS OF OLD AGE. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, 3(5), 145-147.
14. Жумаева, Г. Ў. (2022). ОИЛАВИЙ МУНОСАБАТЛАРДАГИ БЕГОНАЛАШУВНИНГ ИЖТИМОЙ ПСИХОЛОГИК ОМИЛЛАРИ. *Science and innovation*, 1(В3), 428-431.

15. Pardayevich, S. S., & O'Ralovna, J. G. (2023). KICHIK MAKTAB YOSHIDAGI BOLALALAR PSIXOLOGIYASI. *Talqin va tadqiqotlar ilmiy-uslubiy jurnali*, 1(17), 101-104.
16. O'ralovna, J. G. (2022). Social Psychological Problems of Alienation. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, 2(4), 204-206.
17. Жумаева, Г. У. (2021). Психологические механизмы формирования профессиональных отношений будущего педагога. *Достижения науки и образования*, (4 (76)), 72-76.
18. Samadova, V. (2022). SIMILE IS ONE OF THE OLDEST FORM OF A SPEECH. *Science and innovation in the education system*, 1(4), 82-83.
19. Мухтарова, Л. А. (2018). Развитие творческого мышления у школьников начальных классов. *Гуманитарный трактат*, (24), 9-10.
20. Tangirova, M., & MUKHTAROVA, L. (2023). Ways of reading literacy development in primary school pupils.
21. Kulmuminov, U., & Mukhtarova, L. (2023). POSSIBILITIES OF CREATIVE THINKING AND ITS MANIFESTATION IN THE EDUCATIONAL PROCESS. *Open Access Repository*, 4(02), 81-84.