

**NATURE-BASED LITERACY EDUCATION**

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### Abstract

Conformity with nature is a pedagogical principle according to which the teacher in his activities is guided by the factors of the natural, natural development of the child (Ya. A. Kamensky, I. G. Pestalozzi, A. V. Tsisterweg). At different times and by different authors, the principle of conformity to nature was interpreted in different ways, giving rise to various trends in pedagogy: fatalism, naturalism, free education, pedocentrism and others.

In the modern understanding, the principle of conformity with nature requires compliance of educational technology with natural laws, means the need for an eco-psychological approach, turning to the ethnic, culture-forming sources of the individual.

Kushnir Alexey Mikhailovich – editor-in-chief of the magazines “Public Education”, “School Technologies”, Candidate of Psychological Sciences is developing a nature-conforming approach to teaching.

To illustrate the possibilities of this approach, he introduced into mass practice a nature-based model of teaching literacy, which showed a two- to three-fold superiority over analogues (traditional, developmental) in the technical parameters of reading and writing, and a tenfold superiority in information content capacity. Efficiency is due to reliance on the integral processes of the holistic psyche. Appeal to the integrity of the human psyche and personality, refusal of formation, development, training, etc. any individual processes and functions made it possible to implement thousand-year-old traditions of folk pedagogy in the modern educational process.

Alexey Mikhailovich’s approach to teaching reading is different and quite non-standard. He brings up a reader who loves books. What do other techniques do? They teach the skill of reading: by letters or syllables, it doesn’t matter. At the same time, the very essence of reading, as a fascinating world of discovery, fades into the background, if it is not forgotten at all. The focus is on correct reading, not on understanding what is read. As a result, children develop a persistent dislike of reading and books at school. Alexey Mikhailovich believes that acquaintance with reading should be complete. By the age of 6-7 years, the child realizes that people read in order to learn something new and interesting. This is the main thing. The subject of the lesson is reading itself. They do not read syllable by syllable, not in excerpts, not in adapted texts.

There are no theoretical assignments or primitive texts to which children are not receptive. They immediately read highly artistic works in the original. Why is this being done? For the sake of awakening the soul. After all, if a child does not deeply experience what he reads, then it will pass without a trace and will not remain in his memory. Children taught to read using Kushnir's method are not indifferent to books: they know how to think, analyze, and worry.

For whom A.M.'s technique is not recommended? Kushnira: absent-minded children with unstable attention, hyperactive children. The technology of nature-conforming literacy education (author A.Kushnir) promotes:

- educating the reader,
- the initial formation of developed reading as a process
  - understanding the text through recognition of known words as integral images.
- achieving the maximum difference between the pace of reading aloud and silently, separating reading from articulation,
- development, first of all, of the ability to see in the imagination the space and events of the work being read simultaneously with reading,
- development, training, etc. any individual processes and functions made it possible to implement thousand-year-old traditions of folk pedagogy in the modern educational process.

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As a result, children develop a persistent dislike of reading and books at school. Alexey Mikhailovich believes that acquaintance with reading should be complete. By the age of 6-7 years, the child realizes that people read in order to learn something new and interesting. This is the main thing. The subject of the lesson is reading itself. They do not read syllable by syllable, not in excerpts, not in adapted texts.

There are no theoretical assignments or primitive texts to which children are not receptive. They immediately read highly artistic works in the original. Why is this being done? For the sake of awakening the soul. After all, if a child does not deeply experience what he reads, then it will pass without a trace and will not remain in his memory. Children taught to read using Kushnir's method are not indifferent to books: they know how to think, analyze, and worry.

For whom A.M.'s technique is not recommended? Kushnir: Children quickly master reading using Kushnir's method. It will only take them two and a half months to learn to read whole words. Children immediately learn to read quickly: up to 300 words per minute silently. This is 2-3 times faster than normal. Children love books.

This love is instilled for life. Moreover, from childhood they get used to the best examples of the classics. And this is already part of the success in raising a highly spiritual and intellectual person. Children not only read, but also understand the meaning of what they read. Children train their visual memory by memorizing whole words. This easily explains the competent writing of children trained according to the **Kushnir method. Disadvantages of the technique:**

Classes cannot be stopped for more than one day. Although in what method can you take a break from classes? The child may encounter difficulties at school. He reads quickly, writes competently, but does not know how to do phonemic analysis, which is included in the compulsory school curriculum.

At school, the child is expected to do exercises to develop phonemic awareness, and he may lose all the knowledge he has acquired at home.

Refusal of intermediate  $\rightarrow$  educational and preparatory  $\rightarrow$  models of reading. The initial formation of developed reading as a process of understanding text through recognition of known words as integral images. "For" and "against" the methodology of A.M. Kushnira

### **Advantages of the technique:**

- Achieving the maximum difference between the pace of reading aloud and silently. Separation of reading from articulation.
  - Development, first of all, of eidetic reading – the ability to see in the imagination the space and events of the work being read simultaneously with reading.
- Creation of a psycho-intellectual base for widespread use in the following training of deep processes of imagination, intuition, insight and others.
- Education of the reader and more broadly - education of an autonomous self-learning personality.
- Target orientations
- the initial formation of developed reading as a process of understanding the text through the recognition of known words as integral images.
- achieving the maximum difference between the tempo of reading aloud and silently, separating reading from articulation

Children quickly master reading using Kushnir's method. It will only take them two and a half months to learn to read whole words. Children immediately learn to read quickly: up to 300 words per minute silently. This is 2-3 times faster than normal.

Children love books. This love is instilled for life. Moreover, from childhood they get used to the best examples of the classics. And this is already part of the success in raising a highly spiritual and intellectual person. Children not only read, but also understand the meaning of what they read. Children train their visual memory by memorizing whole words. This easily explains the competent writing of children trained according to the Kushnir method.

At school, the child is expected to do exercises to develop phonemic awareness, and he may lose all the knowledge he has acquired at home. Writing may also become less proficient. The use of this technology makes it possible to evaluate a student only from the point of comparison with himself (understanding, interest, increase in reading volume, reading technique, especially the pace of silent reading).

-Refusal of intermediate educational and preparatory models of reading. The initial formation of developed reading as a process of understanding text through recognition of known words as integral images. “For” and “against” the methodology of A.M. Kushnira Advantages of the technique:

Let me give an example of one type of work: moving a finger, and therefore the eyes, along a line of text, accompanied by the teacher (or a well-read student) voicing the line of text; showing the teacher where we are reading: catching up with the teacher (or a student who reads well), we follow the sound guide.

Existing practical solutions to the problem of teaching reading and writing can be divided into six main methods:

- 1) conservative;
- 2) gaming;
- 3) computer;
- 4) psychological;
- 5) physiological;
- 6) a combination of several of the above.

The conservative method of teaching literacy refers to standard teaching methods inherited from the Soviet period, the characteristic feature of which was and remains a focus on the average student. The individual characteristics of students are deliberately ignored; the emphasis is placed rather on equalizing the potentials of different students, rather than on their individual development.

Game-based teaching methods include those that prioritize the development of a child's interest in the subject of study. In this case, the child learns school material much faster and more deeply. Teachers who rely on methods such as visualization, imagery, and emotionality achieve considerable success in teaching children.

The computer teaching method is a set of training programs, from the simplest to those using the "twenty-fifth frame" technology, elements of hypnosis and other advances in information technology. The psychological direction in teaching literacy comes from the laws of the functioning of the brain and the laws of human perception of this or that information. The essence of methods using psychological tools is to remove the child's psychological learning problems (self-doubt, fear of answering in class) and instill the correct scenario settings that would ensure high-quality and rapid assimilation of school material. In a specific problem case, one or another psychological approach may be effective.

Therefore, it is first necessary to determine the nature of the problems the child has, and then choose a remedy to solve them. According to A.M. Kushnir In traditional education, learning is based on the most developed emotional-figurative sphere of the personality at the beginning of school life.

The essence of the method lies in natural development: not in getting ahead and imposing standards, but in raising and teaching a child according to his physiological and psychological readiness. Methodology A.M. Kushnira gives amazing results. Children make five times fewer mistakes in Russian language papers than in a regular school. Reading speed is two to three times higher than normal.

Graduates know English, which they begin to learn in the fifth grade, at the level of linguistic gymnasiums. Kushnir developed his technique back in 1983. Today it is taught in more than 200 schools across the country.

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