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TECHNIQUES TO READ THE TEXT AND INCREASE THE LEVEL OF ITS UNDERSTANDING IN PRIMARY SCHOOL STUDENTS

Nozima Hakimovna Aslanova Sanobar Sulaymonovna Turaeva Mastura Sunnatovna Narziyeva Rustam Sobirovich Shakirov

nozimaaslanova@80mail.ru
Teachers of The Department of Preschool Primary and Special Education Methods Bukhara Region in service and Retraining institute of Public Educators
Lecturer at the Department of German and French languages Faculty of Foreign Languages Bukhara State University
rush-93@bk.ru

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Abstract – The article considers the priority tasks of modern primary education in relation to raising the quality of the subject in reading in primary classes to a new level. There are also some examples of how to develop reading literacy. PIRLS surveys have been conducted on a four-year scale since 2001 for a period of five years. The number of countries participating in this program is growing year by year. It has been held 4 times since 2001. The last PIRLS study was conducted in 2016. So far, 35 to 50 countries have participated in this study. The PIRLS study examines the reading quality and reading comprehension of 4th grade graduates from countries with different education systems. It is noteworthy that the selection of 4th grade students for these studies is precisely in the fourth year of study that students have a high level of reading, helping them to form the ability to acquire knowledge in further education and thus successfully adapt to the present. The study involves elementary school graduates. It is during this period that students 'reading and writing skills develop to such an extent that it lays the groundwork for effective teaching in the upper grades. It is well known that school curricula in different countries are radically different.

Key words – Subject in reading, primary education, quality, research, literacy, assessment.

I.Introduction

The system of continuing education in our country is improving day by day. In particular, the effective organization of preschool and primary education and the introduction of modern approaches to it have a positive impact on the quality and efficiency of the process of mastering teaching materials in high school students of general secondary schools. As our President Sh. Mirziyoyev noted, one thing should be clear to all of us: we cannot achieve the lofty goals we have set for ourselves with the current pace of development. Modern education, on the other hand, involves the full realization of the knowledge imparted to students.

II.Literature review

Equipping students with theoretical and practical knowledge in the teaching of mathematics, mother tongue, reading, natural sciences, technology and other subjects in primary school is a guarantee of their intellectual development. In particular, the development of reading, writing and arithmetic literacy in primary school students, the formation of literacy skills in them, increasing the level of reading comprehension, the interest of students in reading is carried out from an early age literacy". According to this, the student should be able to understand what they read, observe and evaluate their content, express their views on the text.

III.Analysis

The International Association for the Evaluation of Educational Achievement is a worldwide research institute, research agencies, scientists working to evaluate, understand and improve education and is an international partner of analysts. More than 60 countries and more than 100 educational institutions are involved in the network of this non-profit and independent organization. In the early nineteenth and early twentieth centuries, scoring and standardization of objects and products by scoring was introduced in the United States and European countries. There are various methodological approaches in this regard, one of which is the PIRLS International Assessment System. It is a method of studying the quality of reading monitoring in countries with different education systems, which allows to compare and show the quality of reading and reading comprehension of 4th grade students in different countries, as well as changes in the education system in different countries. It ranks high among international studies.

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It is noteworthy that the selection of 4th grade students for these studies is precisely in the fourth year of study that students have a high level of reading, helping them to form the ability to acquire knowledge in further education and thus successfully adapt to the present. The study involves elementary school graduates. It is during this period that students 'reading and writing skills develop to such an extent that it lays the groundwork for effective teaching in the upper grades. It is well known that school curricula in different countries are radically different. For example, in most countries, children start school at the age of six. But in the UK and New Zealand, education starts at 5 years old. Therefore, the project involves 5th graders, not 4th graders. The age of students whose quality of reading and comprehension of the text is checked is 10.5 years. In Eastern countries, since children start school at the age of 7, students aged 10-11 of them participate in the study. In the first PIRLS-2001 survey, Russia ranked 16th out of 35 countries. At the end of 2017, the results of the latest PIRLS-2016 survey were announced. The Russian state took the first place.

The main reason for this is the interest of children in reading and the widespread use of reading among them. Reading helps to develop students' ability to understand and observe the content of works of art, to express their attitude to the heroes of the work, events and happenings. Reading lessons also develop the skills of analyzing various texts, understanding its content, language, artistic analogies and animations in it. The following types of work are used in the process of art analysis:

1. Selective reading.

Selective reading is considered to be the most effective way to work. Selective reading is used at all stages of text processing. It helps to develop students' creative thinking, speech and memory skills by developing good reading skills. The selection is used in the design of the text, in the description of the protagonist (selection of materials describing a particular feature of the protagonist, his actions in the text), in the definition of the work (reading the place where the idea is expressed).

2. Students answer the questions on the text in their own words.

This type of exercise allows students to develop thinking skills based on the story they read, to evaluate the behavior of the characters in the play, and to identify the connection between the author's life stories and the story. In elementary school, questions are categorized according to the purpose for which they are used:

1. Questions and assignments on mastering and retelling the content.
2. Questions and assignments on learning and mastering art.

Cause-and-effect questions are used on the content of the work. If the teacher seeks to help students understand the idea, the question will be cause-and-effect. For example, based on the idea of the smell of bread, "What is bread? It is very important to use tasks such as "Uniterate", "Do you appreciate bread?", "What is the most fragrant smell in the world?" On this basis, the content of the text is analyzed and repeated once more. After all, repetition is the mother of knowledge. If the repetition is mechanical, blind, of course, there will be very little benefit from it. Taking into account the receptive properties of the brain, repetition with a certain order and system gives good results.

IV.Discussion

In primary school, a great deal of attention is paid to answering questions about the work. The teacher's task is to pre-determine the ways to work on these questions. Creative questions encourage students to think independently. Such questions develop students 'thinking skills, oral speech, and help them fully master the text. Creative use of questions and tasks related to the system of events in the work in the process of analysis is of great importance in mastering the content of the stories.

3. Teach students to ask questions about the text of the story.

Teaching students to ask questions gives good results when working on text. According to Methodist scholars, a half-answer to a correctly asked question will be ready. Students can ask questions from the text only if they can understand the text. It is advisable to start teaching students to ask questions from the 2nd grade. Questioning is taught in groups and is of an educational nature, using the "Chain" method, which uses the method of converting words in the text into interrogative sentences. For example, you can use the question-answer method based on the fairy tale "Zumrad va Qimmat". In this case, the 1st sentence of the text is read by the 1st student in the 1st part. Student 2, on the other hand, turns the sentence into a question sentence. For example: Student 1: "In ancient times, there were two girls named Zumrad and Qimmat." Student 2: "Who lived in ancient times?", "How many girls lived in ancient times?", Student 3: " Zumrad is a polite, hard-working girl", Student 4: "What kind of girl is Zumrad?" or "Who is a polite, hard-working girl?", Student 5: "Qimmat is lazy, uneducated girl", Student 6: "What kind of girl is Qimmat?", "Who is lazy, uneducated girl?" and so on. As a result, students analyze the text from beginning to end. Students learn to answer questions completely through text, to turn compound sentences into interrogative sentences, to use interrogative words in a sentence.

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4. Describe the text.

Descriptive text plays an important role in working on a text, developing students' creative abilities and providing a convenient opportunity for students to clearly visualize the life scenes described by the author in the play. Some students find it difficult to describe the text verbally because oral speech is not well developed. If they describe the text graphically, they will have no difficulty telling the events they describe. From this, the text can be described in two ways:

1) word description;

2) graphical representation.

When **describing a text in words**, students 'oral speech is formed. Their vocabulary is increased. In this case, it is advisable to use the method of "Perefraza" by the teacher to engage students. This method is preferred in that the words in the sentence are first replaced by their meaning.

For example:

"Once upon a time there lived a decent girl" - "In the distant past there was a smart girl";

"This girl's name is Zumrad" - "Her name is Zumrad";

"Zumrad is very hardworking and beautiful" - "Emerald is very hardworking, in the middle";

"Her sister Qimmat is a lazy, stubborn girl" - "Her brother Qimmat is lazy and uneducated" ...

Students are given words before using this method. They need to find meaningful words. For example: leaves-blades, flowers-buds, beautiful-middle, smart-wise, cold-frost-cool, delicious-sweet-tasty ....

In text-based imagery, students' ability to draw is demonstrated. In doing so, students graphically describe their imaginations based on the idea of a fairy tale, story, or text. In graphic representation of the text, students are given specific tasks in groups.

For example, when you are asked to draw a picture based on the story "Egri va Tugri", you are given the task to draw the story in parts. Group 1 members are asked to describe "Egrivoy and Tugrivoy's friendship", group 2 members are described as "Egrivoy hides in the oven and listens to animal conversations", and group 3 members are asked to describe "Tugrivoy's marriage to the princess". Each small group member begins to draw and depicts fairy tale events based on their own imagination. It is much easier to divide a fairy tale into parts than to give students the task of drawing a whole picture based on the story "Egri va Tugri".

5. **Creating a work plan.**

The plan helps students to consciously and deeply understand the content of the text, to distinguish the main idea, to determine the sequence of events, to understand the interconnection of parts of the text. Working on a plan develops students' speech and thinking. They learn to divide the text into complete parts of the content and to find the basis of each part, to find a short and clear title to them, to form it as part of the plan. The following exercises can be used in this. When a story or text is read aloud, the words in it are replaced. Students place these sentences in the correct sequence. Or the sentences in the text are added together. Students should highlight the words and phrases in the attached text. Members of the group who perform the task correctly are encouraged.

V.Conclusion

Performing headline exercises before creating a work plan has a positive effect on improving students' thinking skills. If this method is done with handouts, several students will be assessed at the same time. The more free and creative thinking skills students develop, the more innovative methods of reading and comprehension of the text will be used in primary school students.

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