

IMPROVING TEACHING ASSIGNMENTS THAT TEACH STUDENTS TO READ AND UNDERSTAND IN PRIMARY EDUCATION

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Abstract:

This article discusses the importance of teaching students to read and understand reading in primary education, the content, characteristics, the role and methods of further improving their learning assignments in education and in the student's hierarchy.

Keywords: reading, understanding, understanding, analytical (analytical) reading, reading for study, facial reading, searching, getting acquainted, speech processes.

Introduction

In the 21st century, it was recognized as the main factor ensuring the sustainable development of education worldwide and was designated as a pressing task in the Concept of International Education, set by 2030. It prohibits the teaching of subjects based on innovation and modern teaching technologies in primary education, which is considered the main part of education, the development of integrated education in students, and the expansion of the possibilities of a pedagogical system aimed at developing social activity skills in them. This plays an important role in developing students' scientific knowledge in teaching and gaining professional competence in acquiring teaching materials on the basis of interdisciplinary affiliation. The internationalization processes of the world's educational systems are putting new tasks before the national education system. For example, one of the main tasks of schools today is to educate students to view the world as a holistic, interconnected unit, to understand and understand its global problems and solutions to these problems. At the same time, it involves expanding the world's innovative educational environment by integrating advanced foreign experiences, and improving the mechanism for optimizing innovative-professional growth dynamics based on an acmeological approach.

Reading and understanding is a type of speech activity that allows you to accept and redesign the content expressed using graphics based on the function of communication and to understand the content. In real life, we read differently, the ability to read depends on our goal of reading in each individual situation. It defines the following types of reading and understanding:

- analytical (analytical) reading;
- study for study;
- superficial reading;
- follow-up reading;



- read to get acquainted, etc.

The process of reading and understanding text, in turn, consists of the following processes:

- the pedagogical process — prohibits teaching and showing by an individual;
- the psychological process – it requires focusing on what is being read, building,
- the physical process prohibits the eye from focusing only on letters, joints, or words, stopping other actions;
- the physiological process requires the ability to repeat the letter or word being taught, implying that there is or does not have the ability to read. Reading is also a means of developing and controlling speech skills and language skills.

In particular: study helps language learners optimize the process of mastering language and speech material; communication assignments of lecture and grammar, listening, understanding, writing and oral discourse control can only be applied when you have the ability to read, they are based on written texts and guidelines; Exercises related to the development and development of all language and speech skills also rely on written guidelines for textbooks and exercises. The role of reading in increasing vocabulary is insignificant. Words and phrases that are common in the reading process go into active lecture, are used in oral discourse. Unconscious memoration occurs throughout the reading, which is a natural phenomenon and is more useful than conscious memory. Therefore, to study in Uzbek language education, it is necessary to take into account the many returns of language units. More types of texts are used in English language education, and they actually refer to work forms: vocational and indoctrinant reading, reading without translation and translation, reading without preparation and preparation, reading at home and in the classroom. Teaching to read, therefore, can be both an independent goal and a means of acquiring other types of speech activities. Teaching to read begins with the development of reading techniques, vocal reading and in-house reading skills. Of course, all this is closely related to the phonetic aspects of the language. Reading without translation and translation differs from the extent to which the native language is involved in understanding the read text. Understanding and translating text are tasks of varying degrees. OtMs in schools and nonfilological fields are tasked with reading without translation, so the teacher should not force the learners to translate each word and sentence accurately. In this respect, the translation did not justify itself as a form of control over the level of text understanding. Prepare and read without preparation. Preparing and reading involves preventing linguistic difficulties before getting acquainted with the text. At the same time, it is important that the content of the text not be opened when working with language material. Therefore, the following methods can be used: analyze existing morphological and synthetic problems using other linguistic material; studying new words within other linguistic material as well. Unpredicted reading is done with linguistically facilitated customized texts. They may contain unfamiliar words, molds, but they should not be an obstacle to understanding the basic information in the text. In the course (intensive) study and at home (extensive) study are different in the place where the learning process is carried out. As students' learning experience increases, the salinity of studying in the classroom decreases compared to home learning. Learning at home saves the time of the lesson and allows you to check only how the material read is understood.



MAIN SECTION

Reading and understanding is what is required by society and by man understanding and applying the forms of the valued written language in practice qobiliyatidir.

The process of understanding text seems to be an active process of processing it, actively selecting important components that make it an internal component of extended text. There are many other definitions of understanding: "Understanding is the process of understanding the internal communications within the text," "Understanding is an effort to knowledge, it produces knowledge in the process of obtaining text," and so on. Summing up the diversity of definitions, it is clear that the category of understanding is incompatible with the understanding of "meaning": meaning is the most important component of the essence of understanding. In order to master the text and analyze what is read, students will also understand its content and the importance of leading ideas in it. In primary education, the ability to teach students to comment begins with creating simple statements to react to images or text, and then at the stages of creating small text. (Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to discuss these answers with you.

It is important to develop the ability to read and understand the text in elementary school students. Students will be taught to read and understand text from grade 1. To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Kingdom Service Worldwide has been prepared. Some texts can also be given as homework. Based on the assigned assignment texts, questions and analysis will be conducted in the next lesson. After reading the text, students will be evaluated according to their ability to understand the content of the text, draw conclusions, explain the content of the text, explain, analyze, evaluate the content of the text, analyze the words given in the text, and answer questions about text construction. The PIRLS program evaluates not the ability of 4th graders to read traditional texts quickly, fluently, expressively, but to read, understand and interpret texts provided beyond a textbook, and to express their opinions in writing in a fluent language. PIRLS represents two comprehensive goals that make up the vast majority of school and out-of-school learning by elementary school students, namely, to gain artistic experience, to gain information and to evaluate the skills to use it. Fluidity and consistency of the texts to be selected for research; their reality; description (scientific, practical and other texts) and texture without analyzing facts; characteristics such as artistic (artistic publicity and other texts) have been found to be very important. The PIRLS program, which determines the level of international evaluation of students, is implemented every five years. In it, elementary school graduates will be evaluated by two texts, as required by PIRLS. The first text may be about art and culture, as raised in the Charter, and a story or fairy tale based on an interesting historical event. The secondary text, on the other hand, must have represented accurate scientific information.

In addition to being aware of the exemplary ways and actions of our great ancestors, the reader who reviews the stories given in the Book of Reading will reach the level of pride and pride, high patriotism, integrity, generosity, goodness, self-esteem, courage and courage, so understanding, learning, and infecting genuine human qualities. To achieve this goal, you will need a little creative approach from the teacher. You can also increase the reader's appetite for



reading books by showing movies, tablets based on these stories, and showing the audience's performances based on their age characteristics. It is very useful to carry out the above-mentioned tasks in introducing students to the text during an hour of reading, opening its main content, drawing the right conclusions from the story, and teaching them how to apply it in their own life. Such assignments will help the student to expand his or her academic activities and train him or her. Therefore, the questions, tests, and assignments used to evaluate students' knowledge in their studies will determine how the student is mastering the learning material and develop knowledge skills and skills.

Sh.S.Abdiraimov, PhD in pedagogical sciences, recommends the following types of methods of assignments used to evaluate the ability to read and understand:

- binary test task;
 - a viable answer test task with one correct answer;
 - an alternative answer test task with several correct answers;
 - a test task that requires adaptation;
 - a test task that requires a short answer;
 - a test task that requires filling open seats;
 - a test task that requires an extended response;
 - a photographic test task; – a drawing test task;
 - error correcting tests.
- Reading and understanding in modern society plays a major role as a means of knowledge and communication. Also, the ability to conduct visual channels is much higher than that of hearing channels. Therefore, the information recommended in the form of printed text is more reliable and efficient than the information heard, and less costs and efforts are spent on it. This indicates the importance of teaching English in the process of teaching as a foreign language. Qualifications related to reading technology begin to be developed in the initial, input-phonetics course. Exercises aimed at producing such skills are built on the pronunciation of elements that become difficult—letters, letter combinations, words, phrases, and micromatns. The speed of study is an important indicator of this phase: fast reading can be achieved from the first stage.

CONCLUSION

Reforms in education in Uzbekistan prohibit the full information of the education system, the revision of the content and quality of teaching, the integration of academic subjects, the proper and effective use of modern teaching technologies in teaching. "Ensuring that schoolchild students have knowledge, skills, skills, and competencies based on certain international standards has been designated as a priority in improving the quality and efficiency of educational institutions." This, in turn, creates the need to improve the educational institution's single educational and regulatory documents based on the integration of subjects. A wide range of measures are being taken in our country in reforming the educational system, elevating the preparation of scientific textbooks to the level of time requirements, and expanding integrated education in shaping the scientific world view of talented young people. The Action Strategy for the Further Development of the Republic of Uzbekistan defines "the systematic implementation of the policy of the development of innovation in education and science,



especially taking into account the current needs of the labour market", the main part of education, this is the science and its continuous development. (Matthew 24:14; 28:19, 20) Today, during the deepening of globalization processes, the education system prohibits rapid development based on social processes. In adapting education to globalization and integration processes, developing mobile and effective models of the development of the scientific world of young people will be an important factor in the education system in developed countries. Reforms, innovative, integrated scientific projects, and international research are being undertaken on a large scale aimed at preparing students covering this issue for an independent life, ensuring active participation in the political economic and social life of society. Especially in elementary school students, the systematicization of national and foreign experiences related to the problem of improving the scientific world based on the integration of science, improving the didactic system of developing logical, critical and creative thinking in them, theoretical knowledge, practical skills, skills, and methods based on modern teaching technologies ways to achieve conscious learning of learning material are being studied extensively by applying competencies in new situations.

Just as society is, so does school. The new content of education is aimed at improving students' perfection in all aspects and improving their knowledge.

Literature

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