

# Improving Reading Literacy Using Foreign Methods in Primary Education

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**Abstract:** The Standard Of Competence And Skills Required In Each Class In Terms Of The Four Main Types Of Speech Activities Acquired By Teaching The Language To The Student: Listening Comprehension, Speaking, Reading And Writing.

**Keywords:** Language, Speaking, Reading And Writing

The standard of competence and skills required in each class in terms of the four main types of speech activities acquired by teaching the language to the student: listening comprehension, speaking, reading and writing. development, in which the ability to exchange and express opinions independently in various speech situations that occur during study and work, in family and public places, to perceive the heard material, as well as to obtain information by reading written sources, to events and events The dynamics of acquiring communication skills in the manner of expressing one's attitude is assumed. The standard of competence and skills required in each class in terms of the four main types of speech activities acquired by teaching the language to the student: listening comprehension, speaking, reading and writing. development, in which the ability to exchange and express opinions independently in various speech situations that occur during study and work, in family and public places, to perceive the heard material, as well as to obtain information by reading written sources, to events and events The dynamics of acquiring communication skills in the manner of expressing one's attitude is assumed.

In the current textbooks, tasks for the development of listening comprehension competence are not allocated, but in the new one, separate tasks for each topic have been developed for the development of 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 tasks covering all parts of reading comprehension competence.

Through the effective organization of native language and reading literacy classes, speech competence (oral speech, written speech, understanding (reading and understanding, listening comprehension) is formed. In the 3rd-4th grades, the content of this competence improves from simple to complex. .

It is aimed to effectively use the student's notebook and handouts in establishing the cognitive activity of primary school students, forming logical thinking skills, and teaching them to apply the acquired knowledge, skills, and abilities in life. Will be compatible.

Foreign methods are based on the active relationship between the teacher and the student, the complete explanation of each other. The main goal of introducing interactive methods into the educational process is to ensure that the teacher and the student work together and learn as a result, no matter what form the lesson takes, wherever it is held. In this case, the teacher acts only as a facilitator (guide, observer, conclusion). Through these methods, students' independent thinking skills are developed, and the ground is laid for the development of free thinking, independent decision-making, ability to manage emotions, critical and creative thinking. The essence of teaching based on foreign methods is as follows:

- both the teacher and the learner actively work with information;
- teaches students to communicate, work in harmony, creative thinking and critical thinking;

- serves the teacher "to teach students to think", and serves the students "to learn to think".

Interactive methods:

"Case-study" (or "Educational cases"), "Blist-survey", "Modeling", "Creative work", "Problematic education" and other methods can be mentioned.

Interactive learning strategies:

"Brainstorm", "Boomerang", "Gallery", "Zig-zag", "Zinama-zina", "Muzyorar", "Rotastia", "Snow rounded" and others.

When distinguishing interactive educational strategies from the composition of interactive educational methods, it is based on the fact that the approach to organizing group work is, in a certain sense, compared to a strategic approach. In fact, these strategies are more related to interactive learning methods, and there are no other differences between them.[2.36]

Interactive graphic organizers: "Fish skeleton", "BBB", "Conceptual table", "Venn diagram", "T-table", "Insert", "Cluster", "Why?", "How?" and b. The separation of interactive graphic organizers is based on the fact that the main ideas in such classes are expressed in written form in various graphic forms. In fact, working with these graphic organizers is more related to interactive educational methods, and there are no other differences between them.[3.69]

We will use the "Saw" method when we read Kavsar Turdiyeva's poem "This is our Uzbekistan" in the 2nd grade mother tongue and reading literacy textbook. Initially, the task given to the students on the text of the poem is done in small groups. According to this method, a small group consists of 4-5 students. All group members work on a single assignment based on a new topic. In a group, students divide the poem into parts. [3.56] Each student becomes an "expert" by thoroughly mastering his/her part.

After a certain time, the meeting of "experts" in each small group is held in the reorganized groups. In this way, all students will learn the content of the poem.

Purpose: to teach students to communicate, to think freely, independently and logically.

Task: to teach students to work with a group, to explain and prove their opinion to group members.

"Two-part diary" method. "Two-part diary" is a pedagogical method that develops written speech. This method allows you to connect the concepts of the studied topic with personal experience.

We will try this method when we read the text "Courage of the Ant" by Sadulla Kuronov in the 2nd grade mother tongue and reading literacy textbook. It is recommended to use the method in the reinforcement part of the lesson.

1. stage. Students take turns reading the text aloud in pairs.

2. stage. After making sure that everyone has read the text, they are asked to divide the notebook in half with a vertical line.

3. stage. Students are told to write down what they like (or don't like) about the author's ideas on the left side of the notebook.

4. stage. On the right side, the reader writes his own explanation for this idea, that is, he summarizes his understanding of the read text.

5. stage. At the end of this part of the task, students are invited to read (at their own discretion) one idea and the comment written on them. It is allowed to ask questions or comment on this opinion while reading opinions and their comments.

6. stage. Students can also work in pairs (threes or small groups).

Purpose: to teach students patriotic feelings. Interpreting the example of patriotism as an example for students. It consists in developing students' written speech.

Task: the ability of students to work independently on the text and draw the necessary conclusions from the topic is formed.

In the 2nd grade mother tongue and reading literacy textbook, the text "Sloth and Kunduz" written by Shukrullo Abdullayev is given. Through this topic, students learn to protect nature, use natural resources, form elements of ecological education, always be happy and cheerful in life. aimed at cultivating such characteristics as being mobile. By using the "Concept Analysis"

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method in teaching this subject, we can develop important qualities such as students' conscious understanding of the text, increase in vocabulary, and logical thinking.

Using the "Concept Analysis" method in teaching the subject of sloths and beavers is effective.

It is important to develop creativity in elementary school students from the 1st grade, to develop the skills of correct problem analysis and effective decision-making. Development of practical skills related to independent thinking, problem analysis, and critical thinking in 1st graders is an urgent pedagogical problem today.

In conclusion, on the basis of foreign methods, a friendly environment, the ability to enter into communication, mutual support, creative thinking, critical thinking, teamwork and cooperation are created among children, from which they can use their strength and abilities. strengthens the trust. At the same time, it serves to form the skills of the 21st century. Therefore, we encourage primary school teachers to use foreign methods in their classes and carry out effective educational work.

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