

Neuropedagogical features of teaching primary school students to read and understand text

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Abstract: This article describes the neuropedagogical features of teaching elementary school students to read and understand the text.

Key words: Neuropedagogy, text, interpretive reading, conscious reading, pedagogue, Neurodidactics

In the process of education, the importance of teaching with the help of neuropsychological, neuropedagogical methods is that today we need to put into practice the effective aspects of the individual approach to the education of the student, and it is necessary for every teacher to identify the individual-psychological characteristics, physiological capabilities of the student early and to guide his abilities correctly from the first stage while teaching. It is known that the level of mastery that every children should acquire during school education is different, although they are given the same education. This difference is definitely related to the individual qualities and capabilities of a person. The individual approach allows students to develop equal knowledge, increasing the number of students with high level of mastery, thereby improving the number of students who have received high level of education and can contribute to the development of our country enables us to form future professionals.

Our government is adopting a number of legal documents in order to organize the educational process and deepen the reforms in this process. In particular, the decree of the President of the Republic of Uzbekistan dated 29.04.2019 "On approval of the concept of development of the public education system of the Republic of Uzbekistan until 2030" No. PF-5712, No. PF-6108 of November "On measures to develop the fields of education and science in the period of new development of Uzbekistan" and the Decree of the President of the Republic of Uzbekistan dated January 25, 2021 "People's Decisions PQ-4963 "On measures to support scientific-research activities in the field of agriculture and to introduce a system of continuous professional development" serve to implement the tasks in this regard [1].

The role of pedagogy in the educational system is of particular importance. Because raising the level of intellectual knowledge and education of the future generation is its main task. It also ensures the formation of their social outlook and the development of the qualities of vigilance and awareness. Our pedagogical and psychological scientists (N. Egamberdiyeva, O. Musurmonova, M. Kuronov, S. Nishonova, U. Mahkamov, B. Khodjayev, E. Ghoziyev, J. Hasanboyev, O. Hasanboyeva, A. Rejaboyev, N. Oripova, Kh. Alikulov and others) who expressed their opinions and theories in their scientific research in harmony with patriotism, national education, social justice and the formation of feelings of faith in the family and native and foreign scientists Y. Pakhomova, T. Wiesel, S. Kovalyov's research works [6,7,8].

The era shows that humanities need a new ideology of education, a new style of interdisciplinary and the development of innovative programs of human development. From the point of view of the science of neuro pedagogy, a number of phenomena have the appearance of important and typical laws, separated from the status of their usual complexities, individual shortcomings, negative and abnormal characteristics, and their origin is not the peculiarities of the student's character, refers to different types of brain physiology.

It was this situation that prompted the emergence of neuropedagogy, a science that incorporates the achievements of a number of neurosciences: neuroanatomy, neuro morphology, neurobiology, neuropsychology.

Neuro pedagogy is a field of practical science about the knowledge of functional differences in the activity and structure of the brain (right and left cerebral hemispheres) and the ability to apply this knowledge in the educational process [2].

In the interpretation of neuro didactics, we follow the definition of O.V. Kulikova, who interprets it as the study of effective learning methods based on the results of studying brain structures and nervous system activity [3, p.107].

In the process of reading education, a person's desire to understand himself, and next aspiration to know more about the world are encouraged. For this purpose, the "mother tongue and reading literacy" textbooks include nature, the world around us, the history and present image of our country, the life of adults and children, hard work, independence and national-spiritual values, friendship and peace among people, artistic, moral-educational, popular scientific works designed to provide comprehensive understanding on various topics.

In the process of education and upbringing children, it is required to know well about the abilities of the learner, to take into account their neurological capabilities and characteristics besides their psychophysiological characteristics. It is important that coaches and pedagogues pay special attention to students who are struggling to master the educational programs, and failure to master the educational programs on time has a negative impact on the intellectual and social development of a person.

Therefore, teaching methods like science are constantly evolving. For example, in old schools, reading was taught on the basis of rote memorization, but now it is conducted on the basis of explanatory reading. In the method of memorization, no attention is paid to commenting on the words in the text, explaining their meaning, retelling what has been read, and in general, the conscious reading. They include more correct pronunciation, recitation, expressive reading.

Explanatory reading was founded by the Russian pedagogue K. D. Ushinsky in the 1960s and 1970s. ". Successors of the work of K. D. Ushinsky to the explanatory reading method introduced news[4].

Korf and Vakhterev say that interpretive reading is a means of providing students with real knowledge, while Vodovozov and Bunakov put forward the opinion that knowledge is given to students in the process of reading in connection with the analysis of the artistic work and the educational character of the work.

Professor Askar Zunnunov, reflecting on the content and methods of teaching, emphasizes that paying attention to students' acquisition of knowledge first, and then to their memorization are called explanatory reading in the educational process.

Descriptive reading refers to reading leading to thinking, feeling, conscious understanding, full understanding of the work, and mastering the content of what is read. Annotated reading ensures understanding of the content of the work, understanding of the important idea in the work, the idea that the writer puts forward.

Annotated reading will succeed only when the following principles are fully followed:

1. Organization of study in connection with life.
2. Basing on the life experiences and impressions of the students in order for the reading to be conscious and effective.
3. Visual organization of study, organization of excursions to nature and historical places, observation of the animal world and the world of plants, introduction to pictures, tables, objects and the text conduct in the way of expressive reading of the student.

One of the methods close to interpretive reading of a art work is creative reading. Famous Methodist scientist N. I. Kudryashov's method of creative reading includes the following working methods:

- a) a word that provides the goal of teachers' interpretation of literary text and ensuring students' correct learning and as deep as possible emotional perception of the work;
- b) the goal of deepening the impressions of the students directly from the reading work and organizing a text conversation organizing that leads to important ideological and artistic features or posing an artistic, moral, socio-political problem arising from the read work;

d) teacher's method after reading activating artistic experiences born in the process of research [4].

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Man reflects the universe in his mind. Reflection is carried out with the help of sensory organs. Sensory organs transmit certain information about the outside world to the brain. The brain summarizes this information. It can be seen that the process of reflecting the goal occurs through the central nervous system, the brain.

In the primary education system, logical reading (reading the text correctly, with understanding, fast (in moderation)) and literary reading are transferred to expressive reading. It also includes expressive reading of memorized poetry. If the success of expressive reading is for the student to have a certain understanding of the content, ideological and artistic features of the work, then the role of neuropedagogy is incomparable.

Reading skills means reading the text of an artistic work correctly, quickly, consciously and expressively. Reading with students in reading class skills are formed and improved. The qualities of reading skills are interrelated, and their basis is conscious reading. If a reader reads the text quickly and correctly, however does not read with understanding, or as a result of his fast reading, if he reads correctly, he reads very slowly, then others do not understand the content of the text. In short, if one does not pay attention to the pauses between speech units, the idea expressed in the text will not be understood. Reading at a certain speed and accuracy is the basis of conscious reading, and accurate, fast and conscious reading is the basis of expressive reading.

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