

Works In Primary School Textbooks and The Impact of Their Content on The Formation of Student Consciousness

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Abstract: This article discusses the works in the primary school textbook, the features of anthroponomy in them, and the problems and solutions to the impact of these names on the minds of students.

Keywords: immunity, intellectual potential, innovative education, modernization model, research methodology.

Today we are in a great historical period - when our people set themselves noble and great goals and live in peace, relying primarily on their own strength and capabilities, to achieve great results in building a democratic state and civil society. We are living in a wonderful time, which has brought us great happiness, such as the realization of our national identity ¹. Therefore, as noted by our esteemed President Sh.M.Mirziyoyev, today we all have a very important task ahead of us, which is to spread reading and work to further increase the love of our youth for books, their spiritual immunity. the task is to take it to a new level.²

In the training of a teacher of the new century, he has a deep knowledge of pedagogical, psychological and intellectual potential, skills in innovative education, innovative educational technologies, interactive methods of teaching and advanced effective methods. It is important to be aware of effective ways to increase creative activity . In this regard, the First President IAKarimov in his book **"The global financial and economic crisis, ways and measures to overcome it in the context of Uzbekistan"** stressed the need to implement it through a specific model of reform and modernization adopted in Uzbekistan ³. Ensuring this requires training of future specialists and research and teaching staff in accordance with modern requirements. One of the effective ways to solve this important task is to train specialists to be able to engage in research methodology. The solution of this problem is also the main task of the First President in his book **"High spirituality is an invincible force"** should have a purpose and a mission, he said ⁴.

The founders of our rich spiritual heritage, Yusuf Khas Hajib, Hussein Voiz Kashifi, Kaykovus, Ibn Sino, Amir Temur, Beruni, Navoi Abdulla Avloni, are connected with the unique works of our great scholars and their teachings in the formation of humanity in the youth. and the study and implementation of the great services of our other scientists is an urgent task of today, especially in the field of pedagogy.

Primary school lessons have a special place in the education system due to their nature, goals and objectives. After all, it is based on the basics of literacy and moral education. Therefore, it is impossible to imagine the teaching of other subjects without reading. The student encounters the text correctly, quickly, comprehensibly, mastering the content for the first time in reading lessons.

Reading lessons allow students to acquire the learning skills and knowledge required by the

¹Islam Karimov. High spirituality is an invincible force. –T .: “Manaviyat”, 2008. Page 3.

²Mirziyoev Sh.M. Critical analysis, strict discipline and personal responsibility should be the daily rule of every leader’s activity. Report of the enlarged meeting of the Cabinet of Ministers on the main results of socio-economic development of the country in 2016 and the most important priorities of the economic program for 2017, January 14, 2017.-Tashkent: Uzbekistan, 2017. 47-p.

³IAKarimov. The global financial and economic crisis, ways and measures to overcome it in Uzbekistan. - Tashkent: Uzbekistan, 2009. - b.7.

⁴IAKarimov. “High spirituality is an invincible force. Tashkent: Manaviyat, 2008. - p.-61.

State Education Standards (SES). It is in the teaching of reading that a person's motivation to understand himself, as well as the world, is stimulated.

For this purpose, the textbooks "Reading Book" cover various topics such as Mother Nature, the world around us, the history and present of our country, the lives of adults and children, hard work, independence and national-spiritual values, friendship and peace. Artistic, moral-educational, scientific-popular works are intended to provide a comprehensive understanding of the subject.

If reading lessons are organized in the form of introducing students to syllables, words and phrases during the literacy training and reading them, narrating them on the basis of pictures, after mastering the reading technique, reading is defined. on the selected artistic, scientific and popular texts on themes.

Implementation of the requirements for reading in the curriculum of primary education DTS and "Mother tongue" Proper organization of classroom learning, stages of teaching, principles and methods, in the first place, depend in many respects on the rational use of advanced pedagogical technologies.

It is known that art and popular science texts cost students without introduction to reading preparation from the stage starts.

The preparatory phase includes information about the writers, students' understanding of the events described in the play, feeling the pathos of the work, unfamiliar and ambiguous words, interpretation of more complex figurative expressions. If the work is about the seasons, a trip to nature will also help to ensure the success of the class.

After the initial acquaintance with the text, the following questions with happy t _in the classroom of students increases activity :

1. Which episode in the story do you find interesting?
2. Which of the protagonists of the story do you approve of? Which of my points do you disagree with?
3. Have you met such people in your life?

Another factor in the success of reading in the classroom is selective reading. As a result of selective re-reading of these places on the instructions of the teacher on the episode of the debate, a deeper understanding of the artistic and aesthetic value of these works is achieved⁵.

The textbook contains works on various topics. Patriotism, the world around us, labor, etc. *are among the most widely covered topics in textbooks , and in the 2nd grade they are included in the section "Ona yurting , oltin beshiging", "O'zbekistonim", (H. Imonberdiyev), "Istiqlol" (J. Jabborov), "O'lka" (E. Vohidov), "Yur, tog'larga" (U. Nosir), in the 3rd grade "Ona –bitta, Vatan-yagona", "Vatanni suymak" (A. Avloniy), "Vatan mo'tabardir" (H. Davron), "Bilib qo'yki, seni Vatan kutadi", O'zbekiston – Vatanim manim" section.*

Topics covered in the primary school reading lessons is very wide, such as Mother Nature, the seasons , folklore, love of work, major holidays, national independence and spirituality. combined within common themes. In contrast to other stages of continuing education, the didactic goal of education is the formation of students reading skills in the reading lessons of primary school, working on the text of the work. It is closely connected with moral, literary and aesthetic education.

Accordingly, the main feature of the lessons is to ensure the literacy of students, as well as to bring them into the world of fiction, to educate them in the spirit of high moral values on the basis of national ideology.

Reading instruction does not meet the requirements of the program by introducing students to the text alone. In other words, the charm of any work can attract the attention of the reader when he realizes the hidden meaning of the text. This is achieved through the acquisition of literary-theoretical concepts, the formation of skills of literary analysis.

Topics taught in the 1st grade, such as "Our ancestors are our pride", "Light of knowledge and wisdom", "Emerald spring", "Silver winter" will be continued in grades 2-4 and enriched.

Particular attention is paid to the diversity of genres, poetic perfection of the selected texts for each topic in the textbooks, the level of knowledge of students and their age.

The process of analysis of the work, the students answers to the teacher's questions in their own words also help to think logically about the events described in the text , to correctly assess the behaviour of the protagonists . The questions are asked in a consistent manner on the basis of a clear purpose, without interruptions and irrationality, which allows students to gain a deeper understanding of the essence of the text read,because any answer requires independence. Prof. Asqar Zunnunov, reflecting on the content and methods of teaching, notes that the emphasis on students acquisition of knowledge first, and then memorization is called explanatory reading in the educational process.

Explanatory reading refers to reading that can lead to longing, feeling, full comprehension of the work, mastering the content of the read. Commentary reading is important in understanding the content of the work, provides an understanding of the idea, the idea put forward by the writer.

It should be noted that students should be taught to ask questions. As K.D Ushinskiy points out , the correct question is only half the answer. When asking questions about the text, the student's attention to the aspects of the subject of the lesson allows to learn the causal connections between the events described in the play , to draw vital conclusions. Therefore, asking questions about the text allows the reader to read consciously and comprehensively marked with be . Topics of socio-historical content give a clear idea of the past of our country, the life of our people, the heroic struggle, the achievements of great figures, historical dates . Texts about Beruniy, Amir Temur, Alisher Navoiy, Bobur and other ancestors are among them.

Also help them to better understand their childhood duties and responsibilities to the Motherland . This is how the feeling of love for the Motherland is formed in them.

In the process of getting acquainted with and analysing the works told about the past of our country, students will have the opportunity to compare the past with the present. They form a brief understanding of the development of society. In this regard, especially in connection with national independence, H. Imonberdiyev's "Uzbekistan", J. Jabborov's "Istiqlol" (2nd grade), A. Rustamov's "Bayroq nima?", A. Obidjon's " O'ktam avlod" (3rd grade), S. Barnoyev 's "Mangulikka tatigulik kun", Ullibibi's "E'zoz" (4th grade) will help .

The topics chosen for the reading lessons are intended to provide students with knowledge and education in everyday life, strengthening independence and human relations. The themes of independence, homeland, spirituality and nature stand out. Their goal is to awaken a sense of identity, independence, homeland and nature.

With the help of natural topics, students gain knowledge about changes in nature, the change of seasons, the animal kingdom. They teach students to observe, love nature, and have the right attitude to it.

References:

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3. ¹IAKarimov. "High spirituality is an invincible force. Tashkent: Manaviyat, 2008. - p.-61.