

WAYS TO DEVELOP READING LITERACY OF PRIMARY SCHOOL STUDENTS BASED ON MODERN EDUCATIONAL TECHNOLOGIES

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Abstract

In primary grades, ways of developing students' reading literacy through modern pedagogical technologies, in particular, problem-based learning and quiz methods, are studied. Methods aimed at analyzing literary works, improving free thinking and speech skills serve to improve the quality of education.

Keywords

Reading literacy, primary education, modern pedagogical technologies, Problem-based learning, quiz method, literary analysis, speech development, PISA research, literary criticism, competency-based approach

If reading skills are formed in grades 3-4, the lesson content becomes the literary work itself and its content. Implementation of the communicative-active approach is ensured by filling the lesson with specific content, selecting technologies and methods for mastering types of activities corresponding to the task, and developing the necessary reading skills. In our opinion, modern pedagogical technologies are effective in the development of reading literacy.

Quiz Creation Technique. After studying several topics, students independently use educational texts and prepare questions for the quiz. Then, groups are formed and a competition is held. You can invite the best "specialist" from each group to choose and then ask him a question. According to the researcher Sh. Boltaeva, "Sustainable interest in cognition reflects the ability to formulate questions, the ability to address the teacher with feedback. At the creative-initiative level, interest in learning, the desire to solve educational-cognitive tasks are manifested in a high way." This creates a sense of enjoyment, joy, and satisfaction in students from their educational activities and awakens their cognitive motivation.

Problem-based learning technology. It is based on active cognitive activity, which consists of creating problem situations, updating knowledge, searching for and solving complex problems that require the ability to analyze and see the

phenomena behind individual facts. In the research of I.Rakhimovna, which highlights the content of the application of problem-based learning in reading lessons in primary grades, it is stated in this regard: "Problem questions occupy an important place both in posing issues aimed at imparting knowledge to students and in the formation of their spirituality. They are the main condition for creating a problem situation. The question aimed at providing knowledge should be at a level that creates certain difficulties for the student, correspond to the knowledge previously acquired by the child, and at the same time should be formed within their capabilities. Therefore, it is advisable to organize problem situations taking into account the child's life experience and theoretical knowledge."

Creating problem situations requires relying on certain methods:

Type of contradiction	Technique for creating a problem situation
Created problem situations	
Between two (or more) points of view	<p>1. Simultaneous presentation of contradictory facts, theories, or points of view.</p> <p>2. Knowing students' different opinions through questions or practical assignments. For example, before reading T.Kabulov's poem "Aral Sea" in 4th grade: problem question:</p> <p>What or about whom do you think the poem will be about?</p> <p>Problem task after working on the poem:</p> <p>Read the poem first in a sad tone (Variant 1), then in an elevated tone (Variant 2).</p> <p>Which type of reading allowed for the correct reflection of the author's mood? Why?</p>
Between students' everyday understanding and scientific truth	<p>Explain students' everyday understanding through a question or practical assignment:</p> <p>"Present scientific truth through message, experience, or visualization."</p> <p>Answers are obtained by asking the</p>

	students the question "Where did the water in the sea go?" Then the student's report and conclusion on the scientific explanation of the phenomenon are heard.
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Crosswords are also used to create problem situations, they help to identify the topic of the lesson or the author, as well as to determine the level of understanding of the work.

It is known that one of the necessary conditions for the successful acquisition of knowledge by primary school students is the formation of the ability to read and understand what is read. In addition, the level of reading proficiency is also the development of general academic skills or meta-thematic skills. In the practice of primary education, reading, decoding is understood as the translation of letters into sounds and words. The ability to read is connected only with reading aloud. In international PISA studies, along with determining the level of students' mathematical and natural science skills (or competencies), reading skills are also studied. All these competencies are defined as mathematics, natural science, and reading literacy, and are of interest to everyone. Today, instead of the usual term "reading," the term "reading literacy" is used. "Reading literacy encompasses a much broader range of competencies, from basic decoding, word knowledge, grammar, text structure, and knowledge of the world.

Historically, the term "literacy" refers to the acquisition of a means (cultural tool) that allows for the reception and transmission of information in the form of a written text. When speaking about reading literacy, one can emphasize the active, purposeful, and constructive nature of using reading in various situations and for different purposes.

Reading literacy encompasses knowledge related to word usage and also implies a student's understanding of the meaning of a word in context. Working with words, enriching the active and passive vocabulary of students takes into account modern conditions of language development. Methodologist H. Bakiyeva, in her research on the formation of literary analysis skills in reading lessons, notes the need for students to acquire the following skills in evaluating and critically analyzing the text: "assess the accuracy and completeness of the information given in the text; assess the probability of the depicted event actually occurring; assess how accurate the author's thoughts are in changing people's ideas and actions; assess how well the text title illuminates the main content; understand linguistic features such as metaphor and tone of speech; determine the author's views on the

main topic."

In international PISA studies, it has become customary to identify three levels of reading literacy. The ability to find and extract information from text is defined as the first reading ability. Sometimes this connection is directly synonymous with the correspondence of keywords, and sometimes indirectly. Examples of tasks at the first level of reading skills were considered in O.V. Krylova's research using the example of several texts (see Appendix 1).

Analysis of the content of a literary work. In primary grades, it is important to teach students to perceive a literary work, understand its ideological content and the author's position. After all, "The perception of a literary text is manifested on the basis of understanding the content of the text"²²¹. The analysis of a work should be based on scientific principles, relying on the nature of literature as an art form. Based on these aspects, it is appropriate to define the following as the main principles of analysis:

In the analysis of a work of art, it is necessary to draw the reader's attention to the author's attitude to the thing-event he describes, to the understanding of the essence of reality. Consequently, the analyzed aspect is not life itself, but the text of the work, the artistic reflection of life material. Based on students' direct perception of the work, analysis should deepen this cognitive process.

In the analysis, the description of the appearance, experiences, thoughts, and compositional features of the characters is discussed. All elements of the work are considered through their relationship to the idea. Because the idea is revealed through the choice of figurative language, the construction of sentences, the images of the characters. It is important not to be limited to recreating the portrait of the heroes, describing their actions, and drawing up a work plan. It is necessary to guide students to think about why the portrait is given, how the author's attitude towards the hero is expressed in it, how the author evaluates the actions of the heroes, and why the work was created in this way.

In the analysis of a work of art it is necessary to take into account the genre features of the work. For example, as an epic work, the basis of the story is the image of characters acting in certain conditions. The author expresses his attitude to life not directly, but indirectly through the depiction of the actions, experiences, and thoughts of the characters. For example, the analysis of composition helps in the perception of works that reveal the process of character formation. In this case, the use of the planning method creates conditions for observing the cause-and-effect relationships between episodes and the development of the character's image. When studying stories based on a single event that reveals the life positions of the

hero, it is inappropriate to analyze the composition. It is advisable to use the technique of oral drawing, which allows one to recreate the image of life in one's imagination, penetrate the essence of the work, and understand the point of view of each character.

Artistic-aesthetic analysis contributes to the general and literary development of the student, serves to form a system of special skills necessary for the full perception of artistic literature. From this point of view, the following can be indicated as structural elements of the analysis of the work:

1. Determining the genre of the work.

2. Defining the topic of the work.

3. Study of plot construction:

a) introduction, exposition - the introductory part of a literary work containing subsequently developed motifs;

b) introduction - the beginning, starting point of any event or action;

c) development of movements (the phenomena under consideration);

g) culmination - the point of rise, development of something;

d) solution - the end of events, situations;

e) epilogue (sometimes) - the concluding part of a literary work.

4. Revealing the compositional features of the text.

There are the following types of compositions:

- sequential storytelling: an expanded storytelling in chronological sequence includes all components of the plot;

- narrative-descriptive composition: allows the author to elaborate individual ideas in detail. From his point of view, the most important components of the plot include the description and explanation of events in it;

- dialogue, dramatic composition: presents plots as scenes from the lives of the characters, and the author's text serves as a stage direction, explaining the actions and characters;

- detached composition: a story incompatible with lyrical digressions and additions.

The most convenient type of composition is sequential storytelling, because throughout the plot, the reader assimilates the logic of the entire work. Many works have this structure. The narrative-descriptive type is suitable for full and partial retelling of episodes, oral description. Dialogue and narrative compositions require creative approaches such as individual reading, dramatization, creating scripts, staging, and performance.

5. Compilation of a description of artistic images in the work: portrait (description of the main features of the character's appearance and character);

speech; actions (the reasons for their actions, feelings, and thoughts); relationships (the author's character with other characters and for others); picture - landscape; event - interior;

6. Conduct an analysis of the language of the work (words that are difficult to read or incomprehensible, figurative expressions, key words).

7. Formation of the ideological conclusions of the work.

Story Reading Method. A story is a work that reveals contradictions and characters in a specific social environment. It is based on a story about some aspects of reality. The story in the story is presented in a small volume, which ensures the uniformity of the work in terms of theme, unity of action, and conclusion. The life episode chosen by the writer for children is usually distinguished by a clear ideological meaning.

The originality of the story corresponds to the needs of the young reader. Analysis of the relationships between the participants in the events, characterization of the characters, undoubtedly, has an educational effect. Students interested in the theme and plot strive to read the work to the end. The analysis of the story should be formed in the following order:

Introductory conversation: Initial reading by the teacher, preparation for the perception of the text. When checking the quality of student reception, it is effective to ask the following questions:

1. Which part of the story seemed more interesting to you? Tell me why.
2. Which of the characters did you like the most? What attracted you in it?

Secondary reading of the text and analysis of the content of the work together with its artistic features. In this case, the text is carried out on the basis of types of analysis: stylistic; problematic; development of movement; analysis of artistic images.

Determining the specific meaning of the work (movement, plot development), composition, characters' actions and their characteristic features, ideological direction (main idea) are considered as **the main directions of analysis**.

In the analysis process, it is advisable to use the following types of text processing:

- a) selective reading;
- b) answer the questions in the students' words;
- c) organizing students to ask questions themselves;
- g) description of the text (oral, written);
- d) drawing up a work plan.

In the analysis, synthetic tasks are carried out: creative retelling; partial or selective repetition; oral drawing; dramatization; musical illustration of the work; generalization of what has been read; homework .

Methods of reading fairy tales. Any fairy tale is, to a certain extent, a closed world, in which there are laws that do not apply in real life. When analyzing works of this genre, it is assumed to achieve certain results by paying attention to the following:

1. Animation of objects and natural phenomena; 2. Humanization of various objects, events, and ideas into real or fantastic images. 3. Synthesis of a number of ordinary phenomena, objects, beings into images that have extraordinary properties as an expression of imagination, idea; 4. Miraculous transformations and conversions; 5. Hyperbolization.

All fairy tales can be divided into three types:

1. Animal tales (heroes are mainly animals, in which the characteristics of both humans and animals are concentrated. These are works with several episodes, with extensive use of multiple verbs and dialogic speech).

2. Everyday tales (the characters of the work are mainly kings, priests, merchants, and demons. They are distinguished by everyday themes. Unusual events occur within the framework of ordinary human relationships. Everyday tales do not depict miracles or magical helpers).

3. Magic tales are distinguished by the presence of miracles, magical powers, magic signs, and things. It is multi-episodic, covering a rather long period of the hero's life. Such fairy tales have their own constant heroes: the witch, the stepmother, the prince, the fool).

Taking all of the above into account, the analysis of the fairy tale is organized in the following order:

1. Initial work: a) conversation; b) viewing pictures; c) watching films; d) conducting a quiz based on previously learned fairy tales.

2. Teacher's storytelling: initial listening to the story; emotional-evaluative conversation.

3. Students' reading of the fairy tale.

4. Working with a dictionary. Drawing students' attention to common words, speech turns, synonyms, and antonyms.

5. Analysis of the fairy tale: a) characteristics of the characters; b) drawing up a plan based on the text; c) compositional features; d) students' storytelling; e) oral drawing; f) reading by roles.

6. Final conversation. Drawing students' attention to the educational significance of the fairy tale.

Methods of reading lyric poems. Among all genres included in the curriculum, lyrical poems hold a special place. Practice shows that working with them presents certain difficulties for students. This is explained by the peculiarities of lyricism. For students to fully comprehend the poem, they must immerse themselves in the emotional state of the lyrical hero, experience exciting moments. For this, the main direction of work is to awaken the feelings of students, to achieve a sincere attitude to the studied text. It is advisable to work on lyrical works according to the following plan:

1. Preparation for the perception of the poem: a) excursion materials; b) students' life observations.
2. The teacher's expressive reading of the poem.
3. Emotionally evaluative conversation: What mood did the poem evoke in you? What colors and sounds live in it?
4. Analysis of figurative images in the poem. In this case, students will talk about what images they see in the poem, draw oral pictures; the lyrical hero in the poem; the technique of poetic speech; working on figurative expressive means.
5. Preparation for expressive reading of the text. Students' expressive reading of the poem.
6. Summarizing the reader's thoughts.
7. Conclusion.

It is evident that working with text, expressiveness of reading, correct reading, and reading speed are of particular importance in the development of reading literacy.

According to international PIRLS research, the definitions of students' learning abilities, the results of studying a meta-topic, form the conclusion that it is advisable to use the term "reading literacy." Special educational tasks for the development of reading literacy serve to increase students' ability to find and extract information from the text, combine what they have read, interpret, understand, and evaluate. In this regard, the issue of teaching teachers to formulate questions of various levels is also relevant.

Visual dictations: Exercise "The Secret of Lost Words (Sentences)." To reveal the secret, you need handouts with one word (sentence), words (sentences) in each. The font should be large and easy to read. The teacher shows the student the first handout. They read the word (sentence) and try to memorize it. After 6-8 seconds, the card is removed. Students write words (sentences) in their notebooks by heart. Then the next card is shown, and so on. If students cannot complete everything correctly, the dictation can be taken two or three times.

Modern pedagogical technologies in the development of reading literacy in primary grades, in particular, problem-based learning, quizzes, and methods of analyzing literary works, serve to increase the cognitive and creative activity of students. These approaches improve the quality of education by developing text comprehension, critical thinking, and speaking skills. The research results provide practical recommendations for teachers on the use of innovative methods and meet the requirements of international PISA and PIRLS studies.

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