



PRIMARY SCHOOL READING INSTRUCTION

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ANNOTATION

At the second level of education in all disciplines, speech is used as a privileged intermediary in the construction of knowledge and intellectual approaches. Evaluation of the spoken word means showing interest in the functions of verbalization in cognitive activities carried out in the learning process, as well as in methods of didactic dialogue that allows you to achieve real conceptual achievements, given that students' statements reveal their interpretations, their strategies and obstacles they face, and that, on the other hand, the activity of literature, in particular, plays a dynamic role in this training, which needs to be identified and strengthened.

Keywords: *reading and writing ability, educational services, communication, reading skills, training program.*

INTRODUCTION

The ability to read and write means the ability to use thoughts and language to express ideas. This ability helps to understand many scriptures, people, and situations and helps empowerment. In the era of globalization, this is an increasingly decisive factor in progress. Despite the fact that this is a subject that has long been bothering the school, understanding is still very relevant. He has a prominent place in the English class and in everyday life. Any person should be able to function well in society. Unfortunately, at a time when it becomes necessary to be able to read and write in order to actively participate in society, many children do not have access to education. Possession of reading allows students to use educational services and fully participate in socio-economic activities, and is also a fundamental element of progress and success in all other school subjects (Irwin, 1967). The challenge today is to make radical progress in the provision of educational services so that the next generation of adults is fully literate. If we want to solve this problem, we must be aware of the important role of the wider context and the community itself. The lack of support structures (libraries, successful publishers, etc.), language policies in the case of multilingualism and communication mechanisms that can facilitate reading are an obstacle in many areas of the community. However, schools can and should play a role in driving change, so that children learn to read and also acquire good reading skills. New trends in the use of local languages as primary school languages pose new challenges in teaching reading at a time when they present special attitudes for children. The process of teaching and learning should integrate cultural aspects more in order to understand what they can play a more active role in raising their children.

MAIN PART

In elementary school, all teacher's are called to teach reading. Unfortunately, not all of them are trained in the use of the necessary methods, which clearly requires a review of national teacher training policies. This is especially important given the variety of skills and social problems that need to be addressed during the first training cycle. In many developing countries, poor quality and small variety of reading materials available to children are a major barrier to reading skills. Progress in using computers should be of great help, but, unfortunately, the teachers for whom this help would be most valuable are those who in rural areas do not have access to these tools. In this regard, reading is a priority that is very closely related to other social and economic priorities of the community. To be effective, a reading education program must be planned taking into account the existence of many other barriers within and outside the school system. These include overcrowded classes, repeated absence, illiterate parents, or too many opportunities for reading outside school in communities where reading is not a leisure activity, so the program should also include extra-curricular activities and be flexible enough to allow pupils or students to practice reading on their own. Parents who practice reading at home with their children, for example, helping them with their homework or reading with them, contribute to their academic success. These parents usually monitor their children's progress by talking to each other with their owners and observing their way of working at home. Those for whom literacy or training are deprived of value and usefulness, as a rule, are not interested in the successes of their children. Educators are required to inform them of the importance of their role in their children's education and to work with them to better help them. Parents sometimes need to be told how to engage constructively in raising their children. The teacher should invite them and other family members to participate in the literacy process, encourage their children to learn to read, and strengthen their reading skills (Braun, 1991). Encouraging parents to communicate with the school and be interested in its activities can have positive consequences, but it is also important to offer them specific general activities that can be practiced at home. Before entering school, some children had already reached the level of psychological and physical maturity, allowing them to associate symbols, sounds and words. These children begin to learn better than others, less advanced. Thus, multiple combinations of these factors (experience, values, maturity and motivation) determine different groups of students that differ from each other in terms of skills, needs, level of maturity and interests. The child's first contact with words and symbols occurs before entering school. It is in his family and in his community that a child discovers reading and writing. Relations and values are instilled in him directly and indirectly and affect his perception of what is useful and important for his personal success. As he grows up through various stages of reading skills, a number of other factors also affect his ability to learn to read. From these factors - parents and family background, the views and values of the child, teachers - their readiness for reading depends.

After the basic reading skills have been mastered, students can start reading for fun. They can combine different sounds to create new combinations found in new words. They become acquainted with abbreviations and their use. They can recognize compound words and cut out a word to form smaller words. Many of the tools necessary for everyday reading are now acquired, so the main effort is to make the children want and want to read for fun. Additional materials should be provided to them for reading alone or at will. Children should also be encouraged to keep notebooks in the classroom.

Working with an exclamation language is a surefire way to evoke memory and make mentally structure a statement. It is important to express the words of students living and / or sharing experiences. Please note that written and readable language becomes more accessible when perceived obstacles to understanding were foreseen and worked upstream (topics, world knowledge or cultural knowledge, structures, glossary, etc.)

Examples of activities offered to children

Searching for hidden words: students play as an archaeologist and look for roots and words included in other words. The exercise will focus on words such as “*why*” (“*for*” and “*what*”) or whose letters form other words that are less obvious and pronounced differently, such as “*home*” (“*mine*” and “*sound*”).

Telling stories: First, you need to evaluate what children mean by “*telling*”. To speak is not to read, and very often students do not see the difference between them. Therefore, it is important to emphasize the constancy of writing, which allows you to **READ** the same text, the same story. For example, we can read or read a statement written on a board several times, following the words one after another.

In contrast, storytelling is a linguistic and intellectual activity that requires a hierarchy of essential information and which allows the use of a different dictionary to omit details that are not needed to understand the story. When storytelling, textual support is not required. It is a memory that supports the narrative, illustrations can also help remember.

CONCLUSION

The learning environment is one of the important factors on which the child's progress in reading depends. This environment should provide opportunities for integrating literacy with other areas of the curriculum and with all aspects of language learning: reading, speaking, writing, visual recognition and listening. Social and material factors play an important role in creating an educational environment that facilitates the acquisition and mastery of progressive reading and writing.

Students should be given many opportunities to interact with their peers and study texts. The teacher should be aware of the reading and writing functions. The teacher must be an observer and be able to identify and analyze behavior. Understand the motives. Decide what to do next when this happens. The goal is to stop the behavior and encourage the student to behave better in the future. Once he understands the causes of behavior, the teacher can begin corrective work. This is not about punishing the student, but about stopping subversive behavior and preventing recurrence.

The installation of language skills and oral proficiency are prerequisites and are important for reading comprehension. Oral communication issues should be integrated by the student, who will then be able to better understand, better understand others and pass on these skills in order to better understand the written word. Mastering the spoken language leads to the construction of thinking, the development of critical thinking, the construction of identity, the development of self-esteem, the exercise of citizenship.

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