

**Ona tili va o'qish savodxonligi darslarida A1+ darajasini
mukammallashtirish**

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Ta'lim va tarbiya nazariyasi va metodikasi

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Annotatsiya: Ushbu maqolada o'quvchilarning idrok etish darajasini bosqichma-bosqich va uzluksizligini ta'minlanishi, Ona tili va o'qish savodxonligi darslarida A1+ darajasini mukammallashtirishi, Shuningdek, muallif kichik maktab davrida o'quvchilarni erkin va faol diqqatini shakllantirishda didaktik mashg'ulotlarning asosi sifatida bir qancha tavsiyalar berib o'tgan.

Kalit so'zlar: bilim, savodxonlik, ta'lim, didaktika, pedagogika, mashg'ulot.

**Уровень A1+ по родному языку и занятия по читательской
грамотности Совершенство**

Аннотация: В данной статье рассматривается постепенное и непрерывное обеспечение учащихся уровня понимания, уровня A1+ по

родному языку и грамотности чтения. Также автор дал несколько рекомендаций, положенных в основу дидактической подготовки по формированию свободного и активного внимания учащихся в младшем школьном периоде.

***Ключевые слова:** знания, грамотность, образование, дидактика, педагогика, обучение.*

A1+ level in mother tongue and reading literacy classes

Perfection

***Abstract:** In this article, the gradual and continuous provision of students' comprehension level, A1+ level in mother tongue and reading literacy classes. Also, the author gave several recommendations as the basis of didactic training in the formation of free and active attention of students during the junior school period.*

***Key words:** knowledge, literacy, education, didactics, pedagogy, training.*

In the educational system aimed at developing the child's thinking, creativity, critical and logical thinking, every student who is finishing primary school is given a number of modern, among other things, it sets new requirements in terms of its successful socialization. Therefore, the adoption of a new national program, developed by revising the goals, tasks, content, methods and methods of education It is the main program in increasing the effectiveness of the program, and it serves to increase the all-round development, mental and creative potential of students. The introduction of native language and reading literacy textbooks, published according to the new version of the national curriculum, implies increasing the activity of the student and the teacher, working tirelessly on oneself, completing and completing educational tasks with a creative approach. The main goal of this is the main goal of the PIRLS international research is to achieve. The decree "On approval of the concept of development of public education system of the Republic of Uzbekistan until 2030" signed by the head of

state Sh.M. Mirziyoyev The tasks that should be performed in the system, which is the main link of capital formation, and the ways of their implementation were determined in detail. On the other hand, in the future, on the assessment of the quality of education in our country - PIRLS (Progress in International Reading and Literacy Study - evaluation of the level of reading and understanding of the text of primary 4th graders) was planned to participate in international studies. The PIRLS international study serves the state policy in the field of education in improving reading and teaching, which allows for international comparison of information on the level of development of reading comprehension skills of primary school students is a major international evaluation program that provides analysis of possible Therefore, the teaching of the mother tongue and reading subjects as a single subject with mutual integration helps students to concentrate and find clearly indicated information directly forms the skills of making independent conclusions, critically evaluating text elements, interpreting and harmonizing ideas and information.

It involves teaching artistic works to students, forming speech skills in them, developing speech.

The normative legal framework regulating the activities of non-state general education institutions, publication of educational and teaching-methodical literature, and other areas of public education will be developed.

The regulation on the provision of state services for the admission of children to general education institutions should be approved. It is intended to gradually introduce and improve the new state educational standards and general secondary education curricula, including the STEAM method. Public educational institutions they improve the quality of education, relying on advanced world experience. Participation of the Republic in the following will help in this:

PISA is an international program for assessing students' academic achievements (mathematical literacy, reading and natural science literacy of 15-16-year-old students assessment);

A textbook is an informational model of a pedagogical system. Basically, students read the topics from the textbook, see and check the tasks in it in a certain experiment. In the monograph "Methods of teaching popular scientific articles in elementary school language and textbook classes", the methodology of teaching popular articles was studied in the following years, and some methods and tasks were applied in the lessons created on the basis of the new National Power Program in the following years. The Monograph - Primary education is intended for students of general education schools and teachers of educational classes.

Experts believe that the development of a person is related to the material world, and the way of life of a person determines his consciousness. Educational activities play an important role in human development during childhood. The expansion of students' cognitive activity is primarily a result of their assimilation of scientific phenomena, thoughts, ideas, evidence, and the social experience of the people. The interrelationship of development and teaching in the science of pedagogy has its own historical development path. At first, pedagogues put forward the idea that the development of students takes place by itself. For elementary school students, this time is the period of intellectual development based on figurative thinking. This is mainly done during the educational process. Other aspects of the personality do not develop during the learning process. We strive to establish a student-led development pathway. The basis of self-esteem in intellectual development is the personal positive experience of students. This is manifested in the educational process. Observations show that most students do not have this experience. Dissatisfaction with the result of one's work cannot be the basis of students' self-respect. One of the laws that take an important place in this direction is the expansion of cognitive activity, personal equality and self-respect among students in certain educational situations. The mistakes made in the process of learning, manifested through the activities of students, have a certain impact on the student's mood and development. In the process of organizing students' cognitive activities, the teacher should ask himself the question of how to expand this activity. As a result of the analysis of the available

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scientific sources and the observations made, the cognitive activity of the students consists of the following components:

- cognitive interests;
- learning goals;
- emotions, personal anxiety and emotional stability;
- achievement and communication need;
- intellectual ability and openness to communication;

-personal experiences and skills. In short, they are trying to justify in every way that the creation of an educational situation creates ample opportunities for the development of the student's cognitive activity. If the student seeks to know, feels the need to acquire knowledge, they will develop healthy inclinations and interests, and they will succeed in the process of learning.

Activities to familiarize children with the life and nature around them It is especially important to connect children with speech development activities, as well as visual activity activities. Educational work is continued outside of training: in everyday life, play, and work. At different times of the day (in the morning, on a walk), the educator organizes observation of various aspects of nature and social life. These observations are also scheduled. They are held together with the whole group of children, with small groups of children and individually. In addition to training, the educator plans and organizes educational work with some children or small groups of children on one or another section of knowledge. For this purpose, didactic games, exercises with didactic material (for example, work on the sound culture of speech, development of mathematical ideas, etc.) are used. Thus, the content of educational work with children and the forms of its organization are reflected in the plan.

In order for there to be communication between the teacher and the student, the teacher must have sufficient skills, and he must always ask himself the following questions and try to answer them:

What to teach? To teach whom? How to teach?

What to teach:

- a) understanding of innovations in film science, new science terms understanding, full mastery of the subject;
- b) formation of qualifications, skills and abilities;
- c) implementation of the connection between educational subjects;
- g) view the educational content based on an understandable system.

Who to teach:

- a) some mental characteristics of students (remembering, speech, thinking) and to determine to what extent they are educated and educated;
- b) early identification of difficulties in students' transition from one level to another;
- c) children's arguments and opinions in organizing the educational process to consider;
- g) organization of pedagogical work taking into account various mental changes and development of students; d) work with gifted students, organization of individual work.

How to teach:

- a) the power used in the work process and the time it takes using a set of different methods of teaching and training, taking into account.

The main methods of pedagogical influence are demand, perspective, encouragement and punishment, public opinion.

Demand is a very common method in the experience, which ensures that these behaviors are encouraged or stopped by the manifestation of the personal attitude of the pedagogue to the student in the educational process.

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