

THE ROLE OF FOREIGN EXPERIENCES IN DEVELOPING LITERATURE SKILLS IN PRIMARY SCHOOL STUDENTS

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ANNOTATION

In foreign experiments, it is the pedagogical activity aimed at the formation (development) of reading skills in primary school students, the method of Cassil, the method of Iskra Daunis, the method of the ancient people, the methods of "carefully studying the cover of Asamin", "Oral Picture" Literary Geniuses "and" Caring for the Tree of Knowledge "game technologies. This article discusses these.

Keywords: intellectual, psychological, physiological, elementary school, reading, foreign experience;

INTRODUCTION

The future of a society is built by children and young people who are developing today. Therefore, the organization of education of the younger generation is the most important socio-pedagogical task. After all, the maturity of the younger generation, and the development of society inextricably linked with it, is ensured on the basis of their social and life goals, priorities, high aspirations and a broad out look. The attitude of children and young people towards reading and reading is important in achieving this.

MAIN PART

The results of my research on community and individual reading also show that reading has a more positive effect on the intellectual, psychological and physiological development of older people. These include ideas for reading that are important for the overall psychological, intellectual, and even physiological development of children and adolescents. For example, reading: calms the nerves (according to scientists from the University of Sussex (USA), reading is the most effective way to calm the nerves; it takes only 6 minutes a day); cultivates emotions (such as reading a prayer or a poem) (a person who reads a work of art understands the feelings of others in real life); increases brain activity, increases the number of nerve fibers in the brain (according to researchers from Emory University (USA), as a result of reading, a person's mental capacity is high for several days); develops communication, listening, writing and creativity skills (Obafemi Avolau University (USA) educators have found that children develop creativity, in fact, most people who read a lot can write poems, stories, essays or scientific articles at a high level; has the ability to expressively read works, especially poems, to perform stage works with high skill); increases social activity; develops artistic taste; makes it easier to learn a foreign language (helps to easily understand and memorize new words when learning another language); children who read a lot read books well; makes a good storyteller (the more books you read, the better your storytelling skills will be), and the relationship between parents and your child will improve.

Foreign experience plays an important role in the formation of a positive attitude to reading and personal reading. This has led many researchers to create a history of children's literature and writing. One such study was conducted by Russian educator F.I. Setina. According to the researcher, the first work of art for children in Russia appeared in the second half of the XV century.

Foreign experience suggests that primary school students use a number of effective methods to form and develop reading skills. The didactic possibilities of some of these methods are discussed below:

1. Cassil method. According to him, teachers or parents stop reading books in the most interesting places. They say they don't have time to continue their studies here and have other important things to do. Eventually, the boy wants to know how the protagonist's life went and picks up the book. In elementary school, children who are familiar with the letters of the alphabet try to read the rest of the asama, albeit embarrassingly. However, children who are not yet able to read well will inevitably have to ask for help from other family members or a teacher at school. Then the family member's or teacher's answer should be as follows. "Okay, I'll help, but here's how: I read two paragraphs, and you read one paragraph!" Children who are very interested in the development of the story will agree to this proposal.

2. Iskra Daunis method. I.Daunis, a professional psychologist, also developed a highly effective method to develop interest in reading in preschool and primary school children. The essence of this method, called psychologist, is that one day the child falls asleep and when he wakes up, he receives a letter from his favorite cartoon character Carlson under his pillow. In two large letters, Carlson tells him that he wants to be friends with her and give her a gift that will be left here. The next morning, the boy finds another letter under his pillow. The letter is no longer about the dog, but about Carlson's intention to leave a circus ticket for him. But when he brings the ticket, he sees the child's cat and tries to grab it by the tail. The cat meows loudly and scares him. Frightened, Carlson runs away from the cat without leaving the ticket. He forgets to leave the ticket. The boy receives a letter from Carlson every day in this manner. The text of the letter is getting longer and longer, but it is easier to read.

3. The method of "ancient peoples". It is also called the "People of Books" (or the "Book-loving People" method). The essence of the method is that the child is not only exemplary, as a reward is allowed to read a few lines of interesting asamas, and even half a page, as well as cookies in the form of books. The boy received such biscuits in honor of such a joyful event as reading a book. Because in ancient times, people considered reading a book as a joy and a holiday. The boy had to keep this in mind every time he picked up a book. If the child does not behave properly, then he is not allowed to read. This method is based on when children start reading a book (the Bible).

Most researchers agree on the benefits of short-term reading. The advantage of this method is that it encourages parents to read a book with the student for 10 minutes before bedtime every day without tiring him. When this is done, elementary school students in grades 1-2 will be able to read about 1 hour a week. Asami is expressive, the character of the protagonist, reading in a tone appropriate to his actions, making short pauses in certain parts of the asami and addressing the child as "What do you think will be the next course of events" (during the

conversation) It is also important to have a short conversation with the child about the events and happenings after the reading.

4. The method of "Careful study of the cover of the work."

Another method recommended by foreign educators is to carefully study the cover of the work. This method is used in the following order:

1) students are required to look at the cover of the work of art, pay attention to the main inscriptions - the author's name, surname and the name of the work and the illustration (decoration);

2) students look at the cover of the work;

3) students are asked to remember what information they have about a writer or poet who is not the author of the work;

4) students describe the author, his works;

5) a cartoon or feature film based on the work will be shown under the guidance of the teacher;

6) students are given the task to compare the plot of the work and the animated film or feature film;

7) The performance of the task by the students under the guidance of the teacher is discussed.

5. Oral picture method. In the experience of foreign countries, reading is based not only on methods that are effective in developing children's reading skills, but also on methodologies.

One such method is the Oral Picture. This technique is formed in the mind of the student in the process of reading the artistic asami ^ and serves to express the description of the image and the plot in it⁹⁸. This technique is also called verbal imaging.

6. Literary Genius Game. The age and psychological characteristics of primary school students show that the use of game technology is also effective in promoting reading among them. Literary geniuses can be included in the list of artistic games. According to the rules of the game, students are divided into two groups and during the allotted time answer questions about the literature studied in class and out of class.

CONCLUSION

In summary, global changes require new socio-cultural needs to be identified, as well as well-established principles for developing reading skills in primary school students, as well as effective factors. Therefore, the study focused on identifying well-founded principles for the development of reading skills in primary school students, as well as effective factors.

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