

POSSIBILITIES OF SCHOOL TEXTBOOKS IN DEVELOPING READING COMPREHENSION SKILLS

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ABSTRACT

The concept of “reading literacy” is a much more complex process than explaining the ability to read a text and understand it at some level, and for several years the program of tests and tasks that determine the level of knowledge of students has proved the need to work on the development of this skill. The article reflects the reading comprehension skill, which is the basis of communicative communication, its invaluable importance in the process of teaching and learning, its role in the education system of our republic, the analysis of the past and present state of textbooks of the native language and books of the teacher.

Keywords: reading comprehension skills, state educational standard, national curriculum, textbooks, teachers' knowledge level.

In today's developing information age, living well and working effectively depends on the ability of a person to be a master of his profession, and for this, the ability to assimilate existing and new information. We are surrounded by news, information overload and increasing attraction factors, trying to justify not only correct but also incorrect messages, from the moment one hears or reads them to the moment one hears or reads them. It is necessary to give the right attitude (answer). The only condition for this is to understand the information correctly. Being active in cognitive processes such as finding one's place in society, succeeding in one's work, communicating with others and expressing one's opinion, being able to find a solution in problematic situations, analyzing, first of all, depends on understanding that environment. is proven in many studies.

The tool that connects a person with society is language, that is, communication. The results of the pre-test lessons revealed that 70% of schoolchildren cannot fully and correctly express the information they have read or heard in their own words. does not remember or ignore important parts of the information. We can see the same situation in written works. Elimination of such deficiencies is carried out by regular work on the four skills of the language. Our object of study - "skill of reading and understanding the text" is determined by the international PISA, PIRLS tasks. Reading literacy is the ability to understand and use the forms of written language required for personal development, as well as the ability to create meaning from texts of various forms.

While PIRLS measures the reading literacy of elementary school students, PISA assesses high school students' literacy (reading, math, science) and ability to apply knowledge in practice. Since in most countries 15-year-olds are graduates of compulsory education, students of this age are included in the study. This program was introduced in 1997 and is held every three years (first held in 2000). One subject is preferred every three years, and almost 50% of the total test set belongs to this subject. In 2000, reading literacy was emphasized for the first time.

In the international study program, the concept of "Reading literacy" has a broad meaning. The goal of this course is to help the student understand the text of diagrams, pictures, graphs and tables on various topics, such as excerpts from the given artistic work, biographies, letters, documents, articles from newspapers and magazines, various manuals, geographical maps, and their content. It is to determine their competencies, such as being able to think, evaluate the content of the text, and express their opinion about what they have read.

The State Educational Standard and the National Curriculum of the Republic of Uzbekistan on the educational system define tasks that must be followed for those who learn Uzbek as a first and second language. In the state education standard, as the main goal of teaching the subject of the mother tongue, "... students who express their thoughts correctly and fluently verbally and in writing, who have a culture of reading, who can think independently and creatively, who can understand the opinions of others. It is defined that "it consists in perfecting a person who understands - the culture of communication and speech is developed". That is, the purpose of the subject is defined at the level of the requirements of reading literacy, but the work to be done in the educational activity for its implementation is not ordered or guided. In this document, in order to form the reading comprehension skills of the students, the speech competences that they should acquire are given in the form of "listening comprehension, speaking, reading, writing", and the reading comprehension activity is superficially considered and Minimum (very easy) requirements are set for 9th grade graduates:

For A2 level - can read correctly, understanding the meaning of words, phrases and terms:

For level A2+ - can understand messages and information on current topics; - understands the meaning of words, phrases and terms (terms) in texts of various genres, can read correctly and fluently, etc.

The formation of communicative communication is determined by reading the text and understanding it or not, because a person enters into communication by receiving information. The following tasks are given in relation to literacy texts that develop and clarify the students' reading comprehension skills: multiple-choice (correct answer) questions, tests; short answer questions; complete sentences; draw a conclusion, choose the most correct conclusion; fill in the table in the required form; mark the diagram; data classification; adaptation; determine the author's opinions and requirements.

As a result of studying and taking into account the results of research conducted over the last few years and the requirements of the International Reading Literacy Program, the new National Curriculum republished in 2020 has given special, serious attention to reading comprehension activities. can be seen.

In addition to the above skills, the requirements for school graduates, i.e. 9th grade students, are given as follows:

- Ability to identify primary and secondary details, paragraphs from the text;
- Ability to understand and follow various manuals, sequential instructions;
- To be able to identify the means of artistic representation from the text and to be able to interpret their influence on the meaning.

As you can see, these requirements correspond to the requirements of the International Reading Literacy Program. In 2020-2022, a new generation of "Mother Tongue" textbooks and teacher's books was published in accordance with the requirements of the national curriculum. There are

major changes in the new textbooks, which are the reduction of grammar topics from the previous textbooks, the introduction of tasks that focus on the formation and development of the four language skills, the presence of different styles of texts, audio texts, and the presence of attractive color pictures and images. differs from

Below, we tried to analyze the shortcomings and achievements of the textbooks of the mother tongue science of the general secondary school.

In the 5th grade "Native language" textbook, to ensure and determine the students' reading and understanding of the text, remember the evidence, understand the general content, compare their own opinion with the author's opinion, create a story based on the topic of the text, express their attitude to the content of the text. tasks and tasks are given to report:

Exercise 28. Homework. Read the text and write a story on "Water is the source of life". (page 13)

Give an attitude. 1. What do you say to the wise man's opinion? 2. What else do you think the word can be compared to? (14)

However, in some places, the questions asked are not suitable for the age of the 5th grader:

Give an attitude. 1. Dear reader, have you used these opportunities? 2. What other opportunities do you think the Internet has? (22). Give an attitude. 1. What environmental problems do you know? 2. How do you think they come about? (page 29)

To answer the above questions, the information that the student has read will not be enough, because the questions require answers that are outside the topic of the text.

The 6th grade "Mother Tongue" textbook contains texts, announcements, questionnaires, information in the form of tables and questions and tasks that determine the level of understanding of various topics in accordance with the student's age. For example, on page 15 of the textbook, information such as the text of the competition, its conditions, evaluation criteria is given in a complete and understandable manner, and then the tasks are given as follows:

I. Determine the reasons that are an obstacle to the acceptance of the creative work for the competition and write them down in your notebook. Example:

Creative work submitted by a 15-year-old student will not be graded because.

2. The creative work does not contain photographs related to it.

II. Is it possible to answer the following questions using the above text? Write the answers to the questions that you think are possible.

2. What should be the subject of the presented creative works?

3. Until what date can creative works be submitted?

The first task prompts to recall and analyze the elements of the read text, in the selection condition of question 1, to search for and reread the part with age limits; Question 2 asks you to remember how much the presence or absence of photographs affects the assessment.

Each question prompts you to grasp small, important, interrelated pieces of information in the text.

The 7th grade "Mother Tongue" textbook also contains texts on various topics and interesting assignments.

On page 7 of the textbook, there is a text on the ethics of communicating via the Internet, and the following tasks are given to work on it:

1. Find the appropriate comments for the given words and write them down in your notebook: permission, reality, insult, obfuscation, fact.
2. Identify and write appropriate headings for the text. What other titles would you choose?
3. What do you know about YouTube?

Tasks (1) help to understand the meaning of lexical units, the task is to find appropriate explanations for individual words in the text structure, ways of expression of lexeme explanations in the text, and images related to those words are formed in the reader's mind. will lead to. Choosing a title for the text (2) determines the level of understanding of the general meaning of the text. The next question (3) serves to determine the existing knowledge of the student in this topic.

The 10th grade "Mother Tongue" textbook is also enriched with information on interesting topics, topics suitable for the student's age and interests are selected, grammar rules and various content information are given in order to form speech and linguistic competences. On page 69 of the textbook (lesson 20) there is a text on the topic of popular culture, but there is no title. To work on the text, 2 tests, 3 questions, a response question through the "I think..." section are given.

The requirements of the International Reading Literacy Program emphasize that the number of questions to be asked to ensure and clarify the understanding of the text should be more and more varied. Taking into account the relevance and interest of the above text, increasing the tasks, lexical units found in the text, asking implicit (closed) questions in order to ensure the perception of thoughts, finding the explanation of some words or choosing from the options, finding the title of the text, the text it would be appropriate if tasks such as selecting separate subheadings were given to the parts.

Excerpt from the novel "Gone Days" in the textbook (page 96); "Globalization: The Development and Decline of Languages" (p. 101); "Who wears the cape backwards?" such texts are given, but no assignments or tasks are given for their understanding.

Along with the above new generation textbooks, teacher's books written for the textbook have also been published, which also serve as an assistant for school teachers in the development of four new language skills. They are intended to guide students to their educational activities and to help them understand the essence of assignments.

In the teacher's books, each task, the stages in which the task should be completed, ways of organizing the lesson process using various methods to ensure the understanding of the read text, organizing discussions and debates on a certain topic and correcting them implementation methods are taught. In order to implement these tasks, to form practical skills in students and bring them to the level of competence, first of all, the teachers themselves should understand and be ready to explain them.

In order to determine awareness of reading comprehension skills and related needs, the results of an online survey of general secondary education teachers working in different regions of the Republic and teachers' reading comprehension of literary texts In the research conducted to determine the skill, almost half of the recipients (50%, 54%, 64%) knew the general meaning of the artistic text, the meaning of the classic word, the figurative meaning of the lexical unit used in the sample of modern literature, the classic passage it was found that they do not have the ability to perceive and analyze it artistically.

In short, every resource used in educational activities (textbook, additional literature, informative table, diagram, etc.) serves to develop the student's language skills, curriculum and state education. according to the requirements of the lim standard, it should be focused on improving speaking competencies, and should be able to provide new and useful knowledge.

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