

DEVELOPMENT OF READING LITERACY IN PRIMARY SCHOOL STUDENTS

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ABSTRACT

The article discusses the ways of developing the reading literacy of primary school students. Each student begins literacy lessons with simple reading, that is, adding letters into syllables and syllables into words. Usually this process does not continue uninterruptedly, and it should be understood that it cannot give a sufficient result in achieving the goal by itself. Reading literacy can be understood as the basis for climbing the life ladder of knowledge, entering the global knowledge system of mankind.

KEYWORDS

Reading literacy, text, reading comprehension, PIRLS program.

INTRODUCTION

Forming the knowledge and skills of schoolchildren, educating them in the spirit of loyalty to national and universal values, increasing the prestige of the teaching profession and the quality of teachers, improving textbooks and educational and methodological complexes, taking into account the requirements of the time, attracting educational institutions according to international standards,

creating adaptive modern models is one of the most important issues of today. To this end, a Decree of the President of the Republic of Uzbekistan was adopted on the implementation of the Development Strategy of New Uzbekistan for 2022-2026 "On approval of the



National Program for the Development of Public Education for 2022-2026¹".

The full implementation of the National Curriculum, developed on the basis of the best world experience in school education, and the introduction of modern textbooks created by domestic and foreign authors indicate the beginning of major reforms in the education system. Raise the prestige of the teaching profession in society, create favorable social conditions for teachers and adequately encourage their work, increase the responsibility of teachers in providing education and training for young people, increase their need for continuous professional development, in general secondary educational institutions Systematic organization of spiritual and educational work is the most important direction, reflecting the requirements of the state curriculum. It is gratifying that the main requirements of the program in this direction are such tasks as establishing mechanisms for constant monitoring, evaluation and forecasting, increasing the role of the family, especially parents in raising children.

“Every person should take care of his intellectual development. This is his duty to the society in which he lives and to himself. Reading is considered the main way of intellectual development.

Based on the need to develop reading literacy in the primary grades, the newly created textbook "Mother tongue and reading literacy" is taught as a subject that emphasizes the four language skills of students: reading comprehension, focusing on the development of listening, speaking and writing comprehension. and grammatical literacy.

The new Law²"On Education " and the National Curriculum determine the formation of a comprehensively developed student, ready for independent learning and self-development. In particular, reading books and analyzing them serve the development of information and reading literacy, which forms such a personality in every possible way.

It is impossible to imagine elementary grades without competent reading. Students must learn to understand the texts they read, understand their meaning, use the information obtained as a result of reading in their lives, including for obtaining additional knowledge.

In today's globalization, our life is changing very quickly, new technologies are constantly being added, new ideas are emerging. This requires a process of constant self-education and self-development. The basis of this process is laid in elementary school.

Each student begins literacy lessons with simple reading, that is, adding letters into syllables and syllables into words. Usually this process does not continue uninterrupted, and it should be understood that it cannot give a sufficient result in achieving the goal by itself. Reading literacy can be understood as the basis for climbing the life ladder of knowledge, entering the global knowledge system of mankind.

The most important aspects of the development of reading literacy in the primary grades can be identified in the following order:

- reading literacy expands the opportunities for participation in the public life of the school, classroom and out-of-school educational institutions;

¹ Decree of the President of the Republic of Uzbekistan No. pf-134 dated May 11, 2022 "On approval of the National Program for the Development of Public Education for 2022-2026"

² Law of the Republic of Uzbekistan "On Education" as amended on September 23, 2020.



- reading literacy allows you to enjoy reading different texts and diversify your free time;

- reading literacy improves the overall culture of the student, makes him an interesting conversationalist, increases his social significance among peers and adults;

- mastery of reading literacy helps in difficult life situations, when information from printed sources can serve as a signal for action in real life.

Teaching younger students reading literacy, the ability to read and understand the text, to distinguish content from form is a process that requires a lot of mental work, and this is done by implementing the following sequences:

- information in the text is perceived as a whole;
- a conclusion is made from the general meaning of the text, the main idea is determined;
- individual elements of information - paragraphs, sentences, phrases, words are separated;
- the elements containing the information are explained;
- the entire content of the text and its individual elements are evaluated, attention is paid to the style, form, beauty of the language.
- answer questions about the text and ask questions about the content of the text;
- the thoughts and feelings awakened under the influence of the text are explained;
- the read text is described on the basis of the information contained in it.

Of course, the student acquires all this knowledge and skills in the process of studying at school. But the main foundation of reading literacy is laid in the first period

of study. Without them, students cannot move on to the next level of education.

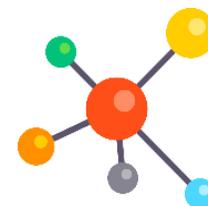
The initial level of student reading literacy includes the teacher's help in understanding the information contained in the text. The student himself, although he already knows how to read and write, is not yet able to independently receive information.

A student with high reading literacy can already independently receive and assimilate information from a printed source without the help of a teacher. Such students can give their own assessment of literary texts, use the information obtained from reading in certain life situations.

A high level of reading literacy implies the ability to quickly find the answer to a question in the proposed text, in the presence of unfamiliar words in the text, find their meaning in the dictionary, and in the absence of a dictionary - to understand. Since the meaning of a word is calculated based on the context of the text, the reader can make a summary and create a short abstract without losing important details in the process of obtaining information. To understand the text, students with high reading literacy can use all their life experience and all the knowledge gained earlier.

Of course, the texts offered to children in elementary school should not cover many concepts and images that are far from their interests and life experience, since this may reduce their interest in reading.

The most important task of the teacher is to develop interest in reading in general. It is important for children to get acquainted with different literature suitable for their age, to offer them texts of different forms, themes and directions. The teacher helps children find out which books are closest to them, recommends other literature that they like. Readers' interests and tastes are formed in such a way that this process changes over the years. However, interest in



learning, formed on the basis of proper education, does not change throughout life.

Let us analyze the process of reading and understanding the story of Khudoiberdi Tokhtaboev "Friendship". The content of the text is as follows:

“Abdukadyr read the letter he wrote to Vova from the very beginning, he didn’t like it: he wrote superfluous words, but omitted the important ones. Wanting to write again, he began with the words: “Remember, Vova?” He shuddered, unable to write again, staring out the window as the passing time began to pass through his mind.

One day he ran away from his bear by spilling milk into a cup. The idleness on the streets made itself felt. He then went out to the school yard to find out what was going on and noticed a boy with disheveled hair standing in front of the door of a Russian language teacher who had just moved. Abdukadir came closer, took the stranger's shovel and ran away.

- If necessary, take it, - Vova suddenly said in Uzbek, - I have a lot.

That day Abdukadir met Vova. As it turned out, when Vova moved from the village of Katta Dovan, their seven rabbits remained there. They brought one rabbit. Soon the classes began. They both started in the same class. Now they prepared lessons together, played together, and in their free time went to the field to get firewood for Vova's rabbits. One day they both got lost on a hillside. This incident happened when they were in 4th grade.

They went to the apple orchard. It was early spring, when the trees began to blossom, the grass was green everywhere, and the plague-masks opened up on the banks of streams with clear water ... at the fire of Vova and stared at:

- Rabbit! Vova shouted and chased after him. Abdukadir also fled. The rabbit boy played and ran with his feet in the sky. They chased the rabbit until it got dark and they didn't see anything. At that moment, the sound of a chiyabori, similar to the whimpering of a baby, was heard nearby, and it frightened them both...

“Wow,” Abdukadir said in a deliberately harsh voice to suppress his fear, “do you want to be a rabbit breeder when you grow up?”

“Of course,” Vova said louder.

- I should be a gardener, like my grandfather, grandfather says: "I'm old, I want to leave you in your place."

After a while the letter was ready.

Abdukadir went to the post office.

To fully understand the idea of this story, the course of events, the content of the text, you should first analyze the text. A good effect will be the organization of a discussion and a question and answer session for analysis. It is desirable that the content of the questions in the conversation on the text be more related to life, so that it consists of questions that make students think and think. The content of the questions might look something like this:

1. What was the reason for Abdukadir to write a letter to Vova?
2. Did you also write a letter?
3. What difficulties did you face when you wanted to write a letter?
4. Like Abdukadir, have you ever spilled anything from a cup?
5. Can you describe what kind of animal a rabbit is?
6. Have you ever seen a rabbit running "playfully, throwing its paws up to the sky"?



7. Have you thought about what profession you would like to have in the future?

8. Tell me how you first met your best friend.

Students find answers to questions that are not related to the text of the story, but based on the content of the story, they understand the idea of the story. They understand that the content of the story is based on life events.

For a more complete understanding of the content of the text by students, it is possible to check with questions developed on the issues of the PIRLS program. The number of questions is 10, and the fact that they are mainly aimed at checking, substantiating opinions, comparing, commenting helps students understand the content of the text:

1. To whom did Abdukadir write a letter?

- A) Vova
- B) Rustam
- C) Ali

2. What words did the letter begin with?

- A) hello
- B) Do you remember Vova?
- c) hello my friend

3. How did Abdukadir meet and become friends with Vova? Give an example.

1 _____

2 _____

4. Where did Vovan's family move from?

- A) big hill
- B) Big passage
- B) from the mountain

5. What class were they in when they got lost?

- A) 3rd grade
- C) 4th grade
- C) 2nd grade

6. What was the season then? Give 2 examples.

1 _____

2 _____

7. What were your friends chasing until dark?

- A) dog
- B) Rabbit
- C) cat

8. How did they overcome their fear of getting lost? Give an example.

Vova:

Abduqadir:

9. How do you overcome fear yourself? Please comment.



10. In addition to a loud voice, what other methods can be used to overcome fear? Give an example.

Students can use the "extra question" game to answer questions about the text. In such questions, the teacher asks a question that is not related to this text. The task of the students is to answer all the questions, except for the superfluous ones. Such a task, as a rule, increases the attention of students and activates their interest in tasks.

The primary school teacher develops the reading literacy of students, brings up a cultured person who knows how to think, see the deep meaning of things, adequately perceive the surrounding reality.

To achieve success in modern society, a person must constantly improve himself, constantly engage in self-education and achieve the speed of assimilation of the necessary information. Only this will allow you to become a sought-after member of society, this is really useful for people and your country.

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