"Insert" Technology in Forming Reading Comprehension Skills of Primary Class Students

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ABSTRACT

The article describes the use of "Insert" technology in the formation of reading comprehension skills of primary school students.

There is an effective and modern method of formation of reading comprehension skills, and the name of this technology in pedagogy is called "Insert" technology. With the help of "Insert" technology, it is possible to form the student's skills related to creative thinking, the ability to establish the connection between cause and effect, and the independent assimilation of information.

When it comes to the formation of reading comprehension skills of elementary school students, this technology helps students to form and develop the following aspects:

-increases independent research skills and interest of a creative nature in relation to the topic and content of the studied text;

- allows to create a mechanism related to reading and learning in an independent form;

- forms the skills of creating texts of various genres and writing letters and messages;

- the ability to analyze texts analytically and work with information develops [1].

"Insert" technology is as follows, it is considered an educational tool that allows you to remember and analyze the information given in the text after reading the text.

- I interactive - interactive
- N noting - mastering new knowledge
- S system for is a structure
- E effective is the result
- R reading - reading
- T thinking – thinking, reasoning.

+ (what I know confirms)	! (new information)	- (not suitable as far as I know)	? (got me thinking)
How you know after reading the text information with did you meet	For you new data, information.	Not compatible with your existing data.	Places that need to be explained, more information

The use of this technology in the lessons of mastering a new subject, in the process of introducing new information, is more effective. because with the help of this method, students are not limited to just skimming the text, on the contrary, it requires the student to pay full attention to the text and analyze the information in it in a quick way [2].

We will try to reveal the essence of the "Insert" technology and the procedure for working with it through the following work

procedure used in the experimental testing process.

1. An unfamiliar text is selected for students. It is best to use informational text as much as possible in this process. Because the main essence of this technology, as mentioned above, is the assimilation of information and its analysis. (Text in Appendix 6)

2. In the process of reading the text, they mark the bicycle-related information they have with "+", new information with "!", information that does not correspond to the knowledge available to the reader with "-", places that need to be explained, i.e., where the reader hesitates, with " ? " will be asked to leave the mark. In this case, the reader can be given the opportunity to read the text over and over again.

3. In the next step, the students are asked to place the information in the appropriate column of the table according to the mark placed in the text. Students fill in their tables in a form convenient for them, in a short and understandable way.

4. The teacher conducts text analysis with students. Asks the students to categorize the information in the text. In the process of interpreting them, he first asks for comments from other students, and then analyzes the information based on the information he has prepared in advance. He says that all students should pay attention to their notes in the process of analysis, and write new notes in their notebooks based on the given information.

During the experiment, it became clear that the students were not familiar with most of the information with factual content, and they filled the column "Confirms what I know" mainly with general information about the bicycle. They also had some problems identifying information that did not match their existing knowledge. That is, it turned out that they have insufficiently formed skills related to the ability to correlate and compare information.

Therefore, the didactic tools we recommended above are mainly suitable for lessons aimed at forming reading comprehension skills. But we know that only a certain part of mother tongue and reading literacy lessons focus on building reading comprehension skills. Therefore, in the course of the lesson, the teacher should use such assignments that practical processes related to other goals of this subject should be carried out in a timely and efficient manner. The tasks that we would like to recommend below were compiled with this aspect in mind, and we tried to use them as an additional task in a certain part of the one-hour lesson.

Skill to be developed: Can automatically read correctly spelled and misspelled words. Phonetics.

Task 1. Remove the extra letters between the words involved in the following sentences and read the text. Correct the text and copy it into your notebook.

Text 1

Alipsher Navdoi was a very smart, intelligent, and well-behaved friend from childhood. From the age of three, he liked listening to poetry and music. Because Jkuda was a shy child, his father sent him to school at the age of four. Even though Alipsher was small, he was well read.

The skill to be formed: can interpret a specific word or phrase according to the meaning given in the text, understanding the figurative meaning it expresses. Lexicology.

Task 2. Familiarize yourself with the given text. Pay attention to the description given to the characters. Complete the table. Write a letter describing the hero you want.

Please forgive me if I hurt you with my frolics, if I offended you because of my stubbornness! Stay well, my brown-haired sisters. You no longer have your brother, who made you laugh with all kinds of interesting things, who took your side when you were coming home from school when the merry children hit you. Look at the picture when you miss, when you feel sad. But don't cry. He will definitely come back, showing heroic deeds. He shows his teachers that it is possible to become an agronomist without studying. Yes, it definitely shows. He returns with a chest full of orders.

Bye!

Kh. Tokhtaboev. "Riding the Yellow Giant"

	The definition given in the work	Your description
Oyijon		
Singlim		
Aka		

Task 3. Familiarize yourself with the text. Complete the task by matching the units that the highlighted words refer to in the text.

The role of tasks based on integrated and non-integrated texts in the formation of reading comprehension skills is also incomparable. We all know that when working on such texts, analysis is carried out mainly by performing tests of various forms and content. Today, there are the following forms of modern test assignments, which can be classified as integrative, adaptive and criterion-referenced tests.

1. Integrative (integrated, enlarged) tests. This test determines students' knowledge of two or more subjects.

2. Adaptive tests. Tests that have the ability to change their level according to the accuracy of the answers.

3. Criterion-evaluative tests. It is designed to test which elements of the subject have been mastered and which have not been mastered.

It is also assumed that the tests will have the following form.

1. Tasks given by choosing one or more correct answers:

a) choosing one correct answer according to the principle: one is correct, the others (two, three, etc.) are incorrect.

b) choose several correct answers;

c) choose the most correct answer from among the answers.

2. Open-ended assignments. The task is structured in such a way that there is no ready answer. The learner must write the answer in the space provided.

3. Matching tasks, where items from one set are required to match items from another set.

4. Installation tasks in the correct sequence (calculation, actions, steps, terms) [3].

In short, tasks of this type are mainly used in the process of forming reading comprehension skills on a specific text.

Literature

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