



The Use of the " My Point of View " Method In The Formation Of Reading Comprehension Skills Of Primary School Students

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ABSTRACT

The article describes the effectiveness of using the "My point of view" method in the formation of reading comprehension skills of Primary School students, encouraging students to comprehensively think and draw important conclusions about the text.

Keywords:

Text, Read Understanding, Method, Didactic Assurance, Pedagogical Technology

Since didactic provision is considered an integral part of the educational process, it should become an important indicator that arises in the student who is a participant in the educational process, from the interweaving of knowledge, skills and qualifications. For this reason, each didactic issue is solved in the pedagogical system with elements of pedagogical technology corresponding to it, which arise from the didactic process, organizational forms of teaching and a complex of pedagogical or teaching technical means. The use of various methods of working on the text in the formation of reading comprehension skills of Primary School students is considered very convenient and significant for students to understand the text. The main goal aimed at forming reading comprehension skills in students is to gain artistic experience by reading artistic texts, and by reading information texts, to form much - needed competencies related to their assimilation and interpretation. The sources provide information that the process of forming the skills of reading and understanding consists of three main stages [1]:

1. Pre-text reading activities;

2. Activity in the process of reading text;

3. Activity after reading the text.

The main goal, which is aimed at the separation of text work activities into such stages: the teacher is able to set a specific goal associated with a particular process, analyze the results, and the possibility of purposeful work on gaps appears in it. We want to describe through this article the method of using the "My point of view" method in the process before the text is read and its effectiveness. With this method, it is aimed at students to determine the attitude of the writer in relation to the topic covered in the text, the behavior of the heroes, the events in it, as well as to formulate qualifications related to the ability to express their attitude towards this situation. When using this method, it is necessary to pay attention to the fact that readers have not read the text at home, work with text on an unfamiliar topic is required. As NA'muna We, below.

Based on the story of khudoyberdi Tokaboev "the oak of Erkachol", we will tell about the procedure for using this method. In doing so, each student was distributed a table with the following forms and content.

My opinion (before going to study)	For discussion	My opinion (after reading the text)	Author's opinion
	Pay attention to the title of the text. Can the old men also be pampered?		
	To what extent can the content of the text be related to the process of planting apricots in the spring?		
	Grandfathers love their grandchildren, but can never replace fathers.		
	How do you understand the folk proverb "well, the garden will remain"?		
	After human beings have passed through the universe, slowly memories of them also begin to come out of people's memory.		
	To gain respect in society, it is necessary to study in a good place, Dress Well, constantly treat others beautifully.		

After that, work with students is carried out in the following order:

1. Fill in the first column of the table independently. The written answers are discussed with the participation of students of the class and the teacher.
2. Read the text (read aloud, read from within, read together). We used the method of reading from the inside, based on the existing environment of the experimental test group.
3. Fill in the third column of the table independently. After reading the text, the third column of the table is filled in based on the information provided in the text.
4. Has your point of view changed after reading the text? Why? With the participation of schoolchildren and teachers, the answers given are discussed, a text analysis is carried out.
5. Fill in the fourth column of the table independently. The fourth column of the table is filled in based on the independent opinions of each student. In this case, the reader should be able to identify from within the sentences given in the text

sentences that represent the author's opinion, units that point to it.

6. Is there a similarity between your thoughts and those of the author? Tell us which thoughts came out of one place, try to explain your views. With the participation of schoolchildren and teachers, the answers given are discussed, the necessary conclusions are drawn.

This method is an effective method in the formation of reading comprehension skills, using which the conduct of the reading process helps to form skills related to the attitude of the reader towards events in the text, the fact that the reader's life views are close to reality, that is, the use of life experience in the analysis of events [2]. In conclusion, this method is also considered significant in the development of skills related to working with artistic texts in the reader, in the formation of important skills related to the ability to express their thoughts on the skill of the writer.

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