



# Formation of Correct Reading Skills in Primary School Students

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The article deals with the formation of correct reading skills in elementary school students. The content of the goals and types of training is explained.

## Keywords:

Reading, fast, conscious, expressive, fluent, narration, understanding, analysis, text, language, language acquisition.

**Access.** The upbringing of a child, the formation and development of his worldview and reading skills, the development of students' speech are developed as separate criteria in international standards. It can be seen that the development of reading skills in primary grades is an important factor. In elementary reading classes, the growth rate of students' speech is a well-structured retelling. School experience includes full, abridged, selective and creative retelling. For younger students, retelling the text completely or close to the text is relatively easy, while other types are relatively more difficult. The teacher's question about the content of the story read in the retelling should be aimed at thinking about the details of the story, about the cause and effect of the connection between certain events. The characters and their behavior play a key role in the development of the plot of the work.

**Reference literature analysis.** Students can better understand the content of the work by analyzing the characters and their behavior and features. When reading and analyzing a particular work of art, teachers and students may sometimes encounter various differences.

The teacher's question should be directed to a story about what the heroes of the work were doing, where and under what circumstances their actions took place, to a coherent description of events and clarifying their relationships.

In the primary grades, the task of teaching correct, fast, conscious and expressive reading is carried out along with the formation of text analysis skills in students. The relationship between the development of reading skills and work on the text determines the approach to text analysis.

**Research Methodology.** The method of teaching the native language, based on the systematic study of the language, is to teach students to think independently and creatively, increase vocabulary, be able to listen and understand the speech of others, express their thoughts clearly and concisely, and select words. and to use their correct application, the formation of oral and written speech skills, the achievement of harmony of form and content in the expression of thoughts, the correct organization of student-student-teacher relations, increasing the effectiveness of teaching theoretically and practically justify

that this is an important factor.

**Analysis and results.** The methodology of the native language is aimed at introducing the acquired knowledge into pedagogical practice, the formation and development of skills in the use of advanced technologies.

The "student-teacher" system is the leading factor in updating the content of education. The future teacher of the native language needs to thoroughly study the science of methodology, get acquainted with the requirements of the DTS on the norms of communicative literacy. In addition, the student must know various ways to increase and enrich vocabulary, have sustainable competence in strengthening, developing and improving acquired speech skills and abilities.

The following are four types of learning objectives:

- practical goal: to develop the skills and abilities of independent and free use of language capabilities;
- educational goal: the development of logical and figurative thinking, the formation of communicative literacy;
- educational goal: providing spiritual, ideological and aesthetic education;
- developmental goal: the mental development of the student's personality.

Reading plays an important role in human life. Through reading, a person acquires knowledge about being and society; a person who cannot read is no different from a blind person. In the primary grades, reading activities are carried out in all subject classes. But the way to teach reading is to develop a reading methodology. Achievements in the field of general development of reading methodology, psychology, special methodology of young students are formed on the basis of achievements in all subjects.

For example, earlier reading was taught by rote memorization, and now reading is done by descriptive reading. In the memorization method, no attention is paid to commenting on words in the text, explaining the content, retelling what has been read, and generally conscious reading. More attention is paid to correct pronunciation, reading with recitation,

expressive reading. Therefore, now reading in schools is conducted according to the method of explanatory reading.

In reading lessons, students learn about nature, society, people living in it, people's lives, their past, present lifestyle, famous people, the nature of their native land: weather, wealth, wildlife, etc.

In the process of acquiring knowledge, a positive attitude towards them arises. By transferring knowledge, the personality of the student is brought up.

V. A. Sukhomlinsky says about this: "Children should gradually learn about their responsibility for the material and spiritual benefits created by older generations, learning about the world and themselves. It is necessary to give the child the right to see the good and the bad. Good gives birth in him to joy, pleasure, excitement, the desire to follow spiritual beauty, and evil awakens anger, intolerance, fills him with spiritual strength, calling for the struggle for truth and justice.

The following tasks are solved in the classroom reading lessons:

- Improve reading skills. Students have good and correct reading qualities: the formation of the skills of correct, fast, conscious, expressive reading;
- instill in children a love of books, teach them how to use books, get the necessary knowledge from them, that is, educate thoughtful, thoughtful readers who know how to work with books;
- expanding students' knowledge about the world and being, the formation of elements of a scientific worldview;
- education of students in the spirit of moral, aesthetic and diligence;
- to develop the speech and thinking of students;
- Formation of elements of literary imagination.

These are clear ways to accomplish tasks, the qualities of good reading skills, and ways to improve them.

The qualities of good reading skills include reading accurately, quickly, consciously and expressively, and they are developed interdependently in reading lessons, these four

qualities of reading are inextricably linked.

Reading attentively is the key to a good reading skill, because if the student quickly does not understand what they read, such reading does not meet the requirements and leads to misunderstanding of what they read. Proper reading serves conscious reading. Fast, accurate, conscious reading is the basis of expressive reading. Correct reading means reading without errors, i.e., correct reading of a sound-moving composition h. without violating grammatical forms, without omitting a single sound or syllable in a word, without adding an extra sound or syllable, without changing the place of letters, pronouncing correctly and correctly placing stress in a word, it is read. Since elementary school students do not have a clear synthesis between pronunciation of words and understanding of the text, they make mistakes when reading. The acquisition of good reading skills is a condition for the successful development of all subjects in school.

Reading lessons should be organized in such a way that the analysis of the content of the work is aimed at improving the skills of good reading.

One of the qualities of good reading habits is correct reading. Several Methodist scholars have identified the correct reading:

K. Kasimova: "To read correctly is to read without errors." Expanding this definition: correct reading is the sound-letter composition of a word, without violating the grammatical form, without omitting any sound or syllable in the word, without adding an extra sound or syllable. letters, observing the stress in the word, correct reading.

M. Odilova, T. Ashrapova say: "All the requirements for literary pronunciation standards apply to the ability to read correctly."

So, in their opinion, reading the material in accordance with the norms of literary pronunciation is called correct reading.

Russian methodologist Yakovleva defines: "Correct reading is copying the material in sound without errors and smoothly."

The essence of all 3 definitions is the

same. That is, correct reading is the reading of the sound composition of a word without violating the grammatical form, based on the norms of literary and orthoepic pronunciation.

**Conclusions and suggestions.** Thus, through the formation in younger students of the skills of correct reading, understanding and use of the forms of written speech that are necessary for society and valued by man, as well as the ability to create meanings from texts in various forms.

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