

## Primary School Mother Tongue and Reading Literacy are Important Factors in an Integrated Approach to Reading Process

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### ANNOTATION

*This article discusses the reforms taking place in the process of primary education, the analysis of new textbooks and an integrated approach to education through "Fun Moments".*

**KEYWORDS:** *primary education, education reform, mother tongue and reading literacy, integration, "funny minutes".*

The new law of the Republic of Uzbekistan "Education" provides for the full development of the individual, the acquisition of knowledge, the ability to apply in practice the knowledge acquired in their work, the activity of pupils on the basis of advanced teaching technologies achievement, ensuring bilateral cooperation, organizing the educational process on the basis of independence and awareness. Analyzing the State Education Standards (SES) developed over the past years during the reform of the educational process, the content of the SST, issued on August 16, 1999, is the key to the organization of education in a comprehensive approach based on pedagogical technologies. The main idea of the Government Education Standart GES, adopted on July 1, 2010, focused on the issue of an integrated approach to education and the stages of its implementation. In the GES, adopted on April 6, 2017, it is important to take a competent approach to learning activities and strengthen the knowledge, skills and competencies acquired by learners in the learning process.

Today's demand is to radically modernize the system of primary education, integrating pedagogical technologies and interdisciplinary links into the teaching process, instilling in pupils the essence of integrated education and providing them with an active civic position in society. Our independent republic, which is on the path to building a democratic society, is consistently fulfilling the tasks set out in the program.

Changes in the content of education have directly contributed to the formation of pupils' independent skills, improving the effective organization of lessons. It required a new approach to the organization of mother tongue and reading lessons in the primary school. This has led to the need to create a new generation of primary school curricula and textbooks.

When we observe and analyze education in the experience of foreign countries, if we look at the content of the textbooks created in them, the goal is to prepare pupils for free thinking, critical, creative and logical thinking.

As evidence, it can be said that the textbook of 1st grade Mother Tongue and Reading Literacy, published in 2021 under the authorship of I.Azimova, K.Mavlonova, S.Quronov, Sh.Tursun, is also aimed at the formation of thinking skills in children's thinking. In addition, the essence of the National Program now recognizes that the educational process is spiral, with the student analyzing and synthesizing a comprehensive object while studying a single object or subject within a single topic. This requires an integrated approach to the educational process.

Observations show that in primary education, teachers' organization of lessons based on an integrated approach is considered satisfactory in remote areas of the province, while in urban schools the figure is relatively good. There are objective and subjective reasons for the occurrence of such cases. One of the reasons for this is the lack of integrated special literature on the formation of independent reading skills of primary school pupils, the lack of a list of literature that pupils should study in the curriculum.

On the basis of a large amount of didactic material, I.G. Pestalozzi highlighted the interrelationships of different disciplines. It requires, "Imagine in your mind that all interconnected objects are connected in exactly the same way as they are in the living world." He also argued that the separation of one science from another was inappropriate.

VI Zverev explains integration as a single process of synthesis based on organic connection, building integrity, combining elements of different subjects.

Beginning in the second half of the 1980s, integrative approaches in traditional education began to play a leading role. Traditionally, the following four main approaches have been used: - combining separate subjects into a single integrative course; - study of all disciplines on the basis of creatively developing paradigm (methodical integration); - computerization of the educational process (technology integration); - Agree to use the same method of communicative communication with pupils in the classroom for all educators (hermeneutics).

Thus, the desire to integrate teaching materials is inevitably natural and leading in the world and in our national pedagogy. There is a growing focus on integration in teaching and learning. However, based on the above considerations, it can be said that integration as a process has emerged in both fundamental science and its branches. At present, integration in the modern school is considered to be a factor in solving pedagogical problems, improving school performance, increasing the capacity of the teaching staff, and finding optimal ways to influence them.

If we pay attention to the materials of the new textbooks (Mother Tongue and Reading Literacy - 2021) for pupils of grades 1-2, then the topics will be different: "Miracle Insect", "My memory will be strong". 'If you want to'; "I'll get the Nobel Prize," "What's underground?" In such topics, the teacher can even introduce an integrated form of education in the "Fun Minutes". Poems play a special role in this. For example, in class Given the desire of pupils to memorize poetry, we will integrate Mathematics and Natural Science with Mother Tongue and Reading Literacy on the topic of "Green Planet":

There are four seasons in a year,  
Silver winter, emerald spring.  
Golden autumn and happy summer  
Take your time.

Three months in a season  
There is little to describe.  
There are seven days a week,  
Twenty-four hours a day.  
Yigirma to'rt soat bu bir kun.

The poem is memorized by repeating the above poem to the pupils 3 times. As their memory grows, pupils will be introduced to the concepts of time and seasons in nature. The next poem is a combination of reading and English.

We children are happy,  
 Every moment is cheerful.  
 We know a foreign language,  
 Talk to you soon and keep up the good content.  
 Ona nature - mother nature,  
 Great future - great future  
 Happy childhood - happy childhood,  
 Good mood - have a good mood!

Congrulation happy birthday  
 There will be a party every Sunday.  
 English words - I have many  
 Foreign language vital very!

The above 3 verses help the pupils to memorize 20 words related to the English language. By repeating the next poem in "Happy Moments", we will connect the topic "Learning our body" in the subject of Mother Tongue and Reading Literacy with the subject of Physical Education:

If you want to be healthy,  
 Necessary physical training.  
 We do reading,  
 Cheerful fitness.  
 Let's open our legs,  
 Shoulder width.

Let's turn our heads,  
 Equal right and left.  
 Let the muscles be strong,  
 Let your fingers tremble.  
 Flattening in order,  
 Let's take a step!

Pupils perform physical exercises in accordance with the poem. Through this poem, pupils' attention to the lesson is increased and the teacher's creative research contributes to the improvement of the circulatory system.

Based on such methods and techniques, it effectively solves the task of generalizing the knowledge acquired in the disciplines, which are the objects of general study of the disciplines. In the process of mastering a particular subject, pupils develop their knowledge using science-related concepts and terms, and feel the interdependence of the subjects.

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