SUPPORTING PEDAGOGICAL TECHNOLOGY IN THE PROCESS OF LITERACY LESSONS IN THE PRIMARY CLASS

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ABSTRACT

The article reveals the main aspects of the use of innovative technologies in reading literacy classes in the process of updating primary education. In connection with the renewal and new content of primary education, methodological and problematic innovation processes, it is necessary to give priority to increasing the enthusiasm of students for learning, updating educational technologies, and improving the quality of lesson stages.

KEYWORDS: *primary education, educational technology, innovation process, technology, methods, didactic game, quality, technological map.*

Introduction

Socio-economic reforms in society and the introduction of various innovations into human life require a number of changes in the field of education. It is now necessary to avoid homogeneity and falling into one mold while maintaining the gains made in the field of education. The requirement of the day is to try to move from a type of teaching based on the development of human memory to a type aimed at the comprehensive development of human thinking, the practical application of students' acquired knowledge, and the formation of practical skills. and competencies. Only if this is achieved, the task of educating the younger generation, who is the future of our country, can be solved rationally. The correct choice of teaching methods and their appropriate use contributes to ensuring the effectiveness of education.

The use of educational technology methods clearly defines the scope of activities of the teacher and students.

The teaching method means the joint activity of the teacher and students aimed at achieving the expected goal in the educational process. Teaching methods determine the activities of the teacher and student in the educational process, methods of organizing and conducting the educational process. Methods of teaching both types of activities:

a) equipping students with knowledge, skills and abilities on the part of the teacher;

b) includes methods used in activities to master scientific knowledge, skills and qualifications provided by students.

Reading, which is important in a person's life, is carried out in all subject classes. But a technique for teaching flow has been developed. Reading techniques are being improved on the basis of achievements in the field of general development of schoolchildren, psychology, and special techniques.

The effectiveness of a fluency lesson largely depends on the correct choice of teaching methods. Therefore, like science, flow techniques are constantly evolving. For example, in the old school, fluency was taught on the basis of the dry memorization method, but now it is taught on the basis of explanatory fluency. With the memorization method, attention is paid to explaining words in the text, explaining the meaning, retelling what was read, and in general to the conscious development of fluency. These include better pronunciation, recitation and expressive delivery.

Now that school reading is based on the expository reading method, the next question arises: what is expository reading?

In the 60-70s of the 19th century, the main slogan of explanatory reading was the Russian teacher K. D. Ushinsky, who emphasized teaching students to read "consciously, understand and think" and called it "explanatory reading."

The successors of the work of K. D. Ushinsky introduced innovations into the method of explanatory reading. Korf and Vakhterev say that expository reading is a means of providing students with real knowledge, and Vodovozov and Bunakov put forward the opinion that it is given to students during the reading process in connection with the analysis of a work of art and the educational nature of the work. Job.

Professor Askar Zunnunov, reflecting on the content and methods of teaching, emphasizes that paying attention to students first acquiring knowledge and then memorizing it is called the explanatory flow in the educational process.

So, interpretive reading is reading that leads to thinking, feeling, full understanding of the work, and reducing the meaning of what was read. Expository reading provides an understanding of the content of the work, the important idea in the work, the idea that the writer is promoting.

Explanatory leakage will only be successful if the following principles are fully adhered to:

1. Organization of flow in connection with life.

2. Based on the life experiences and impressions of students, so that the flow is conscious and effective.

3. Organizing reading in a demonstrative form, organizing excursions to nature and historical places, observing fauna and flora, getting acquainted with pictures, tables, objects and conducting text in the form of an expressive flow of reading.

Primary reading lessons are mainly organized by reading poems, parables, fairy tales, short stories, legends, proverbs and riddles, and popular science works. Naturally, each of them is created in its own form, style and content. That is why it is recommended to study the works of each genre in its own way.

One of the methods close to the interpretive flow of a work of art is creative flow. The famous methodologist N.I. Kudryashov includes the following working methods in the creative flow method:

a) the goal of teachers' interpretation of a literary text and ensuring students' correct and as deep as possible emotional perception of the work:

b) aimed at deepening readers' immediate impressions of the work they read and attracting their attention to important figurative and artistic aspects of the text, formulation of a moral, socio-political problem;

d) which is aimed at activating the artistic experiences of students born in the process of researching a work after reading the work by the teacher

It seems that creative fluency, unlike interpretive fluency, requires a creative approach to uncovering the meaning of a text. For example, in the 3rd grade, while studying the text of Nasiba

Erkhonova's story based on the creative flow method, based on the content of the text and the poet's poetic intention, there is a deep understanding of the national characteristics associated with the way of life of people in the regions of our country. Teaching narrative texts like "Traffic Light of Arazchi" in 3rd grade and "Igna" Hakim Nazir in 3rd grade based on the creative flow method gives ositive results.

Expressive flow. In primary education, logical fluency (correct text reading, comprehension and (in principle) rapid fluency) and literary fluency are reduced to expressive fluency. It also includes expressive reading of poetic works learned by heart. The success of the expressive flow depends on the fact that students have a certain understanding of the content of the work, its figurative and artistic features.

Expressive fluency is the ability to correctly, clearly, in accordance with the author's intention, express the idea and charm of a work using intonation. Methodologist M. A. Rybnikova says that expressive reading is the first and main form of clear and visual teaching of literature. So, "The main task of expressive reading is to clearly show students through intonation the content and emotionality of the work." The main principle of expressive presentation is a deep understanding of the idea and artistic value of the work that needs to be conveyed.

Just as tone and intonation are important in the expressive flow of poetry, they are also important requirements in the flow of prose.

Before reading prose works, it is necessary to determine what idea is presented in them. For example, in grade 3, where the expressive flow is presented, before the expressive flow of Z.Rozieva's story "Ambulance," students are told why the story received such a name, why people need it, as well as the concept of quick help.

The text of the story reads as follows. Preparing for expressive text fluency.

1. Read the text carefully.

Try to understand what is written there.

2. Determine the topic, main idea, tone of speech.

3. Think about the purpose of your text and what you want to convince the audience of.

4. Determine the meaning of important words in the sentence.

5. Determine where to pause.

6. Think about what other techniques you use in oral, expressive speech, such as tempo, volume or tone.

It is advisable to use the following note for memory, speech and thinking.

Artistic flow. Artistic flow is considered the highest stage of expressive flow. All components of musical art are involved in it. It requires the reader to fully penetrate into the spirit of the work, to read it artistically. It is possible to achieve impressiveness in the artistic flow only when the state of mind and experiences of the characters in the work are fully understood. It is good to use audio-video recordings of actors when preparing for an artistic move.

One of the factors that ensures the success of an art stream is selective stream. For example, in 3rd grade, while reading an excerpt from a novel, Enahony told a story by X.

Search method. This method is widely used when students compose questions based on events and details of the work, and evaluate characters.

The reproductive method is widely used in reading literacy classes. So when can you use this method? These methods are divided into parts based on assessing the level of creative activity of students in mastering new concepts, phenomena and laws. Reproductive methods are used to develop

students' stronger memory of educational material, direct control of cognitive activity, acquisition of practical skills and competencies to quickly identify deficiencies. Reproductive methods - if the content of the educational material is predominantly informational in nature, if it describes methods of practical action, if it is considered too new for students to independently search for knowledge, if inductive and deductive methods are used to solve situations.? In particular, there has been an increased demand and attention for deductive learning. Thinking this way is very effective. Using inductive or deductive methods means choosing a certain logic for revealing the content of the subject being studied - from particular to general or from general to particular.

Thinking this way is very effective. With the reproductive method, students retain previously or recently acquired knowledge. For example, in the first lessons, the teacher divides the text of a short work into parts, draws students' attention to the important idea that the writer or poet wants to say, explains it, and together with the students helps the students discover the meaning inherent in visual media. All of this serves as a guide for readers. After this, students independently complete the above tasks with the help of instructions from the teacher.

In addition to the above methods, the use of modern pedagogical technologies is used, such as "Brainstorming", "Networking", "Working with groups", "Blitz technology", Federal State Medical University, "Gallery", "Chamomile Everist", "Project planning", "Technology of cooperation", etc.

It should be emphasized that which method to use in each lesson, which methods to keep in the lesson, must be determined in advance by the teacher and carefully developed.

The types of work in a reading literacy lesson in grade 2 can be defined as follows.

- Complete reading of the text as assigned by the teacher.
- Divide the text into parts.

Study according to a ready-made plan.
- Read the text and tell the story.

Fluency of the text by trained readers. Reduce the flow of text.

Sequence by paragraphs.

Stream a section of text to an image.

Finding answers to the teacher's questions in the text.

Selective reset.

Find a complete sentence using a word at the beginning or end of a sentence. Expressive, correct, conscious reading of words without distorting their meaning, as in "Meyar".

- When reading a fairy tale or parable, have a conversation on the topic "What is close to the truth, what is fictional."

-Find proverbs.
- Finding conclusions from the text.
- Choose your own title for the text.
- Reading by roles.
-Reading in dialogues (without the author's words).
-Use of facial expressions and gestures when retelling what you read.
- Game "Live Images". One person reads, the other repeats what he heard using facial expressions and gestures. Finding different parts of the mood in the text (happy, sad, different).
- Finding parts of the text that require careful reading.
- Finding exclamatory and interrogative sentences in the text. Reading competition.
- Finding words for characters.

- Observe and read how words change their meaning when stressed.

- Identify sentences and words that are read slowly, quickly and aloud.

- Read the poems paragraph by paragraph and end with a pause. Expressive presentation by choosing a stanza from a poem.

- Finding the missing part of the text and reading it.

Motives play an important role in the effective implementation of fluency activities. Because only knowledge acquired with interest and based on a specific goal will be effective. Relying solely on interest in education does not guarantee that motivation will be sufficiently effective. In this case, the most important and effective method is the formulation of motivational and problematic situations or tasks associated with special knowledge, reflecting the social nature of the subject being organized.

For example, using didactic games at the beginning of a new lesson or when questioning and reinforcing a previous lesson, students' interest in the lesson increases. After the motive is formed, attention is paid to the social significance of the topic being organized while maintaining the interest of students during the lesson. It is important to develop motivation during class in elementary school. The fact that the teacher pays more attention to the motives of students when organizing educational activities ensures the effectiveness of the students' educational process.

When preparing a lesson project, the teacher should clarify the goal and organize the students' learning activities based on this goal in such a way that the set goal is fully realized.

Using pedagogical technology methods in the classroom and expanding students' knowledge requires great skill from the teacher. It determines the methods of management in the development of the lesson. He clearly develops ways to organize his activities and the activities of students, ways to control students' knowledge. Checks the learning outcome, determines to what extent the goal has been achieved, and makes adjustments when preparing the next project, eliminating errors and shortcomings. When organizing reading literacy classes, the teacher must:

The purpose of consolidation and generalization of lessons is to consolidate and generalize the knowledge acquired by students about the department, and in addition, they can also serve to control students' knowledge. That is why it is more effective to focus on making the design of such lessons interesting or non-standard.

The benefits of educational technology have stood the test of time and are an important factor in improving the quality and effectiveness of interactive methods. In this regard, emphasizing that educational technology is a factor that guarantees success, we conducted research and several experiments based on educational technology and achieved a number of results. To build reading lessons based on pedagogical technologies, we used the "Verbal Discussion Method" in order to increase the level of students' knowledge and develop oral speech. When using this method in reading classes in elementary school, students develop a passion for reading, oral speech, their vocabulary increases, they are able to formulate questions on each topic, and they learn to think freely and independently. With this method, students create words based on words found in fairy tales and works of art. In the process of creating words, they reveal the qualities inherent in the heroes of fairy tales and works. That is, they read the work, analyze the events in the work, and compose words using a special task. When applying the method, the following actions are performed.

1. Students are divided into groups.

2. The theme of a fairy tale or work is announced to students

3. Students' opinions about the processes on the topic and the characters in it.

 get acquainted with.

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4. Students in the class find the names of parts of a fairy tale or work.

5. It is recommended to organize the discussion of words in accordance with meaningful, understandable and interesting processes. An increase in vocabulary is achieved based on the teacher's assignment to create new words by adding or changing one sound.

The peculiarity of this method is that students remember the names of the characters in the work and the meanings of new words.

In conclusion, it should be said that by using pedagogical technologies during reading literacy classes in primary schools, it is possible to move from the old approach of increasing students' competence through independent work to new, innovative solutions that are cognitively effective and helpful. to achieve psychomotor goals, that is, contributes to the comprehensive development of the child. This helps develop students' scientific approach and creativity. The teacher encourages students to explore their environment by solving problems and new knowledge is discovered. The teacher is always ready to give individual instructions for solving problems, and student interaction takes place in a cooperative, comfortable environment.

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