

Methods of working on the text in the integration of primary school reading lessons

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Abstract: *In the field of education in each state, speech development in children is recognized as a key component of the system. In Uzbekistan, too, the initial stages of continuing education - the development of speech in children during preschool and primary education - have been identified as an important direction of the pedagogical process. The formation of a global information and innovative educational environment, the growing social need for the development of human capital requires the comprehensive development of the younger generation, intellectual development, including the use of speech opportunities.*

Keywords: *integration, speech, thinking, text, vocabulary, speech development, personality, lesson.*

In the state educational standard and curriculum of general secondary education, it is important to ensure that students' oral, monologue and dialogic speech is clear, fluent, effective, understand the content of the text, avoid repetition of words, ensure logical consistency in writing and oral expression, speech purity and accuracy noted.

The “Program for First Grade” [1] includes exercises to develop children’s oral speech, develop speaking skills, improve pronunciation, correct some deficiencies in children’s speech, enrich vocabulary, compose short stories, retell stories. and the need to achieve that speech is clear, complete, and emotional, consistent, and meaningful in the process.

"The main part of the work of the reading and allocated to work on the text read," says 1 percent of the boredom State education standard[2] . In the process of working on the text, the student receives answers to the teacher's questions about the works and the textbook, to determine the scope of the work, to compare the title with the main idea of the work, to retell the full content of the work or to comment on the work, to divide the work. Important aspects such as getting to know the participants in the text and giving them the simplest description, teaching them to interpret the meanings of some words in the work (by speaking, by quoting synonyms and antonyms), teaching them to find some synonyms in the text highlighted.

The “Program for the Second Grade” [1] focuses on the intellectual, moral, behavioral, and fluent speech of children at the heart of the second grade reading lessons in secondary schools , the implementation of the simplest work of analyzing the literary text in reading lessons, and the need to be taught to perform complex tasks slowly.

Divide the text into parts with the help of the teacher, choose a title for them, determine the main content of the text, analyze the words and phrases describing the participants, natural landscapes and compose an oral story with these words, distinguish fairy tales, poems, stories by genre. is one of the requirements [1] .

Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 No 187 "On approval of state educational standards of general secondary education" and the Minister of Public Education of the Republic of Uzbekistan dated June 3, 2017 "Approval and implementation of improved curricula The initial level of study of the subject of reading literature in the curricula of general secondary education, developed in accordance with the state educational standards [12], based on a competent approach (the student's ability to apply knowledge, skills and abilities acquired in the educational process) A1), it is important to specify the competencies of science (literary-speech competence and competence in the analysis of a work of art). In particular, in first grade reading lessons, students will be able to listen to and understand wise sayings, stories, poems and concise audio texts, read them consciously, expressively, correctly, summarize the content of texts,

express simple ideas, write simple and short texts. be able to distinguish the name, content and characters, answer questions and assignments on the content of the work, understand the meaning of words and phrases in the text, in addition to these emphasized competencies in the 2nd grade reading lessons to listen and understand fairy tales and poetry, 30 per minute -Ability to read 35 words, find proverbs and sayings related to the topic, express their thoughts orally based on pictures and illustrations in the textbook, recite 5 small poems by heart, evaluate the heroes of the work with the help of the teacher and be impressed by the content aspects are highlighted. It is important to note that all of the competencies outlined above are accomplished through work on the text and are focused on speech development. Considering this aspect, it becomes clear that this research work is more relevant now.

Apparently, the current State education standard and mother tongue program of the primary grades also set targets for speech development and they are given in sequence.

This begs the question: Since working on a text in primary school reading lessons is a key tool for speech development, what are the requirements for a given text and the questions and assignments based on it? How much attention is paid to these aspects in the current textbooks?

In order to find answers to these questions, the study analyzed the ideological and theoretical relevance of the textbooks of 1st and 2nd grades "Reading Book" , which have been used in practice.

It is known that textbooks are the main didactic tool in the system of continuing education. "The textbook is a book on the basics of modern science and the achievements of modern science and culture, which meets the goals and objectives of education. It is, on the one hand, the main source of knowledge for students and, on the other hand, the main teaching tool "[1]. The textbook is also considered to be " the main and leading type of educational literature, which describes the basics of knowledge in a particular science in a certain order and is written at a high spiritual-ideological, scientific-methodological level" [9].

Any textbook material is mastered by the student through independent activity based on the teacher's assignment. Work on textbooks addresses the following issues related to the educational activities of students

Includes:

1) understanding the goals and objectives of the study of the subject; 2) mastering the general features of the textbook; 3) record the knowledge and concepts acquired in the educational process.

It is clear, of course, that the graphical solution of each of these issues in working on textbooks should not duplicate each other.

Literacy teaching, initial teaching of reading and writing is an important aspect of mother tongue teaching and serves as a unique introduction to language teaching. The "Alphabet" and later "Reading Book" textbooks should also reveal to students the richness and beauty of the native language.

It is well known that any knowledge is acquired through the reading of texts pertaining to certain fields. Elementary school "Reading Book" textbooks are no exception. Texts in the current textbooks of 1st [6] and 2nd grade [7] "Reading book" belong to different literary genres

and they are given in a mixed form .

**Texts from the textbook "Reading book" (for 1st grade)
quantity and their composition by genre**

/ r	The genre of texts	The amount of texts	
		Training texts	Texts given for independent reading
.	Popular science text	14	-
.	She'r	1 6	8
	Story	1 0	6

.			
.	Narrated	1	1
.	A fairy tale	6	4
.	The song	1	-
.	Masal	3	1
	Total:	51	20

**Texts from the textbook "Reading book" (for 2nd grade)
quantity and their composition by genre**

/ r	The genre of texts	The amount of texts	
		Textbooks	
.	Popular science text	7	
.	She'r	39	
.	Story	21	
.	A fairy tale	14	
.	Narrated	3	
.	Masal	1	
	Total:	85	

It seems that the texts in the textbooks belong to various literary genres , such as popular science texts , poems, songs, stories , fairy tales, narrations, parables . We would also like to focus on the survey conducted among primary school students and its results. In order to determine which genre of works our 2nd graders like the most , what texts do you like the most in the Reading Book? Mark " was written in question-task questionnaire distributed and got the following results .

The results of a survey conducted among 2nd grade students

T / r	Genres defined by students	The number of students who have expressed interest in works of certain genres (33 in total)
1 .	A fairy tale	33
2 .	She'r	29
3 .	Story	32
4 .	Proverbs	25
5 .	Riddle	33
6 .	Narrated	26

7 .	Masal	29
8 .	Quick to say	30
9 .	The song	24
10 .	Latifa	29
11 .	Popular science text	12

The results showed that the majority of primary school students are not yet able to fully distinguish texts by genre. Therefore, the results obtained are somewhat relative. However, it is also advisable to select the texts to be included in the textbooks within the scope of students' interests.

Understanding and comprehending textbook materials, working with the author's text, allows students to assimilate the views of others and gradually develop their own views. Therefore, the texts in the "Reading Book" textbooks for primary school should also meet the requirements of the level of development of students and the requirements for the upbringing of a harmoniously developed generation. As the lexical and grammatical load in the text increases, it becomes more difficult to understand. Therefore, the number of new words in these textbooks is required to be limited.

In the later stages of education, students' vocabulary becomes richer

the size of the texts increases and the content becomes more complex. Excerpts from works of art are given ample space. This teaches you to understand and apply model speech.

According to the well-known psychologist D.B. Elkonin, the leading feature of educational activity is determined by the ability of the student to submit his work in various subjects as a social system, subject to mandatory rules for all. Obedience to rules creates in the learner the ability to manage their own behavior and at the same time higher forms of voluntary behavior management. According to the author, educational activities have the following structure: 1) educational tasks; 2) training sessions; 3) control; 4) evaluation.

Interdisciplinary integration plays an important role in cultivating certain qualities of a person, developing existing knowledge, skills and abilities. The term "integral" literally means "closely related", "interconnected", "inseparable" [10]. All subjects taught at this stage of the system of continuing education are equally important in introducing students to the environment in the primary grades, increasing literacy, speech development. Therefore, the "Alphabet", "Reading", "Mother tongue", "Mathematics", "The world around us" around the world" and other subjects in the course of their didactic potential readers to rely on the comprehensive development of society.

In enriching the content of speech development education by working on the text in the primary grades, the teacher will be able to achieve the expected result by giving assignments on the existing means of expression of the language in the texts, as well as special speech exercises.

Pedagogical monitoring results showed that some students short and reach and grab the correct pronunciation of the sounds of hard work, the isolation of vowel and consonant letters. This is due to insufficient work on sound-letter analysis in the classroom, not using listening and various exercises of a practical nature during literacy training. In the transition to the section "Grammar and spelling", the teacher should consider the systematic work on the elimination of these errors.

Spelling rules cannot be taught separately from pronunciation in the process of explaining topics such as "vowels and consonants, letters", "consonants that differ in pronunciation and spelling". Because they connect with the sound side of the language. For example, according to the situation and ch short vowels spoken for students to hear the sounds vary. In order to strengthen the ability to find different consonants in pronunciation and spelling, it is necessary to work on the correct analysis of words from the first lesson, to distinguish short vowels and consonants. The exercises in the textbook and the following additional tasks can be used for this purpose:

1. Copy 3-4 words from the dictionary with the same number of vowels and consonants and more consonants.

2. Write examples of words that have a lot of vowels.
3. To hear and write words such as "Ishchan", "bong", "girl", "scissors", "dust", to read words.
4. Read the given words: garden - mountain, cotton - board, peacock - chicken, old man - tea. To show the difference between them. Independently give examples of similar words.
5. Say the number of vowels and consonants in the exercise.
Example: book - 2 vowels, 3 consonants; 5 sounds, 5 letters.

In addition to the exercises in the textbook, the following tasks are recommended to ensure that students master the topics of "Joint", "Speech":

1. Copy 2 words from the dictionary with 2 and 3 syllables; substantiate that the task was performed correctly.
2. Read the following words: teacher, student, smart; splitting them first into syllables, then copying; remember the rules necessary to complete the task correctly.
3. Read the following words: etiquette, school, bread, mother; separating words that cannot be copied into a syllable; to say why some words cannot be copied into a syllable.
4. Say the number of syllables, vowels and consonants in the marked words; sample: school - 2 syllables, 2 vowels, 4 consonants, 6 sounds, 6 letters.
5. Based on the given words, first make a speech orally and write them: aka, school, read. My brother goes to school.

There are ample opportunities to develop students' speech in practical work with word structure. For example, the teacher gave the example of some pairs: house-to-house, shirt-to-shirt, lamb-to-lamb. He then asks the students, "Since these pairs are so close in meaning, can they always be used interchangeably in our speech?" The teacher gives examples to get it before mistakes without waiting for the answer to this question that puzzles the students:

We built a big house. Karim put on his little shirt.

He explains to the students that it is not a "big house" but a "little shirt". Another example: the teacher writes an example on the class board in advance and asks them to choose the appropriate one from the words given in parentheses: Learn a *little ... it will be (well, wise)*.

The following conclusions can be drawn from the analysis:

- 1) Based on the same side-by-side, or use a figure of speech error succeeded a result;
- 2) Care should be taken to avoid such a mistake in speech.

This type of exercise not only develops students' speech, but also develops their ability to find the basis of words.

Grammatical forms of words, syntactic phenomena can also be of great expressiveness and importance in literary texts. Text analysis should take into account the specifics of the author, characters, and narrator's speech.

The understanding of the lexical meaning of words by students is one of the important tasks related to speech development, and in the next stage it is effective in working on a word that has a certain lexical meaning in the sentence. Experiments have also shown that it is important for primary school students to remember as many antonyms as possible.

In general, ways to increase students' vocabulary at the expense of contradictory and synonymous words can be as follows:

- 1) in the process of introducing students to a new word, not only to explain its lexical meaning, but also to strengthen the lexical analysis by finding antonyms where possible;
- 2) to determine the lexical meaning of familiar words in finding synonyms (synonyms).

An increase in the amount of contradictory words in a student's speech automatically means that their speech is qualitatively enriched. Creating a series of words that express opposite meanings according to the degree of their manifestation allows students to master how words are expressed in contrasting events. This will

no doubt help them to improve their speech. For example:

- 1) very good - just good - not bad - very bad;
- 2) courage - courage - bravery - heroism - indecision - cowardice - evil - very cowardice;
- 3) happy - cheerful - sad - sad.

By analyzing a series of such original and presumably contradictory words, students realize that synonyms and antonyms are closely related in speech. As a result, they gain a deeper understanding of the meanings of concepts such as “from courage to cowardice,” “from joy to sadness.”

Observations on the development of speech in primary school students have shown that most students find it difficult to express their opinion, cannot express it logically and consistently, and construct related sentences incorrectly or incorrectly. After all, they are not yet aware of the construction of the sentence, the conditions under which independent sentences interact with each other. Therefore, it is advisable to ensure that speech development activities in reading lessons are integrated with text-based exercises in native language lessons.

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