



# **THE CONTENT OF FORMING READING COMPREHENSION SKILLS IN PRIMARY STUDENTS**

**Abdijamilova Mahfuza Makhmudovna**

Department of Primary Education

Doctor of Philosophy (PhD) in Pedagogical Sciences

Nukus State Pedagogical Institute, Uzbekistan.

**Yusupbayeva Lobar Alisher kizi**

2nd year student of primary education

<b>Article history:</b>		<b>Abstract:</b>
<b>Received:</b>	20 <sup>th</sup> April 2025	This article discusses the issues of the content of developing reading comprehension skills in primary school students.
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## **INTRODUCTION**

It is necessary to develop reading skills in younger schoolchildren, starting with learning to read and mastering the sound system. The formation of words from letters attracts the student. The formation of reading comprehension skills helps students apply what they have read in the text in life, analyze the content of the text, synthesize their thoughts and freely evaluate themselves, divide the text into meaningful parts, and also allows them to use the information they have read and understood in everyday life. This article considers the issues of forming reading comprehension skills in younger schoolchildren.

Educators and psychologists are conducting a lot of scientific research to make the reading process interesting, effective and useful. In organizing the system of the reading process, scientists also noted that "reading comprehension" occurs when the reader brings to mind exactly the same content when reading each line of the text, which was later replaced by the concept of "conscious reading" [4; p. 58]. Other authors used the terms "precise reading", "creative reading" in their works [1; p 47], and suggested using the method of reading comments [2; p 55]. At the end of this definition of this term, as they say, the term "meaningful reading" is called [3; p 44-45]. In order to form reading skills in students, the teacher must form universal reading skills, and at the same time, he must be able to form the skill of reading texts of different genres and styles.

## **ANALYSIS OF THEMATIC LITERATURE**

The PISA study defines reading literacy as follows: "Comprehensive reading - understanding the text, consciously assimilating the knowledge gained from it, achieving its goals, forming the student's ability to find his place in society." [6].

According to N. Khakimov: "Determining the style of the text develops reading literacy and skills, studying a specific subject based on a specific task in the text. The reading process should be organized in such a way that there should be general cultural, analytical, creative and entertaining and skillful reading processes." [7]

The famous scientist A.G. Asmolov introduces the concept of competent reading, understanding the purpose of reading and the type of reading. Depending on the purpose, it is necessary to obtain the necessary information from the text of various genres, obtain basic and secondary information, perceive and understand texts of scientific, artistic, journalistic and official styles; includes understanding and evaluating the language of the mass media [6,30].

We know that younger schoolchildren do not perceive the text they read in the same way as adult readers. The perception of a younger schoolchild has its own characteristics, which are described as follows;

- not perceiving the text as a whole, but only a part of it;
- weak abstract and general perception;
- dependence on life experience;
- connection with the child's practical activities;
- ability to perceive enthusiastically, directly, sincerely;



- predominance of interest in the content of speech, rather than in the form of speech;
- insufficiently complete and correct understanding of figurative and expressive means of speech;
- predominance of the reproductive level of perception [3]

In 6-7-year-old children, logical thinking is not yet developed, it is visual in nature, requires reliance on various objects and their substitutes, and practical actions. Later, thinking gradually acquires a visual-figurative character, and finally logical thinking appears. These stages in the development of the cognitive activity of a young student occupy a key place.

### **ANALYSES AND RESULTS**

According to modern methodology and methodology, reading skills are the ability to automatically read a specific text. From this it can be understood that it is the ability to perceive the idea of the work being read and one's own thoughts and opinions.

Later, such reading activity forms the ability to think before reading the text, during reading and after reading. It is this "reading with understanding" based on the skill of reading that teaches the child to immerse himself in cultural traditions, the world of literature, and to develop as a person in society. It is important to remember that reading skills are the key to excellent learning in primary schools, allowing a person to confidently navigate the waves of information that collide in life.

Bloom's taxonomy distinguishes 6 main categories of cognitive processes:

- Knowing.
- Understanding.
- Applying
- Analysis
- Synthesis
- Conclusion

Reading skills, which belong to the second level of Bloom's taxonomy, are later raised to a higher level, which is the ability to understand and master the text, and become the skill of reading the text. If we give an example of reading a fairy tale to primary school students, the following concepts will appear. In our example, the fairy tale "Little Red Riding Hood". The

text of the fairy tale is simple, but some parts are incomprehensible to primary school students.

Knowledge stage. The student reads the text.

Comprehension stage

Understanding simple words and actions, (carry, cook, ask how things are)

Understanding feelings - care, responsibility (Little Red Riding Hood's mother bakes cookies for her grandmother), responsibility (Little Red Riding Hood must take the basket to her grandmother)

Understanding the meaning of good and evil (rescuers and the wolf)

Only after understanding the main meaning of the text, can the child evaluate the situation and give a firm answer.

It should be noted that the reading comprehension of younger school-age students is based on the following:

Understanding the text at the knowledge stage;

Understanding the meaning of the text, what it is about and what kind of situation it is about;

Understanding the hidden underlying meaning of the text;

Interpreting the text;

### **GENERAL CONCLUSION**

In conclusion, moving on to the other categories of Bloom's taxonomy, namely, application, analysis, synthesis, and evaluation. It is worth noting that if the student does not understand the meaning of the text, he cannot move on to other stages, as a result of which the student cannot analyze the text, give a personal assessment of the event that occurred, and accordingly, students of junior school age may have difficulty finding their place in society.

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