



## ANALYSIS OF THE FORMATION OF STUDENTS ' READING COMPREHENSION SKILLS IN THE LESSONS OF THE NATIVE LANGUAGE AND READING LITERACY

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Article history:	Abstract:
<b>Received:</b> 6 <sup>th</sup> November 2022	The article mainly describes the analysis of materials covering the reading comprehension processes of the native language and reading literacy textbooks in increasing reading literacy of Primary School students
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As we know, the main weapon of the educational process is the textbook. Therefore, most teachers, without deviating from the content of the textbook, organize their classes using the texts given in it, questions and assignments under the text.

In the process of working with such texts, it is imperative to focus on the artistic aspects of the text, taking into account the fact that one of the main goals intended for the formation of reading literacy is to gain artistic experience in students. Methodist scientist in this regard K. We think that mavlonova's thoughts are reasonably said: "from observations it turns out that teachers often react in this way to literary texts, which are the material of the exercise, as they react to ordinary educational texts. Churonchi, they provide students with tasks such as identifying and interpreting the phenomenon of the language being studied regarding the subject being passed from Mant. Sometimes they dwell on some educational aspect according to the condition of the exercise. But in most cases they do not analyze the linguistic features that ensured the expressiveness of the literary text" [1]. The results of the survey conducted confirmed these conclusions. Indeed, a very large part of teachers, that is, 72%, do not take into account such aspects when working with the text given in the textbook, yazuchi's skills, the tools that bring this skill to the surface are often overlooked by the teacher.

Also, another goal aimed at the formation of Reading Literacy in primary school students is the formation of practical skills related to the assimilation and use of information. In this sense, in language education there is an acquaintance with texts that have just such content, the following instructions from specialists to work on them:

1. Analysis, critical awareness and creation of Media texts.

2. Finding sources (political, economic, cultural) of Media products, identifying their characteristics and studying their true content.
3. Understanding the Media product.
4. Create, distribute and have an audience that is interested in personal media products.
5. Study and determination of the lifestyle of the created product [2].

During the conversations conducted, studies were also carried out on the extent to which teachers adhere to these guidelines, it was in the majority of students that there was an interest in texts in this direction, but the presence of problems associated with the development of assignments of such content and purpose in teachers was determined.

"Which of the definitions given below is the most correct definition corresponding to the Reading Literacy qualification?" to the question posed in its content, most of the teachers (67%) correctly answered "the ability to perceive and apply in practice the forms of Written Language required by society and appreciated by man." This means that today's teachers have well mastered the elementary theoretical knowledge about this level of literacy.

And when asked to what extent the current textbooks correspond to the formation of Reading Literacy qualifications, 55% of teachers commented on the compatibility of new textbooks "native language and reading literacy". And about Class 4 textbooks, the answers are more marked, such as partially compatible (28%) or incompatible (35%). And as a comment, they cited their opinion about the lack of assignments for working with the text.

Question 4 in the questionnaire (do you consider it necessary to use methodological manuals on the formation of Reading Literacy in the course



process?) to a very large part of the teachers(71%) defined the answer "yes, it is advisable if new methodological manuals are created in this regard."

5 of the questionnaire (what style and form of introduction of texts into textbooks for the formation of Reading Literacy do you consider appropriate?) to the question posed in the paragraph, most of the teachers made a proposal to include texts in the artistic style, with the content promoted by our national values, great practices, traditions. Having different styles and shapes (information texts, diagrams, tables, infographics, routers, graphic administrators, etc.) we hardly came across suggestions for entering texts.

"What are your proposals for the formation of Reading Literacy?" most of the teachers preferred to leave the question posed in the context of the fear. Only some teachers have given recommendations regarding how to increase questions and tasks related to working with texts, whether it is necessary to conduct separate circle classes, establish cooperation with parents.

The last assignment of the questionnaire was aimed at testing the practical skills of teachers in relation to Reading Literacy. According to him, teachers berilagn were asked to determine which skills the assignments compiled for the text serve to form in the student. Most of the teachers were able to understand well the purpose of the assignment, aimed only at identifying information given in an open form, and in the rest there was confusion.

And when we conducted a separate study on the recommendations presented, we got acquainted with the recommendations of another practicing teacher regarding the Prevention of possible errors in reading the text. According to him, in contrast to the above, it was recommended that instructions of the following content be carried out [1]: to train the articulated reading of complex words in structure, to make tasks clear and understandable, to teach first in the interior, then to read aloud, to take into account the individual characteristics of students in teaching, etc.

In addition, we got acquainted with the article, in which the following recommendations regarding some of the paragraphs of the questionnaire were compiled. One of the practicing teachers said that in the development of reading comprehension speech skills, he uses several methodological instructions, such as focusing on the title of the text, focusing, reading the text without errors and fluency, starting imagination at the time of reading the text, recording words in a footnote, re-reading the text [2].

Also, according to the results of the survey, recommendations on the formation of Reading Literacy in native language and reading lessons: work on the given small stories, that is, expressive reading, text

retelling, in addition to working on vocabulary, some teachers got acquainted with the information that in the question and answer tool they also developed recommendations related to story-events in And the results of the survey showed that such unusual methods are not always used by all teachers. The reason why we came to this conclusion is Question 3, which is given in the questionnaire by almost half of the practicing teachers (what methods do you use more to form the skills of Reading Literacy in the course process?) told mainly to limit the reader to asking him to retell what he understood. So, according to the results of the survey, it was found that teachers have already understood the skill of reading literacy, the main goal pursued from its formation, but there is a need for methodological guidelines, additional manuals and practical recommendations related to its formation.

The learning process is a process that begins from an early school age, and this process is considered to depend on several pedagogical and psychological factors. In order to carry out this process in a state related to the formation of life skills, it is considered necessary to follow separate methodological guidelines. Above, we brought our analytical thoughts on the content of the current textbooks "native language and reading literacy" in this regard, the possibilities of the textbook "native language" and "reading".

In addition, in order to familiarize ourselves with the guidelines for the organization of experimental and test work, to attach special importance to the aspects that should be taken into account when conducting it, in the period to this day, the need arose to familiarize students with the information related to the implementation of experimental and test work on the level of

During our studies, we got acquainted with the information provided in connection with the results of 5th grade students in this regard. Since 5th grade students graduated from the elementary school and are now students who have reached a new level, it is permissible to cite the conclusions about these results in our dissertation.

According to this analysis, the researcher divided the skills of students related to reading into 4 main groups (understanding, reasoning, reacting, interpreting), in which he cited information that students in the 5th grade had a lot of problems when performing assignments aimed precisely at the formation of skills related to attitude and use. In general, according to the analyzes carried out by us, it was also found that textbooks lack assignments of such content, and students have difficulties in completing assignments related to the interpretation and generalization of information.



Another study was also specific to 5th grade students, and as an indicator typical of primary school graduates, we decided to give this information in this chapter of our work as well. According to him, work was carried out on experimental lessons, the ability to understand the text with the help of various tasks applied in the lessons, to be attentive to the main events in it, to the necessary elements. As a result, the level of understanding of the text increased to 20%. And as one of the reasons why students make mistakes, factors related to the mental states of students at the moment are cited [4].

In conclusion, the skills of students associated with reading comprehension were not sufficiently formed, they had a lot of difficulties in their implementation, since the questions and tasks of such a form for students were new (a complete analysis is presented in Chapter 3 of the work). Especially when performing written assignments that require a detailed answer, readers have problems with substantiating the text, and not on the basis of the information given in the text, but on the basis of deviations from the content of the text, situations of interpretation of events and phenomena based on their personal views, and when performing assignments related to substantiating one's own opinion.

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