



TASKS OF THE TEACHER AND THINKING ATTITUDES IN THE STUDENT TASKS OF THE TEACHER AND THINKING ATTITUDES IN THE STUDENT

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Abstract:

Specific topics included in the elementary school "Reading Book" textbooks are determined by the fact that they introduce students to the magical world of fiction, and focus on the correct formation of their worldviews based on the ideology of national independence. Accordingly, the leading feature of the reading classes is to ensure the literacy of the students, as well as to educate the students in the spirit of high moral values based on the national ideology. The subject range of the works studied in the reading lessons of primary grades is quite wide, and they are general, such as mother nature, seasons, folklore, love of work, major holiday dates, national independence and spirituality. are united within the framework of topics.

Keywords: competence, creativity, creative activity, integrative approach, methodical skills.

INTRODUCTION. The subjects chosen for the reading classes are intended to provide students with knowledge and education on everyday life, strengthening of independence and human relations. Among them, the themes of independence, homeland, spirituality and nature stand out. Their goal is to create self-awareness, independence, homeland and nature.

The socio-historical content gives a certain idea about the past of our country, the life of our people, the heroic struggle, the deeds of great figures, and historical dates. Among them are texts about Beruni, Amir Temur, Alisher Navoi, Babur, Shaibani Khan and other ancestors. Such works not only introduce students to our past, but also help them to deeply understand their filial duty and responsibility towards the Motherland[1].

Working on a literary text is the basis for expanding the student's thinking and making reasonable conclusions: "Literature still embodies nature, man and life, and in this embodiment, it arouses people's pleasures, pleasures, imaginations and images, and moves them to action. while bringing up the truth of manners, appealing to human intelligence, conscience, religion, honor, in turn, to embody in the eyes of innocent children, teenagers and young people with all its nobility in the form of masterpieces that's right."

It cannot be forgotten that there are very valid considerations in the views of Ibrahim Gafurov, a literary scholar, a skilled translator, and a Hero of Uzbekistan. Emphasis is placed on the formation of independent thinking along with excitement in the student, who has the opportunity to draw certain conclusions even from the beginning of elementary school[2]. This is how the feeling of love for the

Motherland is formed in elementary school students. In the process of familiarizing with and analyzing the works that tell about the past of our country, the students will have the opportunity to compare the past with the present day, and form a brief understanding of the development of society. In this regard, "My Uzbekistan" by H. Imonberdiyev, "Istiqlol" by Jumaniyaz Jabbarov (2nd grade), "What is a flag?" by A. Rustamov, "Oktam Avlod" by Anvar Obidjon (3rd grade) are especially related to national independence. class), Safar Barnoyev's works on the topic "Mangulikka tatigulik kun", E. Malikov's "Hello, Neksiya!" (4th class) will help closely[3].

ANALYSIS AND RESULTS. When working on texts related to nature, a trip to the bosom of nature is organized, teaching children to be observant, and the methods of verbally expressing their conclusions from the natural scenery obtained also give good results. The analysis of works on patriotism is carried out by means of meetings with famous people of the homeland or showing films related to the topic. if implemented, the effectiveness of the lesson will increase. In general, all the topics in the "Reading Book" textbooks provide students with education and training, as well as increase their vocabulary in their thinking, the correct formation of oral and written speech, and the development of speech culture. attention is paid. That's how the unique views and world of thinking of primary school students are formed[15].

"The goal of a literature teacher is to be able to show students the miraculous power of fiction and to be able to transmit its aesthetic influence, and the science of literature teaching methodology includes the



same qualities in future students. it is necessary to focus on the formation of competencies". We would like to emphasize that the mentioned concepts encourage the student to think independently. Students, especially primary school students, form their world view very quickly, and it can be observed that class textbooks take this feature into account. It should be noted that in the current "Reading Book" textbooks, it is taken into account that the materials expand from class to class, both in terms of subject and content[16].

For example, topics such as "Our ancestors are our pride", "Emerald spring", "Silver winter" taught in the 1st grade are continued in the 2nd-4th grades. This complements and enriches students' previous knowledge. Unlike other stages of continuous education, the formation of students' reading skills and work on the text of the work is the didactic goal of education in primary school reading classes. By working on texts on various topics in the textbooks of primary classes, it is appropriate to closely connect them with spiritual-moral, literary-aesthetic education. Particular attention is paid to the variety of genres, poetic perfection, and the suitability of the students' knowledge level and age characteristics of the texts selected for each topic in the textbooks[17].

It is one of the important tasks of teachers to make students understand that the knowledge, skills and abilities acquired with the help of textbooks will be necessary in the future life. Implementation of the requirements for reading education in the DTS and "Mother Tongue" curriculum for primary education, proper organization of classroom learning, teaching stages, principles and methods, first of all, largely depend on the appropriate use of advanced pedagogical technologies.

The use of advanced pedagogical technology methods clearly defines the scope of teacher and student activities. Reading activity, which is important in human life, is carried out in all subject classes. But teaching to read guides are developed by reading methodology. The study methodology is improved based on the general development of young students, psychology, and achievements in the field of special methodology[18].

The effectiveness of reading lessons largely depends on the correct selection of educational methods. Therefore, teaching methods, like science itself, are constantly evolving. For example, in old schools, reading was taught on the basis of rote memorization, but now it is conducted on the basis of explanatory reading. In the method of memorization, no attention is paid to commenting on the words in the text, explaining their meaning, retelling what has been read, and in general, making the reading conscious.

They include more correct pronunciation, reading with recitation, expressive reading.

Commenting on the content and methods of teaching, Professor Askar Zunnunov emphasizes that paying attention to students' first acquisition of knowledge, and then their memorization, is called explanatory reading in the educational process. Dem ak, interpretative reading means reading that leads to thinking, feeling, fully understanding the work, mastering the content of what is read. Annotated reading provides an understanding of the content of the work, an important idea in the work, the idea that the writer puts forward[19]. Explanatory reading will be consistent only if the following principles are fully followed: 1. Organization of reading in connection with life. 2. Based on the life experiences and impressions of the student in order for the reading to be conscious and effective.

3. Organization of study with exhibitions, organization of excursions to nature and historical places, observation of the world of animals and plants, introduction to pictures, tables, subjects, and taking the text in the way of expressive reading of the student. to go In elementary school reading lessons, poems, parables, fairy tales, stories, legends, proverbs and riddles, popular works of science are studied. Naturally, each of them has its own unique form, style and music. That is why it is necessary to study works belonging to each genre in a unique way.

In the primary education system, logical reading (reading the text correctly, with understanding, fast (in moderation)) and literary reading are mastered, then move to expressive reading. wished It also includes expressive reading of memorized poetry. The success of expressive reading depends on the student having a certain understanding of the content, ideological and artistic features of the work. Just as tone and intonation are important in expressive reading of poetic works, they are also important requirements in reading prose works. Before reading prose works expressively, it is necessary to determine what idea is presented in them. For example, in the 4th grade, before the expressive reading of the story[20] "The Boy Who Realized His Mistake" by H. Tokhtaboyev, students are given information about who the boy who realized his mistake is, what Lee's mistake was, and pride is a vice. This requirement for expressive reading can be found in poems such as M. Abdurashidkhanov's "Har kim ekkannin o'rar", Sh. It is also characteristic of reading fairy tales. Artistic reading. Artistic reading is the highest stage of expressive reading. All components of speech art are involved in it. It requires the reader to fully enter the spirit of the work, to read it artistically. In literary reading, it is possible to achieve impressiveness only when the mental state



and experiences of the heroes of the work are fully understood.

The use of actors' performances recorded on audio-video tapes has a good effect in preparing for art studies. One of the factors that ensure the success of artistic reading is selective reading. For example, in the 3rd grade, in the process of getting acquainted with the story "Hassa" by X. Tokhtaboyev, Shavkat's answers to the questions of grandfather Kabul or the episode of my child's argument in the story "Bahs" by S. Anorboyev, according to the teacher's assignment as a result of selective re-reading, a deeper assimilation of the artistic and aesthetic value of these works is achieved. Search method. This method is widely used in creating questions for students based on events and details in the work, and evaluating the characters. The reproductive method is widely used in reading classes. For example, in the first lessons, the teacher himself divides the text of the work into parts, draws the attention of students to the important idea that the writer or poet wants to say, defines it, uploads images together with the students. They open the book and help the students. All this serves as an example for students. After that, the students independently perform the above-mentioned tasks with the help of the teacher's instructions. In addition to the above-mentioned methods, the use of modern pedagogical technology methods such as "Brainstorming", "Term justification", "Working with words", "Bliss technology" in elementary school reading classes is effective.

In order to fully fulfill the requirements of the program and improve its application, first of all, it is necessary to acquire and improve reading skills correctly and carefully. Reading skills are formed in the process of teaching literacy and improve in the next stages of education. 0 winter skills mean reading the text of an artistic work correctly, quickly, consciously and expressively.

Students' reading skills are formed and improved in reading classes[11]. The qualities of reading skills are interrelated, and their basis is conscious reading. If the reader reads the text quickly and accurately, and understands it, or as a result of his fast reading, others do not understand the content of the text, if he reads correctly, very slowly if he reads, if he does not pay attention to the pauses between speech units, he will not understand the idea expressed in the text. Reading at a certain speed and accuracy is the basis of conscious reading, and accurate, fast and conscious reading is the basis of expressive reading. Acquiring reading skills is an important condition for successfully mastering all subjects taught at school. Reading is the main type of activity, and it creates a great opportunity for ideological-political, intellectual, aesthetic and speech development of students. This

process requires systematic and purposeful work on the development and improvement of reading skills[12].

Work on the work in reading lessons should be organized in such a way that the analysis of the content of the work is aimed at improving reading skills. Correct reading. Correct reading means reading without making mistakes, that is, correct reading is without breaking the sound-letter composition of the word, grammatical forms, the sound or letter in the word. It is reading without omitting the syllable, adding another sound, without replacing the letters, pronouncing it clearly and putting the accent on the word correctly. M.Odilova and T.Ashrapova state that "All the requirements set for the standards of literary pronunciation also apply to the ability to read correctly." Russian Methodist Yakovleva correctly defined the term as follows: "Reading is to copy the sound of the material accurately and smoothly." So, correct reading is reading based on literary and orthoepic norms without violating the sound structure and grammatical form of the word. Because elementary students lack a thorough synthesis between comprehension, pronunciation, and comprehension, they make reading errors. This makes it difficult to understand the text.

The mistakes made by the students are corrected in two ways: 1. If the student reads the suffix at the end of the word incorrectly, I stop him from reading and correct the mistake. can growl. 2. If the content of the sentences is broken by misreading, the method of re-teaching is used. If the student is asked a question about the text he has read, the student carefully re-reads it. Fast reading. Speed reading is reading at a normal speed, in which the speed of reading should not be separated from the understanding of the content of the text. The speed of reading should increase in accordance with the speed of understanding the text. Reading that provides mastery of the content of the read work, conscious perception of the content of the text is called fast reading. The pace of reading is different for students who have mastered the qualities of reading well. This is not to say that the program did not meet the requirements. A reading speed that corresponds to the pace of oral speech is considered a normal speed[13].

Mindful reading. Mindful reading is the main quality of good reading. Conscious reading is reading with an understanding of the exact content of the read text, the ideological direction of the work, images and the role of artistic tools, as well as being able to express one's attitude to the events described in the work. Conscious reading, in turn, depends on the necessary life experience of the student, understanding the lexical meaning of the word, the connection of words in the sentence, and a number of methodological



conditions. Currently, the term conscious reading in the literature and school experience has two meanings: firstly, in the sense of a reading technique in relation to mastering the reading process, and secondly, as one of the qualities of reading in relation to reading in a broad sense. is used in In order to read the text consciously, it is necessary for the students to master the correct reading and not to have difficulty in the reading process[14].

In order for students to read the text consciously, the content of the text and artistic means are analyzed. An important condition for conscious reading is the construction of the work and understanding of its content. The teacher evaluates the conscious reading based on the expressive reading of the text (if read aloud) and the correctness of the answers to the questions about the text of the work, the attitude expressed by the events of the work and the behavior of the main character. Mindful reading and expressive reading require each other, but they are not exactly the same qualities of reading. Expressive reading. Expressive reading is to be able to express the idea and appeal of the work correctly, clearly, in accordance with the writer's intention with the help of intonation and tone.

Intonation (tone). Intonation is a combination of elements of oral speech acting together: accent, pace and rhythm of speech, pauses, and low and high voice. These elements affect each other and together express the content, idea, different moods and inner experiences of the hero.

One of the main means of expressive reading is voice. Voice is inextricably linked with breath. Therefore, the teacher starts working on my child's expressive speech by teaching him to control his breath and use his voice correctly. Voice strength is characterized by high-low, long-short, speed (tempo), pleasant-unpleasant characteristics. Depending on the content of the text, students learn to read (speak) loudly or softly, to choose a fast, medium or slow pace of speech, to express an emotion. Students are also introduced to pauses and logical emphasis when teaching modal reading[21].

Reading aloud is sound-based reading that is widely used in education. There are ways to read aloud individually, in accompaniment, and in roles. Memorization is also a form of reading aloud. Reading inside is also based on sound, but it is read without sound. Whispering is reading in a low voice. A skilled reader must know all three types of reading. Reading aloud, reading silently, and whispering have their uses, advantages, and disadvantages. For example, 2nd graders read few words while reading, they don't understand the meaning of the words, they can't fully absorb the content of what they read. Psychological research shows that students who are just learning to

read also pay attention to the sense of hearing in order to understand the text being read. Secondly, because the reading skills of the 2nd graders are not well formed, they did not understand the meaning of some words as a result of misreading them in the internal reading area. With this in mind, in 1st and 2nd grades, reading aloud and whispering is used. In the 3rd and 4th grades, reading aloud is also used. In these classes, rote learning is more effective, but rote learning should not become rote learning.

CONCLUSION. In the method of analyzing an artistic work in elementary grades, the psychological features of the perception of an artistic work of a young student are taken into account. It is known from the investigations of the psychologist, scientist, that along with the components that serve to perceive and acquire knowledge, the emotional-aesthetic feeling of the work is also included. Understanding art is not enough to understand it well. Perception of a work is a complex process, which includes the creation of some kind of attitude towards the reality depicted in the work. As a result of psychological tests, the psychological characteristics of the perception and evaluation of literary heroes of young schoolchildren were studied and it was found that they have two types of attitudes towards the literary hero: 1. Emotional attitude towards the literary hero. 2. Element analysis. Students use their personal and moral concepts to evaluate the characters in the play. Of course, such moral concepts are limited in young students. They often use the concepts of bravery, honesty, hard work, and goodness as moral qualities. There are not enough words to describe the other qualities of the hero. The task of the teacher is to analyze the work with the students and introduce words describing the moral, intellectual and emotional qualities of the characters into their speech. This is one of the conditions for good coverage of the character of the literary hero.

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