

ROLE OF READING TASKS FOR THE DEVELOPMENT OF COMMUNICATION SKILLS ON PRIMARY SCHOOLS

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Annotation. Interest in reading arises when the reader is fluent in conscious reading and has developed educational and cognitive motives for reading.

A condition for mastering reading activity is also knowledge of reading methods, methods of semantic processing of text, possession of certain skills and abilities that should not develop spontaneously.

I believe that one of the options for improving the quality of reading in primary school is the purposeful management of learning to read.

Keywords: primary education, the subject of "reading", the concept of modern education, speech competence, the "knowledge" component, the "development" component, communicative culture.

Boshlang'ich maktablarda muloqot ko'nikmalarini rivojlantirish uchun o'qish vazifalarining roli

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Annotatsiya. O'qishga qiziqish o'quvchi ongli o'qishni yaxshi bilganida va o'qish uchun tarbiyaviy va kognitiv motivlarni rivojlantirganda paydo bo'ladi.

O'qish faoliyatini o'zlashtirishning sharti ham o'qish usullarini bilish, matnni semantik qayta ishlash usullari, o'z-o'zidan rivojlanmasligi kerak bo'lgan muayyan ko'nikma va qobiliyatlarga ega bo'lishdir.

Boshlang'ich sinflarda o'qish sifatini oshirishning variantlaridan biri o'qishni o'rganishni maqsadli boshqarish, deb hisoblayman.

Kalit so'zlar: boshlang'ich ta'lim, "o'qish" predmeti, zamonaviy ta'lim tushunchasi, nutq kompetensiyasi, "bilim" komponenti, "rivojlanish" komponenti, kommunikativ madaniyat.

Primary education is regulated by the Law of the Republic of Uzbekistan "On Education" and the "National Training Program". One of the most promising and priority areas for modern primary education is the development of the individual on the basis of education in the spirit of universal and national values, that is, the process of education aimed at educating a comprehensively developed person.

Today, one of the most important issues is the organization of the primary education process, which combines elements of education. The way of teaching children of primary school age and assimilating elements of national and universal education from them should be put into practice. In this regard, national moral education, spiritual, mental and national delicacy and physical education should be a priority at the primary level. At the same time, in the educational texts presented in the form of educational material, it is intended to inculcate in students in various forms the norms of moral and spiritual education and national subtlety, religious and universal values. [<https://fayllar.org/beginning-education-concept-i-beginning-education-basic.html>].

Educational tools are of particular importance in terms of further specification of the content of primary education. The "knowledge" component of the learning process plays an important role in this. The "knowledge" component is formed on the basis of the "development" component.

Development component. Development "is a key component of the whole learning process. What does this mean for reading lessons in elementary school? First of all, in the science of "reading" it means making changes, that is, improving the essence, methods and techniques of science. It should be noted that this stage of development also includes independent practice.

Second, the formation of a competent reader who is able to obtain the necessary information from books (printed and screen text) and apply the acquired knowledge in practice becomes an integral part of literary reading. At the same time, the formation of reading ability in young school students begins in the process of forming reading techniques during the period of literacy teaching (reading lessons).

Speaking about the possibilities of using technology in the first stage, reading fiction presented in various book formats, including screen formats (visually), we emphasize once again that in our opinion, no type and method of children's reading should be abandoned. "The electronic version of children's books, which has been rejected by many, should not be banned, but should be skillfully combined with different types and forms of reading. In this case, the direct participation of adults serves to form a harmonious personality of the child" [8, 59].

"Study in a group." Such a model of teaching requires a certain professional activity from the teacher, within which he:

- Helping students find the information they need;
- Correcting student misbehavior;
- provide scientific assistance when needed;
- organization of work in groups; express opinions, create and maintain a positive psychological environment in the group;
- Contribute to successful professional self-determination and personal development.

Fourth, the impact of students' moral development and upbringing on education in primary school can be seen.

By competent student, we mean, first of all, the following:

- Literate, cultured student who can understand literary texts of different genres;
- knows how to communicate them in a broader life context;
- can use information from the text for various purposes.

Special attention should be paid to extracurricular activities in literature, which "... helps to form the student's personality, provides an understanding of literature as a means of preserving and conveying spiritual and moral values and traditions, good and evil. , helps to form the notions of duty and honor, honesty, courage and justice "[6, 58].

You can shape such a person both in reading lessons and in extracurricular activities on this subject. However, such measures can be implemented

systematically. For example, in the process of reading and analyzing literature of different types and genres, a young student becomes acquainted with different types and characteristics of heroes, identifies motives for action and criteria for their evaluation by society. Such activities help the child to form a model of personal behavior in society, allow the person to develop and feel comfortable in society. Getting acquainted with folklore allows young students to reveal the basics of the way of life of our ancestors, to get acquainted with the history of our country, and lyric poetry as a unique literature encourages you to immerse yourself in the world of images and emotions. reflects core life values. The scientific and educational literature, first of all, reveals the basic laws of the relationship between man and nature, and convincingly proves with facts the impossibility of contradictions between nature and man on earth and in the world.

Communicative culture plays a leading role in the overall cultural and professional development of the individual and is certainly one of the priorities of education, considered as a special object of modeling pedagogical systems in the unity of their structural and functional components, the most important of humanities education provided as an integral part.

The development of communicative culture in primary school students is one of the important problems of primary school, because the development of communicative culture at the primary school age allows children to realize their potential more successfully.

At the current stage of development of pedagogical science in the psychological and pedagogical literature, the concept of "communicative culture" is associated with the concept of "communicative skills", the ways of its formation are described in psychological-pedagogical and methodological works.

The study of this problem is especially important because children's speech at primary school age is still not formed, it is this period that is conducive to the development of an individual's moral qualities, including communication culture and its components, cultural behavioral skills and abilities.

The problem of developing a communicative culture in young school students is solved in the educational process, which includes both the learning process and the educational process.

Thus, communicative culture can be one of the conditions for successful adaptation of the child's personality to the life of society and therefore deserves comprehensive study and analysis, the problem of developing communicative culture in primary school students is not yet fully understood.

Communicative culture is a set of knowledge about the laws of interpersonal communication, the ability and skills to use their tools in different life and work conditions, personal communicative qualities.

Communicative culture is a part of an individual's core culture that ensures that he or she is ready to define his or her life, to establish a harmonious relationship with the reality around him or her. It is a means of creating a person's inner world, the richness of its content, a means of solving the problems that arise [7].

The stages of development of teachers' school communication can be summarized as follows:

Step 1:

- readiness of students to participate in classroom communication;
- answer the questions in full;
- Ask questions based on the content of the problem or topic;
- question and answer interpretation;
- sending messages;
- Speak logically and consistently.

Step 2:

- simplicity and clarity of speech;
- practice the ability to make your statement understandable to everyone;
- be able to express their ideas figuratively, vividly and concisely;
- be able to use examples to prove an idea;
- use rhetorical questions;

- ability to communicate with a partner and interlocutor;
- Ability to adjust the volume and speed of speech.

Step 3:

- ability to have a group conversation;
- ability to continue the conversation;
- ability to communicate constructively;
- ability to build and conduct a debate;
- Ability to participate in conferences, games and tournaments.

In the process of developing a communicative culture, it is important to follow these steps, drawing students' attention to the rules and norms of cultural communication between people who are accepted in society.

The key to success in the modern world is communicative activity, good adaptation to social reality, social competence and the ability to interact effectively with people and manage different communication processes.

Therefore, one of the main tasks of a teacher in primary school is to bring up not only an educated, well-rounded person, but also a communicative person.

From the above, we can see that the development of communication skills in primary school students has its own characteristics. They are characterized by a change in the child's thinking character, memory and attention with the onset of learning activities, a new position in society; learns new rules of behavior; encounters a new way of interacting with adults for the first time, understands the system of business relationships.

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