

FORMATION OF NATIONAL, SPIRITUAL FEELINGS IN THE PROCESS OF TAKING LESSONS OF THE NATIVE LANGUAGE AND READING LITERACY IN PRIMARY CLASSES

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Abstract: *this article is devoted to the effective organization of native language lessons and reading literacy in elementary grades. It is necessary to be able to competently organize the native language and reading literacy when studying a number of features of students, primarily in improving their literacy, such as correct reading, increasing vocabulary, teaching broad thinking, improving speech, consciousness.*

Keywords: *literacy, exercises, pronunciation, literacy, preparatory period, education.*

It is necessary to be able to competently organize the native language and reading literacy when studying a number of features of students, primarily in improving their literacy, such as correct reading, increasing vocabulary, teaching broad thinking, improving speech, consciousness. To educate the mind, to teach to think, to educate a sane child in the future is one of the main tasks of the native language and reading literacy. It is especially important that in expanding the child's thinking, the transition from simple words to complex ones should be built on the basis of state educational standards, taking into account age characteristics. The ability to organize classes correctly and effectively increases the effectiveness of training, this is another way to get spiritual nutrition. It is no secret that the reforms currently being carried out in our country, especially cardinal changes in the field of education, are aimed precisely at educating a mature, harmonious, independent young generation. To do this, in order to improve the quality of education, the National Training Program" and "the state educational standard' in primary school, paying great attention to education and upbringing, and on this path to the teacher, teachers are presented with a number of requirements.

As our first president said: "teachers responsible for the upbringing of a harmonious person, which is a priority area of state policy, are responsible for the training of highly conscious, independent thinkers, models of behavior, educated, strong-willed, who perfectly know their profession, personnel of the XXI century for our modern developing society." "The main goal of the ongoing reforms is to give every citizen every opportunity to become a person, to further improve their lives, spiritual enrichment, using their talent." Our first President I. From these words of Karimov, one can see what doors of opportunities open when attention is paid to young people since independence.

In the process of learning to read and write, the alphabet textbook is used as a universal aid. The works of all genres of a small volume presented in the textbook are

represented by pictures, images. Because in the process of the first lessons from the preschool to the educational institution, the age character of the pupil was taken into account. It will be associated with the description of the place and the establishment of the time of year of the events of the work studied during the lesson or read by himself in extracurricular activities. The surrounding trees, natural phenomena, and the work of people also depend on the time of year. To do this, first of all, it is necessary to determine whether the content of the text reflects the development of events and the nature of landscapes. Along the way, if there are no dots indicating the season, the reader can choose the season he wants and add image elements. The methodological literature and textbooks contain a number of references to figurative and illustrative essays. An image is a way of telling about events, nature, the appearance of heroes and actors. There will be no storyline, there will be no heroes involved. Maybe someone who is watching this movement from the side illustrates. The reader cannot describe the content of the text immediately. The text is more prone to retelling than to description. To form such skills in them, you will have to perform a series of exercises on the surface of the image elements. They are taught to find and analyze places where the appearance of characters and people, the image of nature, i.e. the narrative of the place where the event took place, and the image of the event itself are given. Students become more prepared to study the words used for the image, gradually mastering the above concepts, making sentences with their participation. The illustrations presented in the book depict certain textual events and nature. The initial work on teaching text illustration can be started by reading and comparing the places corresponding to these pictures with the pictures given in the book. The importance of pictures for the assimilation of text by students, for their imagination is very great. Because in some places they remember more of what they see than they hear. The role of illustrated texts during this period is invaluable even for those who do not yet have the skills of automatic reading. In addition to the illustrations presented in the books, the use of illustrations in the learning process of each story, fairy tale or popular science work is of great importance for the formation of students' speech activity. Because primary school students remember what they see more than they hear, have the opportunity to give feedback, create new stories, that is, to fantasize. Illustrations are an important tool in educating students on creativity, responsiveness, and most importantly, independent thinking. Pictures are more often given against the background of nature. This case allows you to assimilate the theme in combination with the place where the events of the plot take place.

The images selected for the texts of the textbook alphabetically also have different themes, and technical means are used for them, such as an animated display, videos about festive holidays, fairy tales, Avio broadcasts promotes the development of independent visual and speech abilities. So, pictures – effectively affect the assimilation of the content of the text in elementary school lessons. Forms students' skills of independent thinking, positive judgment in various problem situations, self-education and creativity.

Native language-skills and abilities in the field of speech, reading and writing are a necessary condition and means of educational work of students. With the acquisition of reading skills, the child first needs to learn his native language. Because the native language is the key to erudition, intelligence. The native language is also a means of teaching other subjects, and the history of society and natural sciences are studied using the native language. Consequently, the native language plays a special role both in the general maturation of the child and in awakening his enthusiasm for knowledge and work. Language is an important tool of education. Reading fiction, newspapers, magazines, a child brings up the best qualities in himself. Masters the culture of conversion. Since the native language occupies a central place in primary school, it is necessary to educate each student's interest and love for the native language. The type and content of native language classes in primary classes include:

1. Development of oral and written speech of students in connection with reading, writing, studying grammatical material, observations and social activities.

2. To teach literacy to children coming to the first grade, that is, to teach them elementary reading and writing, turning these shortcomings into competencies.

3. Study of the norms of the literary language, i.e. spelling and punctuation literate writing, orthoepic correct pronunciation, mastery of speech and stylistic elements.

4. The study of theoretical material on grammar, phonetics, vocabulary, the formation of scientific concepts from the language.

5. To acquaint students with a sample of fiction, popular science and other literature in reading and grammar lessons, to form their perception skills of a literary work.

All these tasks are solved by the science of the native language in elementary grades, and the initial ones are reflected in the native language program. The program is a state document that defines the content and scope of the subject, as well as the basic requirements for the level of knowledge, skills and abilities in this subject. The requirements of the program are mandatory for the teacher and students, its expansion and reduction are not allowed. The primary school native language program consists of two parts:

1. Letter of dismissal. 2. The main part.

The cover letter indicates the place of the subject of the native language, its tasks, and methodological instructions are given. The main part of the program consists of 3 sections, which indicate the amount of knowledge and skills that should be mastered by students in each class. Program sections: "Literacy and speech development", "Reading and speech development", "Grammar, spelling and speech development". Each section consists of several parts. For example, the section "Reading and speech development", section "Reading in class" and the section "extracurricular reading; reading in the classroom, in turn, includes the parts "learning to read", "working on the text", etc. Instead of concluding, it should be said that "language is the mirror of the nation." Thus, a complete understanding of the laws of language is important for every person.

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