



## Improvement of Class Reading and Extracurricular Reading Methodology Department

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**Annotation:** *This article describes the methods used in the teaching of in-class and out-of-class reading of the module "Methods of teaching the native language" and ways to improve them.*

**Keywords:** *reading, literacy, expressive reading, explanatory reading, creative reading, extracurricular reading, independent reading.*

### Introduction

From the first years of independence, great attention has been paid to the reform of the education system in our country, and to date, some progress has been made in this area. In the system of continuing education, in particular, preschool education, general secondary education, secondary special, vocational education, higher education, training and retraining, out-of-school education There have been major changes in the species. International standards, taking into account the achievements of modern science, curricula, textbooks and manuals, continuous improvement of teaching methods, the introduction of a practical system of teaching pedagogical sciences at all stages of education, o ' learning foreign languages at all stages of the unit is expanding. At the same time, it is important to ensure that educators and scientists adapt to the conditions of the international labor market. The importance of primary education in reforming the education system is crucial.

### The Main Part

Primary school reading lessons have a special place in the education system due to their essence, goals and objectives. Because it is based on literacy and moral education. Therefore, it is impossible to imagine teaching other subjects without reading. The student gets acquainted with the text correctly, quickly, comprehensibly, mastering the content in the first reading lessons. Reading lessons allow students to acquire the learning skills and knowledge required to master the requirements of the State Education Standard (SES). It is in the teaching of reading that a person is motivated, first of all, to understand himself and the world. To this end, it is necessary to provide a comprehensive understanding of various topics such as Mother Nature, the world around us, the history and present of our country, the lives of adults and children, hard work, independence and national-spiritual values, friendship and peace. Intended artistic, moral-educational, scientific-popular works will be included. If reading lessons are organized in the form of introducing students to syllables, words and phrases during reading literacy and reading them, narrating them on the basis of pictures, reading after mastering the reading technique is specific. on the basis of selected artistic, scientific and popular texts on the topics. Certain topics included in the Primary Textbook are defined as the introduction of students into the magical world of fiction, the correct formation of their worldview on the basis of the ideology of national independence. Accordingly, the leading feature of reading lessons In addition to ensuring the literacy of students, the aim is to educate students in the spirit of high moral values based on national ideology. folklore, love of work, major holidays, national independence and spirituality. implies giving.



Today, the creation of advanced pedagogical technologies, modern teaching materials is one of the main tasks of general secondary education. The use of advanced pedagogical technology methods clearly defines the scope of teacher and student activities. Learning activities that are important in human life are carried out in all subject classes. But it develops a reading methodology that teaches reading instruction. Reading methods will be improved on the basis of general development of young students, achievements in the field of psychology, special methods. The effectiveness of reading lessons depends in many ways on the right choice of teaching methods. Consequently, teaching methods, like science itself, are constantly evolving. For example, in the old days, reading was taught on the basis of the dry memorization method, but now it is based on explanatory reading. The method of memorization does not pay much attention to interpreting the words in the text, explaining their meaning, retelling what is read, and, in general, reading comprehension. They include more accurate pronunciation, reading aloud, and expressive reading.

Nowadays, when reading in schools is based on the method of reading aloud, the question arises: What is reading aloud? Explanatory reading was founded in the 60s and 70s of the XIX century by the Russian pedagogue KD Ushinsky. ” The method of annotated reading was introduced by the successors of K.D. Ushinsky's work. While Korf and Vakhterev say that explanatory reading is a real means of imparting knowledge to students, Vodovozov and Bunakov argue that knowledge is imparted to students in the process of reading in connection with the analysis of the work of art and the educational nature of the work. Professor Askar Zunnunov, reflecting on the content and methods of teaching, notes that the focus on the student's acquisition of knowledge, and then memorization, is called explanatory reading in the educational process. Hence, it is said to be a reading that leads to thinking, feeling, fully comprehending the work, mastering the content of what is read. Annotated reading helps to understand the content of the work, the main idea of the work, the idea put forward by the author. Annotated reading is successful only if the following principles are fully followed:

1. Organize reading in relation to life.
2. Rely on your student's life experiences and impressions to make reading conscious and effective.
3. Demonstration of reading, organization of excursions to nature, historical places, observation of fauna and flora, acquaintance with pictures, tables, objects and carrying out of the text in the form of expressive reading of the student.

Elementary reading lessons focus on reading poems, parables, fairy tales, stories, legends, proverbs and riddles, and popular science. Naturally, each of them is created in a unique form, style and content. Therefore, it is necessary to study the works of each genre in a unique way. One of the methods that came close to reading a work of art with commentary was creative reading. Well-known Methodist scholar N.I.Kudryashov includes the following methods of creative reading:

- (a) The teacher's interpretation of the literary text and the purpose of ensuring that the students understand the work as accurately and deeply as possible;
- b) a conversation aimed at deepening the reader's impressions of the work and directing their attention to the important ideological and artistic features of the text, or an artistic, moral, socio-political problem arising from the work read. to be put; d) a word by the teacher aimed at activating the artistic experiences of the student born in the process of studying the asami after reading the work. Apparently, creative reading, unlike explanatory reading, requires a creative approach to exposing the essence of the text directly.

In the primary education system, logical reading (correct, comprehensible, fast (moderate) reading of the text) and literary reading are transferred to expressive reading after perfect mastery. . It also



includes expressive reading of memorized poems. The success of expressive reading depends on the fact that the reader has a certain understanding of the content of the work, its ideological and artistic features. Just as melody and intonation are important in the expressive reading of poetry, they are also important in the reading of prose. Before expressive reading of prose works, it is necessary to determine what idea is being put forward in it.

The reproductive method is widely used in reading lessons. For example, in the first lessons, the teacher divides the text of the work into parts, draws the students' attention to the important idea of the writer or poet, clarifies it, the meaning assigned to the visual aids together with the students. opens and helps students. All of this serves as a guide for students. Students then complete the above tasks independently using the teacher's instructions. In addition to the methods mentioned above, the use of modern pedagogical technologies in elementary school lessons, such as "Brainstorming", "Networking", "Working in groups", "Bliss technology" is also effective. It should be noted that the method used in each lesson, the method used in the lesson should be determined in advance by the teacher and carefully developed.

In addition to equipping students with reading skills, the school develops an active reader who can read a book independently, understand it, choose books on a particular topic, and read newspapers and magazines independently. In this sense, extracurricular reading serves as a key tool in education, increasing the desire to learn more. The purpose of extracurricular reading is to improve reading skills, to develop a conscious reader who can choose a book, read a book regularly, and evaluate a book correctly. Special extracurricular activities have been organized in schools since 1959. Extracurricular activities are held once a week in grades 1-2 and once every two weeks in grades 3-4. During the literacy process, 17-20 minutes of the last alphabet lesson of the week are allocated. Extracurricular activities are closely linked to the curriculum and help to achieve the goals and objectives set out in it. This requires cultivating a culture of reading in students, raising them from an ordinary reader to a creative reader. In order to arouse the interest of students in the book, it is necessary to approach each child individually, taking into account their personal interests. Developing children's book skills is an important factor in cultivating a culture of reading. It uses the hours allotted for reading. Only when works of art and popular science are read independently and consistently will they serve to shape and expand the worldview of your reader. Extracurricular reading serves to teach students to identify the approximate content of a book based on the cover, title page, introduction, content, and pictures of books by unfamiliar authors. The main task of extracurricular reading lessons is to inspire students to read fiction books, to teach them to keep a diary of the books they read, to acquaint them with the life and work of famous children's writers. One of the most important tasks of extracurricular reading lessons is to develop independent reading skills. To do this, give assignments for independent performance, use interesting exercises, teach the best essays, reviews, information about the author, "Quick say", "Find puzzles", "Expressive reading", "Proverbs". It is necessary to organize competitions such as "telling contest", "Weaving a fairy tale", "Conference of scholars", to organize questions and answers on specific topics, to use games. Conversations on the works read, organization of "Book Week", practice of writing short essays on the basis of works give good results. Extracurricular activities are organized in conjunction with classroom reading. Reading in the classroom Develops reading skills needed for reading outside the classroom, teaches your student to understand what they are reading, and enriches their vocabulary. Extracurricular reading is a fun and engaging activity that enriches your child's knowledge and provides material for comparison.

Extracurricular reading lessons help students develop independent book selection and reading skills. The formation of independent reading skills is divided into 3 stages:

- 1) Preparatory stage. This corresponds to the 1st grade literacy period. It is called "Extracurricular Reading" because it is a part of the lesson - 17-20 minutes. Its distinctive features are that the



teacher chooses the work himself, paying attention to the small size of the work and the principles of selection of other books. The work is read by the teacher. Students are taught to listen to the work, to understand what they have heard, to evaluate them simply, to determine the correspondence between the content of the work and the title, to narrate the content of the work. At this stage, students are introduced to reading hygiene and how to relate to a book.

- 2) The initial stage. This corresponds to the 2nd semester of 1st grade. At this stage, a 45-minute lesson is held once a week. Before reading the work, students get acquainted with the title of the work and its author, look at the pictures, and simply write the author and name of the work in their notebooks. The work is analyzed in an elementary way. The selected work (book) is taught to a well-read student after special preparation. It is also possible to teach Asamin's easy-to-read spaces to students who read blankly. It makes them interested in reading. At this stage, students read aloud at different speeds. Therefore, the teacher should take an individual approach to each student in this process, teaching the young reader to read the book independently.
- 3) The main stage. This stage corresponds to grades 2-4. During this period, students' reading skills are strengthened. Students' extracurricular activities are assessed. The assessment is based on the requirements of the program: attention is paid to the quality of the books read, the quantity, the ability to respond to the books read. At the same time, students read a number of works on a particular topic, expressively read some of their passages, compare the works they have read.

Stages of extracurricular activities, program requirements, educational tasks are determined by the interests of students. For example, in the preparatory stage, if a teacher reads a small work, talks about what has been read, retells, in the beginning the whole class is provided with the same book, all students have one text. work on. There will be an exhibition of works by one author or one subject. The work can be read inside, albums can be prepared, excerpts from films and slides can be shown, musical moments can be held, and creative drawings can be made on the content of the work. In this process, in order to save the book, it is taught to wrap it, to hold a "Fairy Tale Festival", "Expressive reading competition". At the end of the main stage, it is very important that young students acquire the good reading skills and competencies necessary for an active reader, and most importantly, that they love books and independent reading.

## Conclusion

In short, the use of accurate and effective methods and modern pedagogical technologies in the organization of in-class and out-of-class lessons is extremely important. Particular attention is paid to the diversity of genres, poetic perfection of the selected texts for each topic in the textbooks, the level of knowledge of students and their age. One of the most important tasks for teachers is to help students understand that the knowledge, skills and competencies they will acquire with the help of textbooks will be needed in the future.

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