

Method Ology for Improving the Department of Studying in the Classroom and Outside the Classroom Methodology

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ABSTRACT

This article describes the methods used in teaching the classroom and extracurricular sections of the "Mother Language Teaching Methodology" module, as well as ways to improve them.

KEYWORDS: *reading, teaching literacy, expressive reading, interpretive reading, creative reading, extracurricular reading, independent reading*

How to cite this paper: Togaeva Umida Shavki Kizi "Method Ology for Improving the Department of Studying in the Classroom and Outside the Classroom Methodology" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-6 | Issue-6, October 2022, pp.1380-1385,



URL:
www.ijtsrd.com/papers/ijtsrd52077.pdf

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I. INTRODUCTION

Since the first years of independence, great attention has been paid to the reform of the education system in our country, and certain achievements have been made in this field. In the continuing education system, in particular, preschool education, general secondary education, secondary special education, vocational education, higher education, professional development and retraining, extracurricular education great changes have taken place in the species. International standards, taking into account the achievements of modern science, regular improvement of educational programs, textbooks and manuals, teaching methodology, introduction of practical system of teaching pedagogic subjects at all stages of education, training the study of foreign languages is being expanded at all stages of education. At the same time, it is important to ensure that pedagogues and scientists adapt to the conditions of the international labor market. The importance of primary education in reforming the education system is extremely important.

Reading classes of primary classes have a special place in the education system according to their essence, goals and tasks. After all, it is the foundation of literacy and moral education. Therefore, the education of other subjects cannot be imagined without the education of reading. The student learns to read the text correctly, quickly, with understanding, and learn its content for the first time in reading classes. Through the reading classes, the way is opened for students to acquire educational skills and knowledge that are expected to be mastered according to the requirements of the State Education Standard (DTS). It is in reading education that a person's desire to understand himself, and secondly, the world, is stimulated. For this purpose, it is possible to provide comprehensive understanding of various topics such as mother nature, the world around us, the history and current image of our country, the life of adults and children, hard work, independence and national-spiritual values, friendship between peoples and peace. artistic, moral-educational, scientific-popular works are included. If reading lessons are organized

in the period of literacy training in the form of introducing students to syllables, words and sentences and reading them, telling stories based on pictures, after mastering the reading technique, reading becomes a certain it is conducted on the basis of selected artistic, scientific and popular texts. Specific topics included in the "Reading Book" textbooks of the elementary school class are determined by bringing students into the magical world of fiction, focusing on the correct formation of their worldviews based on the ideology of national independence. Accordingly, the leading feature of reading classes In addition to ensuring the literacy of students, it is focused on educating students in the spirit of high moral values based on the national ideology. It is combined within general topics such as folklore, love of work, major holiday dates, national independence and spirituality. intends to give.

II. THE MAIN PART

Today, the creation of advanced pedagogical technologies and modern teaching-methodical complexes is emphasized as 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. Reading activities, which are important in human life, are carried out in all subject classes. But teaching to read guides develop reading methodology. Study methodology is improved on the basis of achievements in the field of general development of young students, psychology, and special methodology. 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, the conscious reading. They include more correct pronunciation, recitation, expressive reading.

Now, since reading in schools is conducted based on the method of explanatory reading, the following question arises: What is explanatory reading? Explanatory reading was founded by the Russian pedagogue K. D. Ushinsky in the 60s and 70s of the 19th century. " is called. Successors of K. D. Ushinsky's work introduced innovations to the method of explanatory reading. Korf and Vakhterev say that interpretive reading is a means of providing students with real knowledge, while Vodovozov and Bunakov put forward the opinion that knowledge is

given to students in the process of reading in connection with the analysis of the artistic work and the educational character of the work. Professor Askar Zunnunov, reflecting on the content and methods of teaching, emphasizes that paying attention to students' acquisition of knowledge first, and then to their memorization, is called explanatory reading in the educational process. So, interpretive reading means reading that leads to thinking, feeling, fully understanding the work, and mastering the content of what is read. Annotated reading ensures understanding of the content of the work, understanding of the important idea in the work, the idea that the writer puts forward. Annotated reading will be successful only if the following principles are fully followed:

1. Organization of study in connection with life.
2. Basing on the life experiences and impressions of the students in order for the reading to be conscious and effective.
3. Visual organization of study, organization of excursions to nature and historical places, observation of animal and plant world, introduction to pictures, tables, objects and conduct of the text in the way of expressive reading of the student.

In elementary school reading classes, poems, parables, fairy tales, stories, legends, proverbs and riddles, popular scientific works are studied. Naturally, each of them is created in its own form, style and content. That is why it is necessary to study the works of each genre in a unique way. One of the methods close to interpretive reading of a work of art is creative reading. The famous Methodist scientist N.I. Kudryashov includes the following working methods in the creative reading method:

- A. the teacher's interpretation of the artistic text and the purpose of providing students with the correct and as deep as possible emotional perception of the work;
- B. organizing a conversation with the aim of deepening the direct impressions of the reader from the read work and directing their attention to the important ideological and artistic features of the text or the artistic, moral, socio-political problem arising from the read work to be placed;
- d) the word of the teacher after the reading of the work, which aims to activate the artistic experiences of the students born in the process of research. It seems that creative reading, as opposed to expository reading, requires a creative approach to the direct meaning of the text.

In the primary education system, logical reading (reading the text correctly, with understanding, fast

(in moderation)) and literary reading are transferred to expressive reading. 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 it.

The reproductive method is widely used in reading classes. For example, in the first lessons, the teacher divides the text of the work into parts, draws the attention of the students to the important idea that the writer or poet wants to say, defines it, together with the students, the meaning assigned to the image means open and help students. All this serves as a guide 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", "Networking", "Working with groups", "Bliss technology" in elementary school reading classes is effective. It should be noted that what method to use in each lesson, what method to use in the lesson should be determined in advance and carefully developed by the teacher.

In addition to equipping the student with reading skills, the school educates an active reader who can read a book independently, understand it, choose books related to a certain topic, and read newspapers and magazines independently. In this respect, studying outside the classroom serves as the main tool of education, it increases the desire to know a lot. The purpose of reading outside the classroom is to improve reading skills, to educate a conscious reader who can choose books, read books regularly, and correctly evaluate the books read. Since 1959, special extracurricular study classes have been organized in schools. Extracurricular lessons are held once a week in the 1st-2nd grade, and once every 2 weeks in the 3rd-4th grade. In the process of teaching literacy, 17-20 minutes of the last alphabet lesson of the week are allocated. Extracurricular learning is closely related to the curriculum and helps to achieve the goals and objectives set forth in it. For this, it is necessary to educate the culture of reading in students, to raise them from ordinary readers to the level of creative readers. It is necessary to approach each child individually, to take into account their personal interests, in order to arouse students' enthusiasm for books. Formation of children's ability to work on

books is an important factor in raising reading culture in them. In this case, the hours allocated for study are used. Artistic and scientific-popular works serve to form and expand the worldview of students only if they are read independently and consistently. Out-of-class reading serves the task of teaching to determine the approximate content of books by unfamiliar authors based on their cover, title page, introduction, table of contents, and pictures. The main task of the extracurricular reading classes is to arouse the student's desire to read fiction books, to teach him to keep a diary based on the books he has read, and to familiarize him with the life and work of famous writers of children's literature in an elementary way.

One of the important tasks of out-of-class reading classes is the education of independent reading skills. To do this, give tasks for independent completion, use interesting types of exercises, teach the best essays, reviews, collected information about the writer, "Speak quickly", "Find riddles", "Expressive reading", "Proverbs". It is necessary to organize contests such as "telling competition", "Weaving of fairy tales", "Conference of scholars", to organize questions and answers on certain topics, and to use game-style work. Conducting conversations about the works read, organizing a "Book Week", practicing writing short essays based on the works will have a good effect. Studying outside the classroom is organized in connection with studying in the classroom. Studying in the classroom forms the reading skills necessary for studying outside the classroom, teaches the student to understand the work he has read, and enriches his vocabulary. Studying outside the classroom is an interesting and engaging activity that enriches the scope of my child's knowledge and provides material for comparison.

Extracurricular reading lessons form students' independent book selection and reading skills. Formation of independent reading skills is divided into 3 stages:

1. Preparation stage. This corresponds to the literacy period of the 1st grade. As part of the lesson - 17-20 minutes - is allocated to it, it is called "Study activity outside the classroom". Its distinctive features are that the teacher chooses the work himself, pays attention to the small size of the work and other principles of book selection. The work will be read by the teacher himself. Pupils are taught to listen to the work, to understand what they heard, to evaluate them simply, to determine the compatibility of the content of the work with its title, to tell the content of the work in a story. At this stage, students are introduced to reading hygiene and how to treat a book.

2. Initial stage. It corresponds to the 2nd semester of the 1st grade. At this stage, a 45-minute lesson is organized once a week. Before reading the work, the students get acquainted with the name 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 elemental way. A selected work (book) is taught to a well-read student after special preparation. Asam's easy-to-read passages can also be taught to students who are lazy readers. It makes them interested in learning. At this stage, students read in syllables at different speeds. Therefore, in this process, the teacher should approach each student individually and teach the little 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. In this, the students' learning outside the classroom is evaluated. The assessment is based on the requirements of the program: attention is paid to the quality and quantity of the books read, and the ability to react to the book read. In this, students read several works on a specific topic, read some parts of them expressively, and compare the works they have read.

The stages of extracurricular study, program requirements, and educational tasks are determined by the interests of students. For example, if the teacher reads a small work at the preparatory stage, then there is a discussion and retelling of what was read, at the elementary stage, the entire class is provided with the same book, and all the students read one text. work on. An exhibition of works by one writer or one theme is organized. The work can be assigned to be read inside, albums can be prepared, clips from movies and slides can be shown, musical moments can be held, and creative pictures can be drawn about the content of the work. In this process, in order to preserve the book, it is taught how to fold it, "Fairy Tales", "Expressive Reading Contest" are held. By the end of the foundation stage, it is essential that young students acquire the good reading skills and competencies necessary for active readers, and most importantly, that they develop a love of books and independent reading.

III. CONCLUSION

In conclusion, it is extremely important to use correct and effective methods and modern pedagogical technologies in the organization of lessons in the classroom and outside the classroom. Particular attention is paid to the variety of genres, poetic excellence, and the suitability of the students'

knowledge level and age characteristics of the texts selected for each topic in the textbooks. 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.

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