

FORMATION OF COMMUNICATIVE COMPETENCE IN PRIMARY SCHOOL STUDENTS THROUGH PRODUCTIVE LEARNING

Lutfetdinova Xusnetdinovna Rano*

*Senior lecturer,
Namangan State University,
UZBEKISTAN

DOI: 10.5958/2249-7315.2022.00192.7

ABSTRACT

This article discusses current issues in the formation of communicative competence in students through productive reading. The development of reading literacy around the world is directly related to why people read. In general, these reasons include reading for pleasure and personal interest, or a worthy participation in education and community life. Only then will the reading environment be formed in our society, and others will return to reading, "he said.

KEYWORDS: *Productive Reading, Communicative, Text, Reader.*

INTRODUCTION

Currently, significant work is being done in our country to attract public reading. By the end of the twentieth century, as the number of young readers decreased, so much was done that our compatriots did not even realize how they started to buy and read books. However, the President of the Republic of Uzbekistan Shavkat Mirziyoyev said that there is still a lot of work to be done. But reading them, teaching them is not enough. It is necessary to teach our children from kindergarten age, primary school to small books, thereby raising them to love books. Only then will the reading environment be formed in our society, and others will return to reading, "he said.

Reading a book is one of the most amazing things that human beings have ever imagined. As a result, the spiritual world of man becomes richer and the virtues of humanity increase. That is why reading a book is so important for everyone, the book teaches us to think fast, to develop our sensory abilities.

Not knowing how to work with a book can cause some people to lose interest in a book and some to read what they can without thinking. This book shows the low level of reading culture.

State educational standard, free movement in the person and information flows that meet the requirements of modern society; to cultivate and develop constructive communication, collaboration, and the effective solution of learning tasks throughout life. These qualities can only be acquired if students develop an interest in reading, a culture of reading and reading.

Reading culture is a set of skills to work with a book, including conscious choice of topics, regular and consistent reading, as well as finding the necessary literature using bibliographic tools and using a dictionary and bibliographic apparatus, mastering and accepting what is read (writing a thesis, summarizing, annotation writing, review writing) are the skills of using effective methods, carefully preserving the book.

A reader's interest is a positive attitude of the reader towards printed works that are emotionally engaging or important to him or her in some aspect.

Based on his interest, the reader plans and carries out the work of mastering literary texts.

Reading culture involves comprehending the text, understanding it, and interpreting the work, and the level of comprehension is determined by the reader's reading experience and literary level. The high level of reading is characterized by creative emotions, the ability to create new images and new truths, to communicate with the author.

As a result of mastering the culture of reading, a "culture of reading" is formed. The culture of reading is a broader, multifaceted, larger-scale concept than the culture of reading.

Reading culture it is the process of forming a reader-reader who understands literary works and knows how to evaluate them aesthetically.

Well-known writer H. Tukhtaboev says about reading: "Reading is not only to promote the book, but also to teach to read a book, to choose a book to read, to grasp the essence, that is, to understand oneself with the help of books. "

According to scholars, the culture of reading is 1) a certain level of development of the student's cultural connection with the book; 2) full understanding of the content of the books read; 3) availability of age-specific literary knowledge.4. Reading competence is a general personal quality of a student and an adult, formed on the basis of intellectual abilities and personal qualities.

Learning activities that are important in human life are done in all classes. But reading instruction is determined by the methodology of teaching reading. The methodology of teaching reading will be improved on the basis of achievements in the field of general development of young students, psychology, special methods.

The concept of "reading competence" is also used in existing pedagogical research.

For example, the Russian educator G. Shchukina in his educational project focused on the interpretation of the concept of "reading competence of primary school students." From the author's point of view, the reading competence of primary school students is their ability to individually understand the content of the work in a purposeful way based on the requirements for reading and post-reading activities. It can be said here that the definition is not sufficiently accurately expressed. Given that the concept of "competence" is the practical application of existing knowledge, skills and abilities, the effective use of life experience , the given definition does not fully cover the essence of the term "reading competence".

Therefore, in our opinion, reading competence is a set of knowledge, skills, abilities, practical experience necessary for students to have independence in the choice of books, a conscious attitude to reading and comprehension.

Accordingly, reading and comprehension of text is the ability to effectively, effectively and practically use the knowledge, skills, competencies and life experience related to the rational organization of reading activities.

Materials and methods

Ensuring the necessary level of development of reading and text comprehension competencies in primary school students has a special place. It is advisable to implement in them the development of reading and comprehension competencies in the following areas:

- 1) development of students' reading and speaking skills; on the development of reading and comprehension skills in each student: reading in the nature of achieving comprehension of texts;
- 2) in-depth reading of the text;
- 3) reading based on the search for answers to the tasks given in the text;
- 4) developing skills and competencies in different types of reading, such as demonstration-based

reading.

The effectiveness of a reading lesson depends in many ways on the correct choice of teaching methods. Consequently, reading methods, like science itself, are constantly evolving. In the past, reading in old schools was taught on the basis of mere memorization, but now it is taught on the basis of explanatory reading.

The productive method is widely used in reading lessons. So when can this method be used? These methods are divided into parts based on the assessment of the level of creative activity of students in the knowledge of new concepts, phenomena and laws.

Productive methods are used to ensure that students have a stronger memory of learning materials, to directly increase cognitive activity, and to develop practical skills and competencies to quickly identify gaps.

Productive methods - the content of the training material is mainly effective in describing the practical actions, thinking.

In a productive way, students apply what they have learned in the past or recently. 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, reveals the meaning assigned to the visual aids together with the students and helps the students. All of this serves as a guide for students. The students then, with the help of the teacher, perform the above tasks independently.

It should be noted that what method to use in each lesson, what methods to use in the lesson should be determined in advance by the teacher and carefully developed.

Primary school curricula clearly define skills requirements for academic years. During the period of learning the alphabet, children not only learn to read aloud, but in the second and third grades they develop this type of reading, fully master it and acquire reading skills. Only a student who begins to read aloud correctly can be seen to have increased levels of communicative competence.

Textread aloud. In the process gradually, it will be possible to perform more complex tasks. Make a plan, prepare for expressive reading, write sentences of the indicated content, compose sentences on the topic read. This can only be done with skill in synthetic reading and comprehension.

Learning to read comes in two forms: aloud and silent. Learning to read aloud is intended for students. These comprehensible words, without unreasonable pauses, without error, will be performed in a normal manner and sufficiently expressed for comprehension.

Silent reading (spontaneous) is reading with an external speechless eye. If the speed of silent reading does not exceed the speed of reading aloud, then it is not yet developed. If there is whispering and lip movement, it means that the student has not yet mastered the reading skills, but it is in transition. These two forms of learning to read complement and enrich each other, so students need to be taught to read aloud.

RESULT AND DISCUSSION

The mechanism of reading aloud is a complex process. Many factors affect reading speed: speech development, reading area, breathing, temperament, words. If the student has mastered all of these techniques, the reading rate will increase by 50-100%. But it should be borne in mind that the speed of speed is primarily provided by the development of the speech motor apparatus and its capabilities.

The development of reading literacy around the world is directly related to why people read. In general, these reasons include reading for pleasure and personal interest, or a worthy participation in education and community life. Most students' initial reading will often consist of informative

texts (e.g., stories, collections, or picture books) that inform students about the world around them and answer questions. Both goals of reading literacy are important for the student. Therefore, PIRLS has made it a primary goal to equate texts in evaluating each reading type.

At the current stage of education, according to the requirements of the state education standard, primary school students should only learn to read aloud, acquire the necessary knowledge, master other subjects, find the necessary information in the text to enrich the reading experience and mind, use reading skills. How can a student be taught “semantic reading”? When it comes to realizing all the functions of the mother tongue in real life, it requires a comprehensive approach to the issue. Reading is an important element of all educational activities, it is the next basis of education of universal significance. Literary reading lessons play a key role in the formation of reading skills. The priority goal of teaching reading in primary school is to form the young student's reading competence, to make him / her feel like a literate student, capable of creative activity. Therefore, reading competence includes:

- mastering reading techniques;
- Ways to read and understand the listened work;
- be able to work with works of art of various genres and scientific (educational, scientific, reference) texts;
- Awareness of works and their independent selection;
- to form a spiritual need for a book as a means of knowledge and self-awareness.

Literary reading lessons focus on:

1. Find information. Reading the text, identifying its main elements, finding the necessary information, sometimes highlighting the primary and secondary content expressed indirectly in the text.
2. Text interpretation. Comparing information and understanding contradictions in a text with different descriptions, identifying evidence and conclusions, the author's purpose or conclusion about the main idea of the text.
3. The content of the text or its form and their evaluation. It consists of linking the information found in the text with the knowledge received from other sources, evaluating the reality in the text on the basis of one's own worldview, finding grounds to defend one's opinion.

According to the requirements of the 1st grade state education standard, students are taught to read and understand the text read, to comprehend it consciously. Practical differences between a text and a set of sentences are divided into semantic parts under the guidance of a teacher. The level of knowledge of the structure of the text is carried out in the following order, that is, the beginning, end of the text, the ability to see the sequence of events, the title of the text (selection of titles).

Teaching 2nd graders to work with text is done by semantic reading, dividing into paragraphs, making a plan of the text read, marking unintelligible words (phrases), choosing words with the same meaning, finding missing letters.

In grades 3-4, learn to search for information, interpret texts and reflect on their content, assess reading, find information in the text on questions asked directly or otherwise, the main idea (in general, the choice of text or passage), highlight primary and secondary information, identify different life positions in the text and randomness with their beliefs (knowledge), predict the content of the title, illustration, excerpt, independently compose questions on the text, compare texts of different genres, different styles (business, science, art, journalism) with similar content required.

CONCLUSION

To learn how to work with texts, you need to perform the following tasks:

1. The use of age-appropriate scientific texts (children's encyclopedias, content of natural history), life stories, media to develop the ability to search for information;
2. Texts are selected in different ways so that students learn to interpret the data, but the content should be similar.
3. Work on the development of students' speech (oral and written speech, vocabulary, its emotionality, accuracy, precision and expressiveness).
4. Students' motivation and ability are taken into account when working with texts.
5. Taking into account the level of readiness of students.

A stratified, individualized approach to education is one of the key features of modern primary education. The need for a stratified approach is that we begin to teach students with different cognitive activities about school readiness (reading, letter knowing and hesitation) and individual characteristics. When working with text, a systematic approach to language learning is implemented. Inter-subject links are also required. Work with the text is carried out in the native language classes ("speech development" section). Pedagogical scholar SI Kambarova stated the following in her research: "The older the student, the more complicated the texts. To work on the text of the assignment, the teacher also appeals to the creative nature: change the question or condition, ask additional questions. This allows the child to broaden his worldview and connect with the reality around him." [146]

Hence, it is clear that positive results can be achieved in improving reading techniques by using the above types of work on the text in reading lessons.

REFERENCES:

1. Xusnetdinovna L. R. System And Stages Of Implementation Of Teaching On The Basis Of Modular Technology In Pedagogical Activity //European Journal of Research and Reflection in Educational Sciences Vol. – 2019. – T. 7. – №. 12.
2. Xusnetdinovna L. R. Formation Of Communicative Competence Through Productive Reading In Primary School Students.
3. Raximova, M. (2021). БОШЛАНҒИЧ СИНФ ЎҚУВЧИЛАРИДА ИЖТИМОЙ КЎНИКМАЛАРНИ РИВОЖЛАНТИРИШ БОСҚИЧЛАРИ ВА МАЗМУНИ. Мир исследований, 2(2).
4. Abduxosilovna, R. M. (2021). Formation of Social Skills in Primary School Students with Diagnostic Tools. Annals of the Romanian Society for Cell Biology, 5282-5290.
5. Raximova, M. A. (2019). Some Problems In Forming Social-Emotional Competencies On Elementary Class Pupils. Theoretical & Applied Science, (11), 277-280.
6. Rahimova, M. (2019). Educational And Psychological Factors Of Social And Emotional Skills. Scientific Bulletin of Namangan State University, 1(12), 310-316.
7. Rahimova, M. (2019). International Evaluation Standard Of Education Quality And Efficiency Implementation Of Operation. Scientific Bulletin of Namangan State University, 1(7), 270-275.
8. Abduxolisovna, R. M. Technologies For The Development Of Social Skills In Primary School Students.

9. Nishonov Makhmudjon Sobirovich, & Tajiboeva Guzalkhon Makhmudjanovna. (2022). TECHNOLOGIES FOR FORMING CRITICAL THINKING IN PRIMARY SCHOOL STUDENTS. European Journal of Agricultural and Rural Education, 3(2), 41-44. Retrieved from <https://scholarzest.com/index.php/ejare/article/view/1812>
10. Rahimjanovna S. M. Teaching ethics to students in technology education //Asian Journal of Multidimensional Research (AJMR). – 2020. – Т. 9. – №. 3. – С. 119-122.
11. Rahimjanovna S. M. The professional skill and competence of modern educator–pedagogue //European Journal of Research and Reflection in Educational Sciences. – 2019. – Т. 2019.
12. Shermatova M. R. Boshlang'ich sinf o'quvchilarini texnologiya fanida amaliy ishlar orqali har tomonlama tarbiyalash //Интернаука. – 2019. – №. 1-2. – С. 58-59.
13. Shermatova M. R. The Issue Of Education In The Novel Of " Turkey Gulistan Or Morals" By Abdulla Avloniy //Научная дискуссия: вопросы педагогики и психологии. – 2016. – №. 12. – С. 206-210.
14. Shermatova M. R. The Analysis of Examples of Classical Literature in the Primary School //Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN. – С. 2456-6470.
15. Shermatova M. R. Work On Teaching Classical Literature To Primary School Students //The American Journal of Social Science and Education Innovations.-2021.-Ö. – 2021. – Т. 3. – С. 600-605.
16. Шерматова М. Р. Особенности и методики применения информационно-коммуникативных технологий для активизации учебной деятельности в образовательном процессе на уроках в начальной школе //Молодой ученый. – 2017. – №. 7. – С. 509-511.
17. Шерматова М. Р. Межличностные взаимоотношения в преподавании технологии //Молодой ученый. – 2017. – №. 43. – С. 129-131.
18. Шерматова М. Р. Технологии и труд как части образовательной культуры //педагогика и психология в современном мире: теоретические и практические исследования. – 2018. – с. 101-104.
19. Шерматова м. Реализации ИКТ для активизации учебной деятельности младших школьников //молодежь и системная модернизация страны. – 2017. – С. 451-454.
20. Шерматова м. Образование. – 2019.
21. Шерматова М. Р. Труд и его технология преподавания //Интернаука. – 2017. – №. 22. – С. 27-28.
22. Шерматова м. Р. Практические методы и приемы реализации икт для активизации учебной деятельности младших школьников //молодежь и системная модернизация страны. – 2017. – С. 451-454.
23. Abdullaev K. A. Methods For Using Geographic Materials And Fine Arts In The Process Of Training Autobiography Writers //International Journal of Progressive Sciences and Technologies. – 2021. – Т. 24. – №. 2. – С. 433-436.
24. Abdullaev K. A. The Use Of Interdisciplinary Integration Technologies In The Process Of Working On The Text Of Prosaic Works //International Journal of Progressive Sciences and Technologies. – 2021. – Т. 24. – №. 2. – С. 429-432.
25. Abdullaev K. A. Using historical, scientific and artistic works in learning the personality of

- alishernavoi //Scientific Bulletin of Namangan State University. – 2020. – Т. 2. – №. 6. – С. 231-235.
26. Yusufjonova M. Abdulla Kahhar As A Skillful Translator //European Journal of Research and Reflection in Educational Sciences Vol. – 2019. – Т. 7. – №. 12.
27. kizi Yusufjonova M. A. A Household Tale in Korean Folklore //International Journal Of Discourse On Innovation, Integration And Education. – 2021. – Т. 2. – №. 2. – С. 259-263.
28. Yusufjonova M. A fairy tale as a reflection of the national culture of the people //ACADEMICIA: An International Multidisciplinary Research Journal. – 2021. – Т. 11. – №. 3. – С. 2533-2539.
29. Yusufjonova, Madinabonu. "Analysis of a Korean Household Fairy Tale." Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470.
30. Qizi Y. M. A. Tilning Lingvoetnik O'ziga Xosligi Tushunchasi //Oriental Art and Culture. – 2021. – №. 7. – С. 202-208.
31. https://scholar.google.com/citations?view_op=view_citation&hl=ru&user=oFQQFL0AAAAJ&citation_for_view=oFQQFL0AAAAJ:9yKSN-GCBOIC
32. Юсуфжонова м. А. К. Художественные средства, используемые в корейских пословичных изречениях //молодежь и системная модернизация страны. – 2017. – С. 53-55.
33. Юсуфжонова м. А. К. Особенности перевода корейских пословиц и поговорок //Поколение будущего: взгляд молодых ученых. – 2016. – С. 226-230.
34. Худайбергенова З. Н. и др. “TahgunHaqidaAfsona”, “Ondal”, “Va “QiroKimSuroHaqidaAfsona” AsarlaridagiIboralarningLeksik-SemantikXususiyatlari //Молодой исследователь: вызовы и перспективы. – 2017. – С. 196-199.
35. Sulaymonov M. Y. Studying the creativity of hafiz khorezmi based on the biographical method //Scientific Bulletin of Namangan State University. – 2019. – Т. 1. – №. 4. – С. 190-196.
36. Guzalkhon M. The Need To Develop Linguistic Competence In Students In Primary School Mother Tongue Classes //Eurasian Scientific Herald. – 2022. – Т. 6. – С. 48-50.
37. Mahamadjanovna A. N. et al. Use of Educational Technologies to Increase the Effectiveness of Natural Education.(Integrated Integrated Education and Technological Steam) //Annals of the Romanian Society for Cell Biology. – 2021. – Т. 25. – №. 7. – С. 1155-1161.
38. Nuraliyeva K. I. Boshlangich sinf oquvchilarining kreativ salohiyatini shakllantirishning psixologik xususiyatlari //Oriental renaissance: Innovative, educational, natural and social sciences. – 2021. – Т. 1. – №. 6. – С. 208-214.
39. Diyora N. Some methodological aspects of the formation of a culture of interpersonal relationships in primary school students //Galaxy International Interdisciplinary Research Journal. – 2022. – Т. 10. – №. 3. – С. 803-806.
40. Shaamirova Y. K. et al. Directing to do homework with effort of elementary school children //Scientific Bulletin of Namangan State University. – 2020. – Т. 2. – №. 1. – С. 278-283.
41. Uluhuzhaev N. Z. Formation Of Spiritual Qualities In Students Of Elementary Classes At The Lessons Of The Native Language //International Journal of Progressive Sciences and Technologies. – 2021. – Т. 24. – №. 2. – С. 445-448.

42. Улухужаев Н. З. Изучение ударения в спрягаемых формах глагола в курсе " Современный русский язык" //Молодой ученый. – 2019. – №. 50. – С. 397-399.
43. Улухужаев Н. З. Фразеологизмы узбекского языка с цветовыми компонентами //Молодой ученый. – 2018. – №. 7. – С. 213-215.
44. Улухужаев Н. З. Лингвокультурологический аспект фразеологических единиц узбекского языка //Молодой ученый. – 2016. – №. 19. – С. 614-618.
45. Улухужаев Н. З. Гипотаксический период в русской монологической речи //Молодой ученый. – 2016. – №. 10. – С. 1500-1501.
46. Улухужаев Н. З. Гипотаксический период с отношениями одновременности //Молодой ученый. – 2016. – №. 21. – С. 1028-1030.
47. Улухужаев Н. З. Использование некоторых приемов критического мышления при изучении темы" Пунктуация в сложносочиненном предложении" //Молодой ученый. – 2019. – №. 7. – С. 163-167.
48. Улухужаев Н. З. Гипотаксический период с отношениями условия, причины и следствия //Молодой ученый. – 2016. – №. 24. – С. 580-582.
49. Улухужаев Н. З. Описание как функционально-смысловой тип монологической речи //Молодой ученый. – 2016. – №. 26. – С. 802-805.
50. Лутфетдинова Р. Х., Улухужаев Н. З. ОЦЕНКА ПЕДАГОГИЧЕСКОЙ ДЕЯТЕЛЬНОСТИ УЧИТЕЛЯ НАЧАЛЬНЫХ КЛАССОВ //NovaInfo. Ru. – 2016. – Т. 4. – №. 44. – С. 275-281.