
The Issues Of Organizing Reading Lessons

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Abstract

As The primary goal of teaching reading is to help kids develop and reinforce their scientific understanding of accurate, fast, and creative reading this paper is about the issues of organizing reading lessons highlighting the component issues of organizing.

Keywords: literacy period, creative language, subjects, methodology, components.

Introduction

The study of reading starts after the literacy period ends and is carried out in grades 1-2, 3-4. The primary goal of teaching reading is to help kids develop and reinforce their scientific understanding of accurate, fast, and creative reading. Children read rhymes, fairy stories, parables, songs, and short scientific and general articles from the "Reading Book" during reading lessons. They put work into the text. The use of books and other educational materials will be prompted. They come to know the characters and understand their meaning as they read the text. Simultaneously, terms like simile, creative language, descriptive tools, critique, exaggeration, and revitalization emerge. These help kids think more clearly and develop their imaginations.

Materials and Review

Tasks of reading lessons in the classroom:

1. To develop in students the skills necessary for successful reading—literacy, speed, intelligence, and creative reading of scientific texts
2. To promote a love of reading in kids and to educate them how to use books
3. Increasing students' environmental awareness
4. Teaching students work ethic and etiquette through works
5. To develop students' thinking and speech

There are two categories of reading: reading inside and reading aloud. Reading the book aloud helps to identify any error that was made when reading it. While reading inside, it is possible to pay attention to the vocabulary, create an image corresponding to the content of the text, find answers to questions, and make plans. The ability to read is crucial for human survival. A blind person is an example of someone who cannot read. Reading is a part of every subject in elementary school. But the main methods of learning to read are developed by the reading method. The reading methodology is formed on the basis of subjects related to the general development and intellectual maturity of young students. For instance, reading instruction in older schools relied just on memory, whereas in contemporary schools, explanatory reading is used to teach reading skills. Consciously reading is generally ignored in memorization techniques such as comprehending textual terms, comprehending content, and simply repeating what was read. Both creative reading and proper pronunciation are given a lot of attention in them. Studies using the explanatory technique are carried out in schools nowadays.

Students will learn about the natural world, society, people's lives, the past, present, and notable individuals, as well as the nation's upbringing, the weather, the state of riches, and the world of animals, in reading lessons.

Lesson tasks related to reading in class:

1. Students with good reading skills generate accurate, quick, deliberate, creative scientific experiences.
2. Teaching kids how to use books and igniting their love for them.
3. Increasing pupils' understanding of confession

4. To instill in kids a work ethic, morality, and hard work education.
5. Students' speaking and thinking skills are developing.
6. To become proficient in thinking about fiction's descriptive components and to acquire information about critical, animating, etc.

It is essential to have methods for carrying out these tasks in a clear manner, as well as methods for enhancing the standard of scientific experiments and reading them correctly. This includes quick, accurate, quick, deliberate, and artistic reading of the qualities of scientific experiments, and this is what they Throughout the winter sessions, these four linked learning attributes—which are organically related to one another—develop in unison. It is to read with awareness because if a reader reads independently without understanding what he reads, this kind of reading will not react to speech and will instead cause the reader to misunderstand what he has read. Reading correctly leads to reading well. It describes quick, accurate, and high-caliber reading. Gaining proficiency in reading is a prerequisite for learning any topic in school. T. G. Yegorov, a methodist, has classified the development process of the scientific experience of reading into three stages, each of which is very complex.

1. The first analytical stage (reading) is associated with the acquisition of reading skills. This is an example of a scientific experience involving youngsters reading words in syllables.

2. Reading Synthetic Stage Right word reading at this point forms the scientific experience. The word's meaning becomes clear upon seeing it. Both the word's pronunciation and meaning are consistent.

3. Automated reading. The pupil begins reading this passage at the beginning. The reading of certain fourth-graders is automated.

Correct reading is one of the qualities of good reading. Correct reading has been defined by a number of Methodist scholars: K. Kasimova says, "Correct reading is reading without making mistakes and without updating." Using this tariff to expand, the correct reading is the word's sound-letter composition, without altering the word's content or grammatical structure, without adding a new sound or syllable, and without breaking any of the letters' existing positions. "All requirements for fiction also apply to reading ability," stated M. Odilova and T. Ashrapova. Thus, correct reading is defined by academics as reading that conforms the content to particular norms linked with fiction.

"Correct reading is a sound and uniform reproduction of the material."

The meaning of all three descriptions is the same. In its literal sense, accurate reading is defined as following the orthoepic pronunciation conventions of fiction while adhering to the word's grammatical structure. Students in primary school find it challenging to combine accurate pronunciation with textual analysis. To enhance reading skills without becoming accustomed to it, it is imperative to focus on teaching. Several factors might lead to errors when streaming:

1. Due to the lack of a complete synthesis between pronouncing the word and comprehending its meaning—that is, the infant perceives the word beforehand based only on its sound, attempts to utter it, and the manosin rejects them.

2. Words are polysyllabic, which means that while reading words with complicated syllable structures, I sometimes read them incorrectly because of their intricate sound structures.

3. The font used in the text and the child's vision are factors in accurate reading.

To ensure accurate reading, the teacher must:

1. The teacher should identify complex words, hard-to-read words, compounds, and sentences before reading the book and mark them with phrases in order to ensure proper reading.

2. Need to recognize words whose meanings are unclear

3. The text can be predefined to teach intermediate, beginning, and advanced readers.
4. Students should always practice reading under the guidance of their teacher.
5. It's important to identify the area where errors can occur.

Students make two different kinds of mistakes: Errors that cause one to misinterpret the definition of the term. And, Errors that impair word reading comprehension.

The following is the error correcting method:

1. Without pausing to read, correct any wrong reading of the word's suffix at the conclusion.
2. Reteach the sentence after reading in order to fix any errors in content that occurred during reading.

The school not only gives kids direct scientific experience, but it also develops engaged learners who can read books on their own, become proficient readers, select books related to certain subjects, and peruse newspapers and magazines. Nonetheless, learning takes place both within and outside of the classroom, and it is the primary means of advancing one's curiosity.

Conclusion

The purpose of reading outside the classroom is to develop the scientific experience of reading, to educate the ability to choose a book, to read a specific book, to appreciate the book read. Special classes have been held in schools since 1959. Such lessons are held once a week in grades 1-2, and once every 2 weeks in grades 3-4. According to the current program, such lessons are held once every 2 weeks in grades 1-4. In the process of teaching literacy, 17-20 minutes of the last alphabet lesson of the week are allocated. Extracurricular reading contributes to the program's aims and objectives and is relevant to the course of study. To do this, it is essential to instill a love of reading in students, moving them from being casual readers to assistant readers. To spark children's interest in literature, different procedures must be established for each child, taking into consideration their individual preferences. Education plays a significant role in children's literacy.

Outside of the classroom, the cover of books by unknown authors will aid in determining their quantitative content, as will the title page, introduction, and labor flow based on the content. The major goals of reading programs outside of the classroom are to spark students' interest in fiction reading, educate them how to apply the books they read to everyday situations, and introduce them to the lives and skills of well-known children's authors in a basic way.

The core purpose of reading lessons outside of the classroom is to instill in kids a love of good, a resistance to evil, the ability to speak more clearly, and an appreciation for fiction as art. Studying outside of the classroom is planned in relation to classroom study. Reading in the classroom promotes understanding the material being read, expanding vocabulary, and gaining scientific experience.

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