

METHODOLOGY OF TEACHING CONSCIOUS, FAST, FLUENT READING AND COMPREHENSION OF THE TEXT IN PRIMARY CLASS STUDENTS

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Annotation:

The article analyzes methodical approaches aimed at forming conscious, fast and fluent reading skills in elementary school students. In order to increase the reading speed of the students and develop the ability to understand the text in depth, the study was organized on the basis of phonetic analysis, exercises to increase the reading speed, and the use of neuropsychological technologies. It was found that each of these approaches serves to improve the cognitive abilities of students and more effective learning of educational materials.

Keywords: Elementary education, reading skills, conscious reading, interactive technologies, phonetic analysis, pedagogical methods, text comprehension.

Formation of the skills of conscious, fast, fluent reading and understanding of the text in primary school students is an important stage of education. Research shows that insufficient development of reading skills in the early years of schooling leads to difficulties in later stages of education. According to the World Health Organization, every fourth child in the world lags behind in the educational process due to problems with reading ability. Based on the research conducted in the countries of Central Asia, it was found that about 35-40 percent of elementary school students in Uzbekistan have difficulties with understanding the text [1].

More than 500,000 children enter the first grade every year in our country. Nevertheless, it is observed that most of them have insufficiently developed skills of conscious and quick reading. This requires the development of effective methods and approaches to prepare primary school students for reading and increase understanding in the process of reading. For this purpose, this article considers modern methods of teaching, techniques aimed at developing children's cognitive abilities, and ways to consciously and quickly carry out studies.

The main goal of this study is to teach elementary school students to read consciously, quickly and fluently, as well as to understand the text in depth. At the same time, during the research, it is necessary to identify modern pedagogical approaches and techniques for the formation of effective reading skills, to study methods aimed at developing children's cognitive abilities, to analyze the main difficulties encountered in the process of reading and to find ways to overcome them. The proposal is also one of the important tasks of research. The issues of teaching elementary school students to read consciously, quickly and fluently, as well as the formation

of text comprehension skills, have been in the attention of researchers for many years, and the scientific research carried out in this direction is the process of children's development. based on the analysis of important stages. These studies, combining psychological, pedagogical and linguistic foundations, served to form the theoretical basis for the development of children's reading ability. Initially, based on Jean Piaget's theory of cognitive development, the analysis of the stages of intellectual development of children in the process of reading is of particular importance. In Piaget's research, the provision of educational materials suitable for the level of cognitive development of students is considered as a decisive factor in increasing their interest in the reading process and the ability to understand the text. According to Piaget, children's transition to abstract thinking occurs at about eight years of age, and at this stage they begin to form knowledge through the use of concrete operations, that is, it is this period that trains students to read consciously and comprehensibly. is the most favorable period for teaching (Piaget, 1969)[6].

In addition to the above-mentioned studies, issues of increasing the effectiveness of teaching through the use of interactive technologies and innovative methods in the modern education process also occupy an important place.

Nowadays, neuropedagogy, a new and modern branch of pedagogy, is gaining importance in the educational process. By having a positive effect on the brain activity of students, neuropedagogy provides them with the opportunity to consciously, deeply understand and think about the information being studied. We present to you our neuropedagogical methodology. The text given in the textbook is first read by the teacher or selectively read by the students. After the text is read for the first time, students are tasked with dividing it into parts and giving each part an appropriate title. In this process, students focus not only on memorizing the text, but also on understanding its important aspects. Next, each part is given the task of drawing a corresponding picture. The process of drawing helps students develop a deeper understanding of the text while developing their creativity. Finally, students retell the text based on their drawings. The main goal of this methodology is to form the ability of students to think freely about the text, to encourage them to consciously and deeply understand, and also to help them to independently understand the idea presented by the author.

In conclusion, we can say that the intended goal is achieved through the joint use of neuropedagogical methods in the development of students' reading skills in the process of primary education. Using modern non-pedagogical approaches to improve reading speed and comprehension not only improves students' reading ability, but also increases their interest in reading. This is an important preparation for successful study in the future stages of education.

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