



FORMATION OF LEARNING MOTIVATION OF STUDENTS IN PRIMARY SCHOOL READING CLASSES AS A SCIENTIFIC-METHODICAL PROBLEM

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ABOUT ARTICLE

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Abstract: In this article, the specific features of forming and improving the reading literacy of elementary school students. The contents of the mother tongue and reading literacy lessons provide information about the didactic possibilities of developing reading literacy in primary school students. In addition, there are recommendations on methods of studying foreign experiences in teaching primary school students to be creative.

INTRODUCTION

In the decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 997 of December 8, 2018 "On measures to organize international research in the field of education quality assessment in the public education system" and the President of the Republic of Uzbekistan in 2019 "On approval of the concept of development of public education system of the Republic of Uzbekistan until 2030" dated April 29 According to Decree No. 5712, by the year 2030, within the framework of countries with advanced education, it is necessary to reach the ranking of the first 30 advanced countries of the world and to organize international studies in the field of evaluation of the quality of education in the public education system. the tasks of creating a national system for evaluating the quality of education aimed at assessing the level of literacy of students in the fields of reading, mathematics and natural sciences are defined.

MATERIALS AND METHODS

The standard of competence and skills required in each class in terms of the four main types of speech activities acquired by teaching the language to the student: listening comprehension, speaking, reading and writing. development, including the ability to independently exchange ideas and express ideas in various speech situations that occur during study and work, in family and public places, to understand the heard material, as well as by reading written sources the dynamics of acquiring communication skills in the way of obtaining information and expressing one's reaction to events are assumed [1].

RESULTS AND DISCUSSION

It is no exaggeration to say that there were almost no exercises on listening comprehension competencies in the previous textbooks. In current textbooks, separate assignments for each subject have been developed to develop listening comprehension competence. In addition, it is worth noting that a number of tasks on reading and writing have been developed in the textbooks.

Tasks dedicated to the development of reading comprehension competence were mainly focused on the information expressed openly in the text or didactic elements. Now the textbook will have questions and assignments covering all parts of reading comprehension competence.

Until now, the purpose of teaching the mother tongue was to teach the grammar of the language, to memorize the rules of the language structure. Only the most important rules are left in the new textbook. More emphasis is placed on colorful images and interesting tasks. We know that colorful images and interesting tasks arouse children's interest, and during the execution of those tasks, the child develops various skills, positive views, and creative ideas. That's why primary school textbooks should have colorful images and interesting assignments.

If we consider innovative methods in mother tongue classes, the main task of teaching the subject of the mother tongue is to develop speech competence aimed at thinking of the student's personality, understanding the opinion of others, and being able to express one's opinion in oral and written form; to develop students' acquired knowledge of grammar (phonetics, lexicology, word structure, word formation, morphology, syntax, writing, spelling, punctuation, concepts of speech styles) and to effectively use the wide possibilities of the mother tongue consists of forming linguistic competences aimed at developing the skills of correct and fluent expression [2]. The curriculum of the native language of primary education is directed to the formation of competencies in students, according to the Decree of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 "General secondary and secondary special, vocational on the state educational standard of general secondary education and the subject of mother tongue, approved by the decision of based on qualification requirements. This curriculum provides for the formation of elements of basic and science-related (speech and linguistic) competences in students of grades 1-4, which is one of the most urgent issues of today.

It is no exaggeration to say that our application of foreign experiences in order to activate and further improve the educational process gives us various skills. One of them is the CRADLE training method.

The CRADLE training methodology was developed under the Erasmus program of the European Union under Key Action 2 - Cooperation on Innovation and Exchange of Best Practices, which aims to enable organizations to cooperate in order to improve provision for students and exchange innovative experiences. It is a three-pronged teaching methodology for primary schools that uses cross-course, activity-based, student-centred and inquiry-based teaching and learning approaches.

It provides a model for creating meaningful lesson cycles based on topics related to different curricula and learning outcomes. As a result, teachers can plan a series of lessons that develop around a chosen topic in their curriculum and organize their lessons as a sequence of activities that support and support that topic. Lessons follow a linear four-step process inspired by Design Thinking, focusing on research, problem solving, prototyping, action, and reflection.

The CRADLE methodology puts students' interest and initiative at the center of the learning process. It seeks to help develop key skills such as problem solving, personal responsibility, social responsibility, curiosity, communication and collaboration, all of which lead to self-efficacy and value creation. By its very nature, the methodology adheres to the principles of student-centered teaching and hands-on

learning as defined within constructivism in education. This system puts students' needs and abilities at the center of the educational process. We should also use this project to support mother tongue and reading literacy classes. And we get good results from it.

In education, reading literacy is a key skill that enables people to navigate the information world, engage with different perspectives, and expand their knowledge. Developing this skill requires effective instruction beyond teaching students to decode words. It requires a holistic approach that fosters a love of reading, deepens understanding, and develops critical thinking skills.

Effective organization of reading literacy classes is important in achieving these goals. This article explores the ins and outs of lesson planning, providing a comprehensive guide for teachers to create engaging and effective learning experiences. It explores a range of strategies, from creating a supportive learning environment to using differentiated instruction, to ensure that all students, regardless of their academic level, have the opportunity to excel. provides

By taking a multifaceted approach to lesson design, teachers can transform reading literacy instruction from a simple task into a transformative journey of discovery and intellectual growth.

There are several key aspects of organizing reading literacy classes [3]:

Creating a conducive learning environment: Creating a classroom environment that fosters engagement, motivation, and a positive attitude toward learning is critical to effective learning.

Choosing Appropriate Reading Materials: Choosing texts that match students' interests, reading levels, and learning goals is important to keeping them engaged and developing comprehension.

Incorporating a variety of teaching methods: Using a range of teaching methods such as reading aloud activities, guided reading, independent reading, and partnered reading can help students learn from a variety of learning styles provide exposure to lim styles and maximizes their activity.

Differentiated Instruction: Adapting instruction to meet the individual needs of each student is critical to addressing their different levels of learning ability and ensuring that all students have the opportunity to succeed.

Effective use of technology: Integrating technology tools such as interactive whiteboards, educational apps, and online resources can increase engagement, provide a personalized learning experience, and complement traditional teaching methods.

Establish clear expectations and routines: Setting clear expectations for behavior, participation, and engagement in reading classes helps maintain a structured and focused learning environment.

Regularly assess student progress: Implementing ongoing assessment strategies such as observations, informal discussions, and formative assessments allows teachers to monitor student progress and identify areas for further instruction or support.

Effectively organizing reading literacy lessons is a complex task that requires careful planning, careful thought, and constant reflection. Through a combination of creating a supportive learning environment, selecting appropriate materials, using a variety of teaching methods, differentiating instruction, using technology, setting clear expectations, and regularly assessing student progress teachers can instill a deep love of reading, deepen understanding, and foster critical thinking.

Using a comprehensive approach to lesson planning, teachers become architects of knowledge, guiding students on a journey of literary exploration and intellectual growth. As students travel through the vast world of literature, they develop the ability to engage with different perspectives and expand their understanding of the world.

Effective organization is essential to make reading literacy lessons interesting and effective. By using a well-structured approach to lesson planning, classroom management, and resource allocation, teachers

can create a conducive learning environment that fosters students' reading comprehension, vocabulary development, and general literacy skills. The strategies outlined in this article provide a comprehensive framework for organizing reading literacy classes, instilling a love of reading in teachers, and equipping students with the tools they need to become proficient readers. Developing literacy instruction requires careful organization and planning. By implementing the strategies discussed above, teachers can create a structured and engaging learning environment that develops students' reading comprehension and general literacy skills. The key to successful reading instruction is to adapt teaching methods to the individual needs and interests of students, while incorporating a variety of engaging activities and resources. By providing students with ample opportunities to read, practice, and practice reading skills, teachers can help them become confident and proficient readers. Teaching effective reading is an ongoing process that requires constant adaptation and improvement. By being aware of current research and best practices, educators can improve their teaching methods and ensure that their students receive the most effective reading instruction possible.

The formation of the personality of primary school students provides an opportunity for a student of junior school age not only to develop cognitive processes at a high level, but also to develop personal characteristics, communication and work activities as well

has a direct impact on the development of the student's personality. On the basis of these activities, personal characteristics related to motivations for success begin to form. Educational activity creates an opportunity to satisfy the need of children of small school age to achieve certain achievements in studies, as well as to gain a place among their peers [5]. It is precisely to reach this place or position that the child can try to study well. Children of this age constantly compare their success with the success of their peers. It is extremely important for them to always be the first.

Children's motivation to participate in the competition during elementary school is considered a natural psychological need, and this motive gives them strong emotional stress. In fact, these characteristics begin to appear from the kindergarten period and are clearly visible in the period of junior school, as well as in the period of adolescence.

Children of junior school age evaluate themselves based on the opinions and evaluations of adults. The student's self-evaluation is directly dependent on the teacher's evaluation and success in various activities. Self-ratings of students of junior school age can be different - high, adequate - suitable or low. At this age, children's features such as trustworthiness, openness, susceptibility to external influences, and obedience create a good opportunity to educate them as individuals. The period of junior school age can be considered as the period of emergence and strengthening of basic, personal characteristics that determine the child's success in various activities. In this period, along with the formation of motives for success, qualities such as hard work and independence are developed.

Diligence in students of junior school age develops and strengthens mainly in study and work. Hard work occurs in a child only if the work he does gives him pleasure. The formation of independence in a child mainly depends on adults. If the child is overly trusting, obedient, and open, then gradually the character of submissiveness and subordination will be strengthened. However, encouraging a child to become independent in time can also lead to the formation of some negative qualities in him, because he learns life experiences mainly by imitating others. In order to build independence, it is extremely important to give the child more tasks to do independently and to trust him. It is also necessary to create such a social and psychological environment in which entrusting the child to perform a responsible task independently, in the process of doing this work, let the child feel that he is the leader of his peers, adults

and other people. It is this feeling that creates motivations for the child to be independent. Does grade affect student achievement?

Any aspiration of a first-grader should be appreciated. No teacher has the right to instantly destroy the dreams of a child who has just entered school with a shockingly bad grade. Therefore, it is necessary to approach each child individually and encourage all his efforts to study. In this regard, evaluation in the introduced point system is the most reasonable way. However, even if you explain to a first grader that "1" is a score, not a grade, he will still understand it as a grade. That's why every time I take the first class, I don't evaluate them until they adapt to school education. Maybe I encourage. That is, a flower means "5", a leaf of a flower means "4", a simple circle means "3", and a triangle means "2". I never explain to a student who has won a colored triangle that this triangle means "two". It is necessary to explain that each subject is scored, only they differ depending on whether they are answered well or poorly. Therefore, children who receive circles or triangles of different colors will not be disappointed. Instead, he tries to get the "flower" better. In the 1st grade, teaching the child to such a method of encouragement, to get used to digital assessment from the beginning of the second grade, serves to not extinguish their initial interest and enthusiasm for studying.

It is not always possible to give an excellent grade to make a child who is not prepared for lessons act better and feel more responsible. Each student should be evaluated according to his work. In any situation, if the child is encouraged, he will not be depressed. Instead, he tries not to repeat his mistakes. The following method can be used for this: a star will be given to a student who did not get a "four" during the week. If the child's aspirations are exemplary, even if he gets four, he will be awarded with a star. Gifting a book to a child who gets 4 stars at the end of a month, i.e. every week, gives them a special motivation. Seeing this, the good or average students in the class are also interested, envious and try to get incentives as well. Because the teacher's attention for the student is above all else.

CONCLUSION

In short, didactic games, interactive methods, educational exercises, and new methods all help the student to master a new subject and improve the quality of education. The use of motivation and giving incentives in the educational process is certainly very useful in an innovative approach. Every teacher takes an innovative approach to lessons and conducts lessons using new modern pedagogical technologies. The future of our independent Uzbekistan depends on educated, independent thinking entrepreneurs and enterprising personnel. And they are brought up in schools. As Masaru Ibuka, one of the Chinese inventors, wrote in his famous book "It's Late After Three", "a child's brain can hold an infinite amount of information". not memorize it mechanically. Therefore, teaching language to elementary school students is not done by giving grammatical concepts, but by instilling concepts into the child's brain in a simpler and more interesting way. Otherwise, it is possible to tire the child from the first step of teaching and weaken his interest in learning. Because teaching native language and reading subjects to elementary school students is a bit difficult, at the same time, it is one of the responsible tasks.

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