



Methodology for Teaching Literary and Theoretical Concepts in Elementary School Reading Lessons

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Abstract: Reading in the primary education system (reading the text correctly, comprehensively, quickly (in moderation)) and literary reading, After Perfect assimilation, proceed to expressive reading. It also includes expressive reading of memorized poetic works. The success of expressive reading is due to the fact that readers have a certain understanding of the content of the work, ideological and artistic features.

Keywords: literary education, literary analysis and interpretation, didactic rule, deduction, induction, methodological system.

As each science has its own object and subject of study, the idea is now being put forward that the methodology of reading in primary classes should act as a methodology of literary education. Indeed, the methodology of reading as a subject preparing for a systematic course of teaching literature determines its goals and objectives based on examples of children's literature. Based on this, it is desirable that the object of study of reading lessons in the elementary school is defined as the process by which students master literary education. The term "literary education" includes three interrelated processes:

- 1) the upbringing of a person in the process of communication with literary and artistic works;
- 2) teaching, that is, teaching children's literature as one of the school subjects;
- 3) formation of self-development of the individual.

It is based on the methodology of literary education. In the methodology of the present day, this issue is viewed from the point of view of the reader.

According to him, as a learning goal recognized by the student, the following are defined:

- 1) What am I learning? (the content of literary education received by the personality of the reader);
- 2) How do I read? (what methods of mastering the child use);
- 3) Why am I learning in this way, not in another way?

The development of methodology as a science based on the fact that one paradigm is associated with another teaching is conspicuous. In this: why does the teacher teach?", Why is the child studying? answers to questions are appropriate.

Currently, elementary school teachers from the methodology are waiting for clearly proven, scientifically based instructions. The methodology ensures that the future primary school teacher can approach the content of literary education and its teaching independently consciously, not only studying the experience of others, but also being able to consciously analyze the results of their activities and draw correct conclusions.

Artistic reading. Artistic reading is considered a high stage of expressive reading. All components of word art are involved in it. In artistic reading, impressionability can be achieved only when the mental state, experiences of the heroes of the work are fully understood. When preparing for artistic reading, the use of performances of actors recorded on audio-video tapes gives a good effect.

Research method. This method is a method widely used in the work-when drawing up questions and assignments to schoolchildren based on the story and details in the work, evaluate the heroes. In reading lessons, the reproductive method is widely used. For example, in the first lessons, the teacher himself divides the text of the work into parts, attracts the attention of students to the important idea that the writer or poet wants to say, shows it clearly, together with the students he opens the meaning imposed on the means of the image and helps the students. All this serves as an instruction for readers. After Shun, students independently perform the above-mentioned tasks using the teacher's instructions.

In addition to the above-mentioned methods, the use of modern methods of pedagogical technology in primary school lessons, such as mental power, networking, working with groups, knowledge technology, will also have a good effect. It should be noted that what method to use in each lesson, what methods to use in the lesson should be predetermined and carefully worked out by the teacher.

Reading skills and ways to improve them. In order to fully fulfill and implement the requirements of the program, first of all, it is necessary to correctly and thoroughly master and improve reading skills. Reading skills are formed in the process of teaching literacy, improving at later stages of teaching.

Reading skills are understood as correct, fast, conscious and expressive reading of the text of a work of art. In reading lessons, the reading skills of students are formed and improved. The qualities of the reading skill are interconnected, the basis of which is conscious reading. The thought expressed in the text is not understood if the reader reads the text quickly and correctly, does not understand the content of the text, reads it correctly, reads it extremely slowly, does not pay attention to pauses between each other of speech, does not read it quickly and correctly. Reading at a certain speed and correctly serves as a conscious reading, while reading correctly, quickly and consciously is the basis of expressive reading.

Mastering the skills of study is an important condition for the successful assimilation of all pre-Mets that are taught at school. Reading is the main type of activity and provides a huge opportunity for the development of students from the ideological-political, mental, aesthetic and speech side. And this process requires systematic and purposeful work on the cultivation and improvement of reading skills.

Work on the work in reading lessons should be organized in such a way that the analysis of the content of the work is aimed at improving reading skills.

Correct reading. Correct reading is understood as reading without errors, without errors, that is, correct reading is reading by correctly placing an emphasis on the word, without breaking the sound-letter composition of the word, grammatical forms, dropping a sound or syllable in a word, adding another sound, not replacing letters, pronouncing them clearly. Hence, correct reading is reading based on literary-orthoepeic norms without violating the sound composition, grammatical form of the word.

Since primary school students do not have a thorough synthesis between perception, pronunciation and understanding of the content of the text, they make a mistake in reading. This makes it difficult to understand the content of the text.

The reader faces reading lessons for the first time, reading the text correctly, quickly, comprehensively, mastering the content. Through reading lessons, students are allowed to master the educational and cognitive skills and knowledge provided for by the requirements of the state educational standard. It is in reading education that an impetus is given to the understanding of a person, first of all, his own, and, moreover, the universe. For this purpose, the textbooks of the reading book include artistic, moral-educational, popular science works designed to give

comprehensive concepts on various topics such as Mother Nature, the world that surrounds us, the history and appearance of our Motherland, the life of adults and children, hard work, independence and national-spiritual values, friendship of peoples and peace. Reading lessons are organized during the period of teaching literacy in the manner of introducing students to syllables, words and sentences and reading them, telling stories based on pictures, after mastering the reading technique, reading is carried out on artistic, popular science texts selected on specific topics.

Certain topics included in the textbooks of the elementary school reading book are determined by the fact that they bring students into the magical world of fiction, focus their worldview on the correct formation on the basis of the ideology of national independence. Accordingly, the leading feature of reading lessons, along with ensuring the literacy of students, will be aimed at educating students in the spirit of high moral values based on national ideology. The subject range of the works studied in the reading lessons of primary classes is quite wide, they are united within the framework of such general topics as Mother Nature, seasons of the year, folk oral creativity, love of Labor, dates of the main holidays, national independence and spirituality.

The subjects chosen for the study lessons provide students with knowledge and training in everyday life, strengthening independence and human relationships as well. Within these, themes about independence, Homeland, spirituality and nature stand out. The goal pursued by them is to awaken feelings associated with self-awareness, independence, homeland and nature.

Unlike other stages of continuing education, the formation of students' reading skills in the reading lessons of primary classes, work on the text of the work are the didactic goal of Education. It is closely connected with spiritual-moral, literary-aesthetic education by working on texts on various topics. Particular attention in the textbooks is paid to the genre colorfulness, poetic perfection of the texts selected for each topic, compliance with the level of knowledge and age characteristics of students. Achieving that the knowledge, skills and abilities that students master with the help of textbooks will be necessary in future life is one of the important tasks before teachers.

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