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METHODS OF FORMATION OF INDEPENDENT READING SKILLS IN PRIMARY SCHOOL STUDENTS

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ABSTRACT

This article is an article that gives complete information and skills about the methods for the formation of independent reading skills in elementary school students. The article gives full information about the types of reading skills for Primary School students and their application to the general public today.

KEYWORDS: *Complete Information, Replacement, Reflection.*

INTRODUCTION

Changes in the view of the overall concept of education are reflected in the approach to teaching. In recent decades, there is a shift from the traditional approach, which is characterized by the transmission of finished information, to a constructivist approach. According to Paper, traditional teaching methods are the methods when students perform certain instructions, work according to the model. Due to the development of science and ICT, since the end of the 20th century there has been a replacement of direct teaching methods with principle of knowledge constructing in specific increments. The purpose of education is not and cannot be the transmission of the truth only, as it is in the case of the so-called Trans missive pedagogy (its method is memorizing, transmission of non-problematic "facts" - knowledge into the consciousness of a pupil). A more substantial challenge facing education is to equip pupils with the ability to navigate in the vast sea of knowledge and learn to use them correctly.

MATERIALS AND METHODS

Constructivist pedagogy focuses on the way of how knowledge and understanding arise, on the process of how we use the ambiguous reality, how we construct instrumental truths - find useful solutions. At any time a person has a complete form of the world, i.e. finished structure, in their consciousness. New facts either fit in the structure or they are in conflict with this structure and cause its change. The aim of a teacher is to enable a student to examine these images (preconceptions), facilitate the integration of new information into existing mental structures and assist in reflection of not only new knowledge but also in the way it was achieved and how it was involved in the image of the world. Another feature of the constructivist education reform is the change in the status of a teacher, from the information provider to a facilitator and guide in acquiring them. Even teachers can sometime learn from their pupils. Great emphasis is placed on the inter-subject

Relationships and preparation for teamwork. As it can be seen, these requirements exactly coincide with the needs of sociologists-defined imminent information society as well as with the results of a wide range of disciplines. A constructivist teacher is seen as a guarantor of the method, as an assistant, study guide and ensures that every pupil can achieve the highest possible level of development. A pupil comes to school with certain knowledge and, therefore, to think about what they know and to develop their knowledge.

Modern pedagogy supports and promotes a teaching methodology that is both diversified and flexible, providing a very wide range of teaching-learning methods. The large number and the great diversity of teaching methods used in modern pedagogy provide opportunities for the enrichment and development of the teachers' teaching and educational expertise. A teaching method is an effective way of organizing and guiding learning, a common way of procedure that unites a teacher's and a students' efforts. A teacher's creativeness and personal development level determine how these teaching methods are used and combined.

Cognitive theories suggest that learning occurs with the result of information formation developing with dominant priorities. According to this, learning is based on that a learner processes the information that he configured with his own cognitive process and this process shapes new learning. The advances in this direction are related to what they learn and how they learn, not how much they learn. The main metaphor expected to be argued is, perhaps, students are active learners rather than they are passive receivers. The Teaching and Learning International Survey noted that "in the classroom, teachers in all countries put greater emphasis on ensuring that learning is well structured than on student-oriented activities which give them more autonomy. Both of these teaching practices are emphasized over enhanced learning activities such as project work. This pattern is true in every country".

RESULTS AND DISCUSSIONS

In the recent local and international methodological literature the teaching methods and practices have been given special attention, but when it comes to their understanding, defining and naming, a complete agreement has not been achieved yet. First of all, there are different terms in literature that make it difficult to communicate, so within teaching methods, authors also discuss the terms such as methods in the class, methods of teaching and learning, organizational types of the teaching and learning processes.

The criteria and indicators of the readiness of the future teacher of technology and entrepreneurship for the development of moral consciousness in schoolchildren are:

- value-oriented (orientation to the moral and semantic essence of labor and its entrepreneurial version, its production in future pedagogical activity; the need to acquire moral knowledge; internal motivation of readiness for the purposeful development of the moral consciousness of schoolchildren);

-Information and competence (knowledge of the morally developing capabilities of the academic subject, the moral and semantic resources of information technologies, the methodological foundations of the pedagogically directed process of developing the moral consciousness of schoolchildren);

-Activity-competence (the ability to direct schoolchildren to search for the moral meaning of various types of activity; organize training for schoolchildren in the elements of entrepreneurial activity; prepare them for moral choice in problematic situations of work, including entrepreneurial).

With that in mind, here is a comprehensive listing of the technology skills that every educator should have. Because as computer and associated technologies continue to change and evolve, educators must continue to strive for excellence in their work. Today that includes continued time and effort to maintain and improve their technology skills (as much as some educators do not want to admit).

Here are 20 basic technology skills that all educators should now have:

Word Processing Skills

Spreadsheets Skills

Database Skills

Electronic Presentation Skills

Web Navigation Skills

Web Site Design Skills

E-Mail Management Skills

Digital Cameras

Computer Network Knowledge Applicable to your School System

File Management & Windows Explorer Skills

Downloading Software from the Web (Knowledge including eBooks)

Installing Computer Software onto a Computer System

WebCT or Blackboard Teaching Skills

Videoconferencing skills

Computer-Related Storage Devices (Knowledge: disks, CDs, USB drives, zip disks, DVDs, etc.)

Scanner Knowledge

Knowledge of PDAs

Deep Web Knowledge

Educational Copyright Knowledge

Computer Security Knowledge

In order to be a great teacher, you must display enthusiasm, leadership, commitment, and compassion. By exhibiting these key factors, you will appeal to the schools at which you are applying as someone who will work to better the lives of their students in a variety of ways. Helping others succeed is a central component to teaching, thus trust, knowledge, and commitment are invaluable traits. Teachers must also maintain current professional development standards by taking regular refresher courses and test.

Technical Skills

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