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Using authentic materials to develop reading skills in primary school students.

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Annotation: Having reading competency is crucial for primary school teachers to continuously grow and enhance their reading abilities. It is crucial to employ interactive teaching techniques and non-traditional lesson formats in order to boost the efficacy of reading literacy instruction in elementary schools and foster students' capacity for original thought. Furthermore, it is currently required of primary school instructors to teach every topic in the session using contemporary pedagogical technology, or every new technique.

Keywords: primary school, class, reading, technique, reading literacy, word, expressive reading, growth, analysis, material, mathematics, foreign languages, learning, games, biology, these days,

Introduction. Reading can mean different things to different individuals. For some, it means being able to recognise written words, while for others, it entails practicing speaking and teaching pronunciation. But there's always a reason to read. We engage in it on a daily basis, and it is essential to our everyday activities, which are typically taken for granted and believed to be within the reach of everyone. The aim of reading greatly influences the reason for reading. It is highlighted how using authentic resources in the classroom benefits students by exposing them to real language in real-world situations. Additional benefits of employing authentic materials are their high motivation, sense of accomplishment when comprehended, and encourage further reading. Newspapers, periodicals, TV shows, films, songs, and literature are the most popular sources of real materials that can be used in the classroom, however there are many more. The Internet is among the most helpful. The Internet encourages a more active approach to reading than a passive one because it is constantly updated, more visually appealing, and interactive, in contrast to newspapers and other printed materials that date extremely rapidly. From a more pragmatic perspective, the Internet is a current reality; the majority of pupils utilise it, and teachers may more easily access a vast array of diverse content.

Literature review. Students can use a variety of resources, including course textbooks, glossaries, grammar exercises, flash cards, audio recordings, and language learning applications. Reading literacy is a crucial skill in

primary education, which includes not only letter recognition and word understanding but also the development of the ability to read text expressively and meaningfully. As the art of reading a text in an understandable and appealing way expands students' vocabulary, improves their language proficiency, and increases their interest in literary works. Students can benefit from them in terms of learning, but they also make classes dull. Thus, authentic resources are very crucial in the classroom.

Lessons become effective because of them. When actual materials are used, these drawbacks can be avoided. They are engaging, inspire pupils, and add interest to the lessons. In addition to their native tongue, people must study multiple other languages as a result of the present globalisation process. According to studies, it is beneficial to begin this procedure early on, namely with elementary school pupils, and it is now being used. Programs based on a novel way to teaching foreign languages are being developed in our nation in partnership with top institutions and organisations, and this subject is given careful consideration. From this perspective, teaching other languages to elementary school pupils in addition to their mother tongue is one of the fundamental responsibilities. to foster the student's interest in the English language, help him improve his communication in the language, and teach him how to have conversations.

Research methodology. The word "method" is derived from the Greek word "methodos" and meaning "the journey of knowledge and research" or "theory." Philosophical and didactic connotations are attached to the term "method". Primary school reading instruction lays the groundwork for later study of Uzbek literature, history, geography, biology, and other topics. As a result, primary school reading instruction has to receive careful consideration. The following should be the student's primary focus when conducting reading lessons as necessary. Children between the ages of 6 and 10 are not able to listen to an hour-long instruction with patience. They have an excited mental structure and are using their imagination. Speeches longer than 10 to 15 minutes are too long for them to listen to. As a result, the primary methods of instruction in these classes are games, songs, storytelling, expressive reading, and brief yet engaging discussions. Authentic resources are also crucial for enhancing reading abilities. Students become disinterested because textbooks in the classroom are repetitive. For students, authentic materials can inspire them. When students are travelling, studying overseas, or utilising the language in situations outside of the classroom, they need and

desire to read authentic resources. In recent years, studying a foreign language has become essential as well as a means of personal growth.

In addition to schools and colleges, many other preschool-level educational institutions now require students to take a foreign language. Early learning of a foreign language is particularly popular and relevant at this time due to the demand for foreign languages in society on the one hand, and parents' understanding that language is not only a factor in a modern person's upbringing but also the foundation of his social and material well-being in society on the other. It is now essential to learn at least one language, even if twenty years ago proficiency in only a few was needed for employment.

The age of the pupil is the primary issue while teaching a foreign language. Children are thought to be more open to learning. Parents are now attempting to begin learning a foreign language at an early age, when until recently, teaching methods were centred on school-age children. The primary objectives of foreign language instruction for preschoolers are:

- the development of children's first foreign language communication abilities;
- the capacity to utilise a foreign language to accomplish objectives and communicate ideas and emotions in everyday communication circumstances;
- the establishment of a favourable mindset towards acquiring additional foreign languages;
- stimulating curiosity about other nations' cultures and way of life. The best time to begin learning a foreign language is in preschool.

Youngsters at this age stand out for their sensitivity to linguistic phenomena and their curiosity about the "secrets" of language and their own speech experiences.

Analysis and results. Some approaches' primary tenets are equitable opportunity for success, teamwork, and an individual approach to instructors. Developing kids' reading abilities in a deliberate, accurate, fluent, quick, and expressive way is the aim of primary school reading instruction, particularly in the first grade. The process of teaching reading literacy, text comprehension, and the capacity to separate form from content in elementary school pupils takes a lot of mental work. Since primary school pupils are developing their mathematical thinking and logical reasoning abilities during this time, teaching them mathematics is very crucial. The proper techniques and strategies for teaching arithmetic in elementary school boost pupils' enthusiasm for the subject and aid in knowledge consolidation. A thorough explanation of efficient math teaching strategies for primary school pupils

may be found below. Students can actively participate in the learning of mathematical ideas through active teaching approaches. Students learn using this approach by working through a variety of mathematics exercises and challenges. When teaching mathematics to primary school pupils, it is crucial to employ a variety of techniques and strategies. Every approach helps students solve a variety of tasks and issues while also fostering their mathematical thinking. Activities, games, visualisations, real-world examples, and methodical teaching techniques all aid in helping pupils solidify their understanding and boost their confidence in mathematics.

When teaching mathematics, teachers must select effective teaching strategies that take into consideration the individual needs of each student. In addition to being the most significant subject, biology is something that people deal with on a daily basis. As a result, biology teachers enhance their classes and treat the subject seriously. For teachers, didactic games that foster cognitive engagement are crucial to creating engaging and enjoyable courses. The degree of biology knowledge is raised when didactic games are systematically used in biology classes. As a way to eliminate unpleasant or prohibited experiences from a student's personality, the game is one of the most significant tools for their mental and moral growth and education. Didactic games are designed for students and don't require technical knowledge or specialised materials. The paper concludes by discussing the notion that incorporating interactive techniques and didactic games into biology classes can boost students' cognitive activity. Because role-playing in biology classes helps students develop their skills, including the capacity to deal with biological and medical concepts, solve problems collaboratively, make judgements fast, anticipate the effects of actions, and take initiative.

Section for Discussion. Elementary school pupils can benefit from reading strategies that are successful, engaging, and suitable for their developmental stages. These methods help to develop the student's language learning, interest, and attention. Detailed information about reading strategies that work for primary school pupils can be found below.

The phonetic method involves reading letters and sounds. One of the primary reading strategies is the phonetic approach, which teaches pupils to read by letter sounds. By breaking words down into their constituent sounds, the learner learns to read words using this method, which teaches the sound of each letter. This approach has the benefit of teaching pupils the proper word structure and pronunciation. Additionally, this approach facilitates learning new words.

Understanding What You Read

Students that use the reading comprehension method concentrate on comprehending the text's substance. This approach requires pupils to comprehend the text's meaning in addition to correctly pronouncing words. They have to evaluate what they've read and identify the key point. Students gain a deeper understanding of the literature. The capacity to retain the text and respond to enquiries based on it improves.

Visualisation (Reading Pictures)

Students who use the picture reading approach supplement their reading with visual aids. With this approach, students use illustrations, diagrams, or pictures to help them visualise the content they are reading. This method works particularly well with younger pupils. Through visualisation, the text is better understood by the students. This approach enhances understanding and reading abilities.

Read and Repeat

Read and repeat is a method in which students are given the task of reading short texts and repeating them. This method helps students increase their reading speed and remember the text.

Conclusion.

To ensure that the next generation of adults is permanently literate, the task of our time is to drastically alter the way that education is provided. We cannot overlook the significance of the larger environment while tackling this dilemma. Language regulations in multilingual settings, communication patterns to promote reading, and the lack of readily available support structures (such as libraries, electricity, and publishing sectors) are issues in many communities. However, the school can and ought to fulfil its role as a catalyst for change by making sure that kids acquire sound reading habits in addition to reading. Many countries with long-established education systems are always working to improve and correct the mistakes of previous educational approaches. Today, we know a lot more about how children learn, the elements that influence their learning, and the most successful approaches for instructors to teach reading. Nations that are new to implementing reading programs gain by not having to change their teaching strategies; instead, they may design a reading program based on the most up-to-date and innovative knowledge from the past and present.

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