

RUSTILI FANLARINI O'QITISHDA O'QIB TUSHUNISH METODINING AHAMIYATI VA DOLZARBLIGI

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Abstract. *As is known, the approval of a new generation of state educational standards implies changes in the structure and content of the educational process, as well as changes in the requirements for the activities of the teacher himself. Today, the teacher is faced with the need to implement a systematic approach to teaching.*

Keywords: *Semantic reading, dictionary, document, education.*

ЗНАЧЕНИЕ И АКТУАЛЬНОСТЬ МЕТОДА ПОНИМАНИЯ ПРОЧТЕННОГО В ПРЕПОДАВАНИИ СЕЛЬСКИХ НАУК

Аннотация. *Известно, что утверждение государственных образовательных стандартов нового поколения предполагает изменение структуры и содержания образовательного процесса, а также изменение требований к работе учителя. Сегодня учитель сталкивается с необходимостью внедрения системного подхода в обучении.*

Ключевые слова: *Семантическое чтение, словарь, документ, образование.*

Preference is given to teaching methods that contribute to the mastery of universal methods of activity: cognitive, regulatory, personal and communicative. It is necessary to create conditions for the development of thinking, creative imagination, intuition, speech, the ability to explain and reason. All these conditions can be provided by working with the text in Russian language and literature lessons. Of course, teachers have always used various methods and techniques when working with the text. Starting from primary school, children are taught to plan the text, retell it according to the plan, find keywords, etc. Appeal to the concept of semantic reading is associated, first of all, with a revision of the technology of working with texts. We say: children read little, do not understand what they read, have a small vocabulary and do not always structure their speech correctly. Motivating students, directing them to meaningful and intense reading are tasks that can be solved using semantic reading technology.

The formation of semantic reading is a complex process. As is known, reading consists of technical reading skills and semantic skills. By the end of primary school, children successfully master technical reading skills, methods, speed, accuracy and expressiveness.

Semantic reading skills are formed and developed not only in middle and high schools, but also in subsequent universities. In the modern world, mastering only technical reading is not enough, since it serves only semantic reading, which requires understanding the content of what is read.

There are a number of problems in the development of semantic reading skills: students do not always understand the wording of the task, i.e. they do not know how to read the text, there is a narrow range of modern high-quality literature for independent reading, the teacher uses traditional teaching technologies, the parents of students have a low reading culture, etc.

Based on documents, including the new Federal State Educational Standard and model programs in literature, as well as focusing on the requirements for the competencies of graduates, the following skills can be identified within the framework of semantic reading:

- the ability to understand the goals of reading;
- the ability to choose the type of reading depending on the purpose;
- the ability to extract the necessary information from reading;
- the ability to distinguish between primary and secondary information;
- the ability to freely navigate and differentiate texts of different styles;
- the ability to understand and adequately evaluate linguistic means in texts of different styles, etc.

The main types of reading include introductory, search, study and thoughtful reading. At the higher level, in Russian language and literature lessons, we encounter almost all types of semantic reading.

Scientists distinguish different methods of semantic reading: analytical or systematic, synthetic or interpretative, and critical or evaluative. By the end of stage 2, students should master all of the above methods to one degree or another. At stage 3, graduates and teachers are faced with the task of deepening the competencies formed in both the subject and the meta-subject. It is necessary to form in students the habit of starting reading from the name of the text, if any, reading the preface, table of contents.

The reading process consists of three stages.

The first is the perception of the text, revealing its content and meaning, a kind of decoding, if the general content is composed of individual words, phrases, sentences. In this case, reading includes: viewing, determining the meaning of words, finding correspondences, recognizing facts, analyzing the plot and plot, repeating and retelling.

The second is to make sense of, explain the facts found using existing knowledge and interpret the text. Here is sorting and classifying, explaining and generalizing, distinguishing, comparing and contrasting, grouping, analyzing and summarizing, thinking about the connection with one's own experience, context and conclusions.

The third is to create one's own new meaning, that is, to assimilate the new knowledge acquired as one's own as a result of thinking. Those who stop at the first stage of reading read reproductively, mechanically repeat the content, retell the facts and the plot. Once this was enough for education.

The teacher should teach students to read texts in such a way that while they are reading, the students ask questions and use the questions to highlight the main thing in the text. I recommend using the following questions when working with the text: – Simple questions that require listing some facts); – Clarification (clarifying the meaning of what the interlocutor has just said); – Creative questions force you to form a guess - a forecast, to show imagination; – Evaluative questions: they set the criteria for evaluating certain phenomena. I will give an example of working with the text. The third stage. The post-text stage. This stage is aimed at using the text situation as a support for the content of the speech to develop oral and written speech skills. I will give examples: Prove that... In which sentence does the main idea of the text express itself? Tell the text from the point of view of the main character; Come up with a new ending for the text; Write a text in a different genre. Work at the post-text stage forms cognitive learning skills in students. Semantic reading is aimed at the ability to understand and prove the text. One of the main methods of developing reading literacy is a strategic approach to teaching, semantic reading allows you to fully use the technology of semantic reading in Russian language and literature lessons in primary grades. In literature lessons in grades 5-6, when working with a text, children divide it into parts and name each. They get small texts. Based on these mini-theses, the theses compose a message, retell paragraphs, find the main idea of the author based on the works read, conduct quizzes, crosswords - this creates interest in reading. If you do not pay attention to the word, you cannot understand the text; I divide vocabulary work in the lesson into three types: – Working with unfamiliar words – Working with key words – Working with words and images. I teach students to independently identify incomprehensible words in the text and determine their meaning, preferably with the help of an explanatory dictionary.

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