

HOMework RELATED TO READING THE TEXT

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Abstract: In this article, the content of homework related to text reading in elementary school students, their didactic potential in developing reading literacy in students is commented. Methodical recommendations on the organization of tasks to be given at home in connection with reading the text are presented.

Keywords: Elementary education, reading literacy, homework, reading techniques, state educational standards, independent work, teacher-student collaboration, effective outcomes.

Literacy reading includes a range of learning activities in primary language and reading literacy classes. Usually, vocabulary work is done before reading the text, but in the absence of a special educational dictionary, this work is organized by the teacher, therefore, homework is not given on the content of reading with the help of a dictionary. When the main work is reading the text, working on the text, it is necessary to focus separately on the following types of work performed at this stage:

- training on text reading technique;
- expressive reading of the text (tale, poem, etc.);
- memorizing the text (tale, poem);
- understanding the content of the text;
- performing questions and tasks related to the text (finding headings, dividing the text into parts, etc.);

It should be noted that reading the text is initially focused on mastering the reading technique. It is possible to form reading literacy by making work on reading techniques one of the important stages of lessons: students can achieve reading fluency, average speed, expressiveness only through repeated reading exercises. Therefore, it is necessary to continue the work on reading technique started in class at home. There are reasons for this.

So, what works on reading and reading techniques? The answer is obvious: reading the text aloud or in a low voice has its own educational goals and objectives. These goals and objectives are defined as follows:

- the text is initially read verbatim in the 1st and, partially, the 2nd grades, gradually moving to syntagmatic (fluent) reading;
- the text is read at a certain speed (very slowly, slowly, at a normal speed, quickly);
- is read without expression and with expression.

In the 1st and partly in the 2nd grade, sounding out the text forms a separate educational unit. Here, the following opinion of M. Vahidov is worthy of attention: "A child does not just start reading as soon as he goes to school, he learns all the letters hundreds of times until he learns to read. Then, during the reading activity, he perceives each individual word consisting of several letters several hundred times. In this way, conditional reflexes (associations, connections) in the form of dynamic

stereotypes gradually appear in them in relation to each word. Therefore, later, when reading skills are developed, the child will read every word as soon as he sees it.¹.

Syntagmatic reading has a special place in the text reading technique. In order to acquire such a study, it is necessary to provide students with relevant knowledge, skills and competencies. Syntagmatic reading is when certain words in a sentence are read without interruption. For example, in the sentence in the form of poetic verses "A bush of apricots blossomed white in front of my window" the following words are said continuously: in front of my window; a bunch of apricots; it blossomed white. Three syntagms are distinguished here. When the words are read without dividing them into syntagms, each word is read individually, that is, with a short pause after each. Such reading lacks expressiveness and fluency. It is difficult to understand such a speech.

When several (more than 2-3) words are combined into a syntagma, without a pause between them: they are pronounced as one word (meaningful parts are pronounced syntagmatically without a pause, so there are small pauses between these syntagmas) . For example: in front of my window; one-eyed; turned white and blossomed. It is as if three long words were spoken. There is no pause between the words combined into one phrase, but small pauses are made between phrases.

Large stops are made between sentences in the text, small stops are made between syntagms, and large stops are made between sentences. Accordingly, students should be taught to follow short and long stops, two and three words read without a stop, and a short stop between groups of words read without a stop. To do this, reading with a larger pause between the sentences read in this way should be separated as educational units. This process should start with two-word syntagms in the 1st grade and continue until the 4th grade to reach three-four-word syntagms. In this case it is also necessary to pay attention to the punctuation mark.

In texts, punctuation marks (mainly periods and commas) are used with the aim of demarcating sentences, separating coherent parts of sentences, and compound sentences. Elementary school students first get to know, in this sense, that the period is a means of marking the boundaries of sentences. From the 2nd grade, if there are several words answering the same question in a sentence, they will be separated by commas, they will learn the function of these punctuation marks during reading texts (the comma indicates the tone of counting) practice reading the text knowingly.

In the process of practicing the text reading technique, the following situations are taken as the subject of some exercises:

- to increase the speed of recognizing letters and words, thus striving to acquire the average speed of reading;

- at first two words, then after a certain period of time three and four words combined into a syntagm, reading without stopping in between;

- a word denoting the name of an object, a person, or an event with a word denoting a sign; practice reading by combining the word that answers questions such as who, what, where, from, what did he do, what is he doing, what does he do with a word that answers questions (without stopping) to do;

- longer (but not too long) pauses between sentences;

- reading with a short pause between one sentence (two words spoken without stopping) and the next sentence;

Pronouncing certain words in the text in a conversational style is always under the teacher's attention. Since there is no list of words specific to the style of speaking, work on such words is not carried out in a special way, but they are reminded to the students depending on their occurrence in the text.

¹Vohidua M. Child psychology. - T.: Teacher, 1982. - p. 47. (119 p.)

When giving homework, the homework is planned based on the reinforcement of any of these five different issues that have been worked on in the lesson. The reason is that each of them is considered a separate educational unit and requires sufficient practice. The process of formation of skills and competences is organized repeatedly in many classes.

Reading speed increases steadily in grades 1–4. "In the textbook "Methodology of mother tongue teaching" this issue is explained as follows: Reading speed is defined as the number of words read per minute. In the reading program published in 2005, the speed of reading in the second semester of the 1st grade is 20-25 words (the speed of reading an unfamiliar text is also 20-25 words); 25-30 words at the end of the school year; In the first semester of the 2nd grade, the speed of reading the text is 30-35 words; 40-50 words in the 2nd semester; 60-70 words in the 1st semester of the 3rd grade; 70-80 words in the 2nd semester; In the first semester of the 4th grade, it is defined as 110-130 words without voice, 90-100 words in voice reading"².

Methodist scientist R. Yoldoshev mentions the indicators of reading speed formed in the methodology of foreign language teaching and gives such figures: "When reading at an average (normal) pace, 90-120 words per minute, fast 130 or more words are said in reading"³. The speed of reading without making a sound (internally) is defined as 110-130 words. The following comment of R. Yoldoshev is relevant here: "First of all, reading should be fluent. Fluency is directly related to comprehension speed. Difficulties in understanding the content of the text cause slow reading."⁴. It can be concluded that reading speed cannot be increased simply: students can read quickly only if they can understand the content of the text quickly. In order to increase the speed of reading with understanding of the content of the text, there should be no unfamiliar words and grammatical devices, sentences whose content is difficult to understand. At the same time, the following opinion of R. Yoldoshev cannot be ignored: "According to some Methodists, at a certain stage, the speed of reading by heart is equal to reading aloud. The rate of rote reading alone cannot be controlled in class: it can be judged by the rate at which it is read aloud."⁵.

Finally, we paid attention to R. Yoldoshev's attitude to reading literary works quickly: "Some native language teachers require students to read literary texts aloud as well. This is a completely wrong demand. When a literary text is read aloud, it is read expressively. During expressive reading, words and phrases are spoken with separate tones of voice, as a result, the master of words reads the text at a rate of 60-80 words per minute. Although the speed of 60-80 words per minute is equal to the speed of slow reading, it is qualitatively different from it. The speed can be at the level of 130 words per minute and more only if the literary text is read without expression"⁶.

Expressive reading of the text (tale, poem, etc.) is a serious educational unit. Expressive reading refers to the teacher's explanation of where to raise or lower the voice in the learning material, which word to emphasize, what the tone should be, and the instructions given to the students. It is required to strengthen it with reading exercise. It is better to continue this work at home.

Types of work aimed at memorizing the text (tale, poem) must begin in class. A small memorized text, fairy tale or poem should not be simply told, but should show the aspect of expressiveness with its communicative requirement as a result of learning and mastering. The

²Methodology of teaching mother tongue (textbook for students of the Faculty of Primary Education): |K. Kasimova |, S. Matchonov, H. Gulomova, Sh. Yoldosheva, Sh. Sariyev. — T.: "PUBLISHER", - 2009. - p. 76.

³Yoldoshev RA Methodology of Uzbek language teaching in Russian-language schools: Monograph. - Tashkent: "Science and Technology Center", 2015. - p. 109. (157 pages).

⁴Monograph with the name of Yoldoshev RA, p. 109.

⁵Monograph with the name of Yoldoshev RA, p. 110.

⁶Monograph with the name of Yoldoshev RA, p. 112.

speaker also does not dare to read expressively, speak expressively from memory, without first getting acquainted with the text and its emotional aspects. Therefore, it is better to start learning these things in class and continue at home.

Teaching students to read with comprehension is considered the most difficult educational unit. For example, in the 1st grade textbook⁷Take the following text:

UNTIL THE MATCH

Ancient people did not know how to make fire. Fire was given to them by nature itself. Trees catch fire when lightning strikes. People ran away with burning tree branches. Then they lit a bonfire. A man answered that he would guard the bonfire day and night so that it would not go out. In this way, the bonfire did not go out for months and years.

Later, people invented matches. It is very easy to start a fire now. But does everyone know the safety rules?!

From the book "Adventure of Inventions".

Some words used in this text (lightning, fire, night and day, guard, respond, thus, later, invent, security), word forms (unknown, lightning struck, does not fall and others) makes it difficult to understand the content. Children cannot read text fluently until these language units are understood.

Working on questions and tasks related to the understanding of the content of the text means achieving the intended goal by encouraging students to think about the text given in the textbook, to think independently, and to use their personal life experience. If the questions and tasks in the textbook are not relevant to the content of the text, then the activation of the teacher is assumed. If the work on questions and assignments is organized orally, their written completion can be assigned as homework.

When the teacher is planning the task, the intended purpose should be known, the capabilities of the students should be taken into account in the process of completing the tasks. A teacher who has learned which aspects of this work, which began with the students' activity in the class, is weak, can correctly determine the task to be given at home. Sometimes the teacher needs to ask the students what aspects of the task have not been completed in the class, they should discuss and ensure the awareness of the children's activities.

Therefore, in the classes of mother tongue and reading literacy, students should be taught the technique of reading the text, work on syntagmatic reading to ensure reading fluency, achieve a reasonable increase in reading speed, and learn to understand the content of the text. Aspects such as teaching, expressive reading of the text create separate educational units and serve as a basis for planning specific homework. In particular, work on text reading speed is a unique educational unit, because the increase in reading speed directly depends on the speed of reading with understanding of the text content.

List of used literature

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- 4.Mother tongue and reading literacy part 2 [Text]: textbook for 1st grade / I. Azimova [et al.]. - Tashkent: Republican Education Center, 2021. - p. 86, 90.

⁷Mother tongue and reading literacy part 2 [Text]: textbook for 1st grade / I. Azimova [et al.]. - Tashkent: Republican Education Center, 2021. - p. 86, 90.