

USING INTERACTIVE METHODS IN PRIMARY GRADE READING LESSONS

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Annotation: This article discusses interactive methods used in reading lessons in primary school, their importance in organizing lessons, innovative technologies introduced into the education system, and their relevance. It also discusses the role of literary education in human development, the important functions of reading lessons in the education and upbringing of students, and in the development of personal qualities in them.

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Primary education is a crucial period in human development. It is the period when the foundation of all knowledge is laid, and the student's ideas about the world and people are formed. Today, changes and qualitative innovations are taking place in all aspects of society, and this process is also reflected in the field of education. The attention paid by our state to education is higher than ever. The introduction of an international assessment system, the use of various innovative technologies, and programs aimed at improving the quality of education - all this is evidence of our opinion.

It is known that reading lessons in primary grades primarily serve to develop independent thinking and personality traits in students. Interactive methods play a special role in awakening such qualities. In reading lessons, it is effective to use interactive methods such as "mental attack" and "6x6" along with logical - conversational, heuristic, research, comparative, inductive, and deductive methods that serve to improve students' morale. The proper organization of primary literary education implies that this process is carried out not by the teacher with the participation of students, but by the students themselves with the participation of the teacher. The conversation method, built on this foundation, is one of the methods that can help improve a student's spirituality, broaden their worldview, acquire knowledge, and ensure logical and independent thinking.

This method should be used when working on the text "Library-Lighthouse" given in the 1st grade "Reading Book" textbook. A child who often goes to the library will certainly know a lot. Because books help to become educated and live a meaningful life. Reading books strengthens memory and increases vocabulary. Books sharpen the mind, expand the imagination. Reading books softens the heart and encourages people to do good. It teaches us to distinguish between good and evil. The library is a haven of light. Because there are so many books here. You will find a variety of books here, suitable for your age and interests. The interesting and meaningful books on the shelves are ready to be shared with you. The following questions can be used in the interview method.

1. What kind of place is a library?
2. Have you joined the school library?
3. Why do we call the library a light house?
4. What are the benefits of reading books?
5. What conclusions did you draw from the text?

Asking such questions helps the reader think and enrich their imagination about the library.

It is effective to organize the story "The Gardener and the Sprout" from the 3rd grade "Reading Literacy" book based on the comparison method. Initially, the story is read by the teacher or student using the expressive reading method.

Once upon a time, there was a gardener and his wife. They had an only child, and they were very naughty. When the gardener would scold his child, his wife would intervene and say, "Leave him alone, he'll come to his senses when he grows up."

The gardener tried to explain to his wife that her words were wrong: he planted two identical plants in the garden, fertilized them with the same fertilizer, and tended them. But he cut off the extra branches of one of the plants, but left the other one alone.

Years passed, and the time came for the saplings to grow into trees and bear fruit. The sapling whose branches had been pruned was a tall and beautiful tree, bearing many fruits. The branches of the sapling that had not been pruned spread out in all directions, curving and becoming a single tree. Dastlab sinf kichik guruhlarga bo'linadi.

The teacher should prepare an exhibition in advance with two different images of a tree. It is advisable to carry out the comparison method based on the following tasks.

1. Compare the seedlings that the gardener planted in the ground, did you notice any differences?
2. Pay attention to the gardener's care for the seedlings and express your opinion.
3. Pay attention to the state of seedlings during the period of their transformation into trees, what differences did you notice?
4. Can we compare human life to these trees?
5. What do you think is the means of maintenance in your life?
6. Based on your observations, compare the people you admire to a fruitful tree.

It is appropriate to address younger students based on the above questions. In the comparative method of literary education of lower grades, the priority is not to impart knowledge, but to strengthen the knowledge and acquired qualities in students, to express their feelings, to express them in words, to justify them, and to be able to stand up for their own opinions.

The teacher is required to anticipate the students' mood after the first question, and, feeling that the question is understandable, to redirect the comparison in new directions.

One of the leading, tried-and-tested, modern approaches today is the 4K model. In particular, textbooks for grades 1-4 have been newly created based on the "4K" model. If the prose and poetry works given in textbooks are studied based on this model, each lesson will be extremely useful for the student and purposeful for the teacher. The 4K model is explained as follows.

Communication - the ability to engage in conversation, answer questions, describe a situation, write an essay, or a short story.

Critical thinking - objective assessment of the situation, analysis, synthesis, ability to distinguish the necessary information, accepting the opinions of others, logically approaching issues, drawing conclusions. (Can be implemented using the Yes-No, Sinkwain, Cluster, Fish Skeleton, Insert methods.)

Cooperation-collaboration (cooperation) - the ability to work in pairs, small and large groups)

Creativity is an activity that in some way contributes to the creation of something new and useful, and is the most necessary tool for the creation of something new, such as physical discoveries.

The story "Map" by N. Norqobil is included in the 4th grade "Reading Book" textbook. The text of the story is divided into two parts in the textbook. From this it can

be understood that both parts are studied and analyzed in separate lessons. The main characters of the story: Samad and Rasul. Due to Rasul's poor mastery of the lessons, his teacher assigns Samad to help him with his homework. Through these assignments in the story, students understand that helping each other and serving the well-being of the class is not only the teacher's duty, but also the duty of advanced students. On this occasion, it is necessary to remember our great grandfathers, to mention their services in raising the spirituality of our people, and at the same time to emphasize that it is selfless for students to help each other in learning. This can be instilled in the minds of students by visiting Samad's house and encouraging him to complete the task.

Throughout the story, emphasis is placed on the maps drawn by Samad and Rasul, and it is worth noting the image of the Homeland mentioned in them.

1. What do you think about the teacher calling the village a "small homeland"? What do you think is the "Big Homeland"? How did you define it?
2. What are the differences between the two Homelands drawn by Samad and Rasul? It is necessary to ask questions aimed at the student's independent thinking, such as.

The lesson continues in this way, and the conversation between Samad and Rasul can be considered communication, Rasul's critical opinion on the map drawn by Samad can be considered critical, and the new map he drew based on his own thinking, reflecting the image of the Motherland, can be considered creativity. The most important thing is that all of this took place on the basis of cooperation.

Reading lessons emphasize students' critical thinking and the ability to express themselves freely. These methods are aimed at the comprehensive development of children and include four key competencies.

Collaboration – refers to the use of methods in reading lessons that help students develop their ability to work in teams. This helps students learn the skills of cooperation, effective exchange of ideas, and mutual support.

Communicative – aims to develop students' ability to communicate with others. Students learn to express their thoughts clearly and concisely, listen to and understand the interlocutor, and effectively use language tools to convey information.

Creative Thinking – develops the ability to think creatively and innovate through small works of art. Students learn to use new approaches to achieve their goals, develop innovative solutions, and acquire creative problem-solving skills.

Critical thinking – this methodology involves developing students' skills in critically evaluating information and forming their own opinions and judgments.

Another new approach that is being introduced into the education system today is STEAM. It is a logical result of combining theory and practice. The main difference of the STEAM approach is that children use both their brains and their hands to successfully learn various subjects. They “learn” the knowledge they receive on their own.

STEAM was developed in America. As a result of some graduates taking into account their abilities and deciding to combine subjects such as science, technology, engineering and mathematics, the STEM system (Science, Technology, Engineering and Mathematics) was created, and later Art was added, and STEAM was formed in this way.

While the main goal of traditional education is to teach knowledge and use that knowledge to think and create, the STEAM approach teaches us to combine the knowledge we have acquired with real-world skills. This gives schoolchildren the opportunity not only to have some ideas, but also to apply and implement them in practice, which means that only knowledge that can be used in reality is valuable.

The methods and techniques used in the process of studying prose and poetry in primary school reading lessons are significant in that they are aimed at the comprehensive development of the young generation, who are the owners of our future, and the formation of the skills necessary for successful adaptation to modern society.

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