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Research Article

CONSIDERING COMPREHENSION AS A SPEAKING SKILL IN PRIMARY EDUCATION

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ABSTRACT

New pedagogical technologies used in primary education serve to develop skills and competencies necessary for life. In fact, education should be an integral part of real life, teaching processes should prepare the learner for all aspects of life and professional activity. Each academic subject serves to form one common competence. In particular, in language education, preparing the learner to read, listen, understand, speak and write has become the content of education as a great social necessity. A person learns and assimilates existence through the sense organs, but the understanding associated with perception is not studied separately as a skill and competence.

KEYWORDS

Review, skill, skill, competence, perception, analytical thinking, listening comprehension, speaking, observation, look, compare, estimate, educational tasks, question, didactics, methodology, generality, specificity, essence, phenomenon, pragmatic approach, assessment.

INTRODUCTION

In the practice of world pedagogy, understanding is not distinguished as a skill or competence. Part of it is assessed as part of reading comprehension skills in language education. It mainly focuses on

understanding pictures, videos and audiovisual materials. In international pedagogy, visual understanding (understanding vision) does not exist as a separate competence. At the same time,

visualizing information, analyzing and understanding visual information, and using visual tools and methods to communicate information can be considered as additional skills or abilities. It is used in areas such as design, marketing, data analysis and presentation preparation. Visual comprehension is the ability to analyze and interpret information presented visually, such as pictures, diagrams, graphs, etc. People with high visual perception skills have the ability to recognize and analyze visual elements, identify relationships, and draw information and conclusions from the information presented. This competence is especially important in fields such as design, media, marketing, advertising and art. Let's clarify the concept of visual literacy at this point: Visual literacy is the ability to understand the whole range of visual information - actually "reading", evaluating and asking questions or analyzing the literal and intended meaning of visual elements. This also applies to the effective use of images to convey meaning. Like oral and written speech, visual language has receptive and expressive elements, but reading comprehension is not developed or assessed as a skill in continuing education. Visual literacy also explores video visual context mixed with verbal information. Comprehension of seeing and understanding teaches understanding, correct analysis and description of objects, situations, processes and activities that can only be seen and understood in human social life.

Competency of review and understanding is the activity of the learner to review and understand the situation, subject, process, analyze and

express his own conclusion. This means not only pictures and video materials, but the whole subject, situation, process and activity that the student will face in the future life. Also, in the dual education system aimed at preparing the requirements for the profession, it will be possible to evaluate their skills and qualifications based on studying the production processes along with the lessons . The development of the mechanism of transformation of the skill of understanding into skills and competence is one of the important pedagogical and methodical problems that must be solved today.

Comprehension skills are studied in connection with visual literacy in world pedagogy. According to Jamal Ryan, "The assimilation of information from visual formats is defined as visual learning. Students understand the information in the classroom better because they can see it. Visual information is presented in various formats such as images, flowcharts, diagrams, simulations, graphics, cartoons, coloring books, slide shows/presentations, posters, movies, games and videos . A teacher can use the above formats to display large amounts of information. According to research, students remember information better when it is presented visually and verbally. Visual learning helps students of all ages perform better on assignments and achieve academic success, as well as helping students develop visual thinking, which allows them to better understand and remember information by connecting ideas, words, and concepts.

Also, in problem-based learning, it leads to the development of higher-level thinking skills and

creates teamwork skills in students. In fact, solving problems requires two skills: analytical and creative. Analytical or logical thinking skills use critical thinking and help the thinker to choose the best. In general, this approach, visual learning environment based on information and communication technologies, is of great importance in improving students' practical skills. . O'Neill: "Picture books tell a story with words as well as pictures . The picture interacts with the word, and the technical elements of illustration—color, line, shape, and composition—work to create and enhance the story. Sometimes by simply adding descriptions of characters and settings, and sometimes by explaining the accuracy of the text with sarcasm or additional information, it provides important clues to the understanding of the pictures in the picture books. Audio, video materials, illustrated books and albums cannot be the object of viewing and understanding if they have elements of verbal explanation and interpretation. Education should teach the student to see and understand things, situations, processes and activities that cannot be read and heard, and develop a system for evaluating the acquired knowledge, skills and abilities, and take them into account in the state educational standards.

F.I.Buslaev writes: "the first and most important thing is to develop the practical ability to understand what is expressed by speech forms and to use them correctly, that is, as educated people say, through oral and written exercises, the student can easily learn the speech forms characteristic of conversation and writing. we

form the skill of understanding . "It is neither possible nor necessary to teach a high school student all the linguistic knowledge accumulated by mankind over the centuries. Therefore, choosing the most necessary knowledge from the mother tongue is one of the main issues. The question of how to acquire the necessary knowledge should also be decided. The student absorbs existence and knowledge by listening, reading and seeing.

The main criterion for choosing knowledge from the mother tongue is its level of usefulness and practical application. We understand useful knowledge from the mother tongue as knowledge that serves to form the skills of children's literate writing, creative thinking, correct and fluent expression of the product of thought in oral and written forms in accordance with the speech conditions, and ensures their education and development in the spirit of high human qualities.

In the first years of independence, systematic studies were conducted on the selection of educational materials, which are the basis for the creation of educational tasks, and the determination of the purpose and content of mother tongue education. In particular, Doctor of Pedagogical Sciences, Professor R. Safarova's emphasis in the 90s that the development of communicative skills and competences is the main task of mother tongue education, in particular, educational assignments, as well as the issue of assessment, in the conditions of the national revival of the Uzbek language in Uzbekistan as both the mother tongue and the state language. it should be noted that he

researched important issues related to education . In this case, it is appropriate to pay attention to the formation of the skill of observation and the development of the skill of observation.

The following tasks should be carried out in elementary grades to develop the ability to read and understand:

T/r Stages of teaching comprehension in primary education As a result

1. Teaching students to see objects in the picture Can see the whole picture.
2. Teaching to understand the situation Learns to assess the situation.
3. Teaching to see and understand the process Learns to evaluate the process.
4. Teaching to see and understand the activity Learns to evaluate performance.
5. Teaching logical thinking and conclusion Learns to make correct conclusions based on what he sees.

Sh.Yusupova's doctoral thesis conducts research on the scientific-methodical basis of the development of students' thinking in the current Uzbek literary language classes, while developing the scientific-methodical basis of the development of students' thinking in mother tongue education, he also pays special attention to educational tasks that develop thinking. While forming the ability to see and understand, the student develops logical thinking on his own.

Kh. Muhiddinova carried out significant work in systematizing, ensuring the integrity and continuity of the education of the Uzbek language as the state language. In particular, it has been improving educational tasks based on the principle of continuity for the continuous education system. Q. Husanboeva's opinion on teaching independent thinking and thinking development is the most correct approach. Because in mother tongue education, especially in controlling the exercises performed in the classroom, it is important that the teacher directly sets an example in the development of students' literary pronunciation skills in the necessary places. In addition, the independent thinking and problem-based learning approaches developed by the scientist for literary education help to properly formulate educational tasks in mother tongue education.

Australian scientist Jack Richards was specially engaged in methodical, psychological-pedagogical research of educational tasks in the field of international pedagogy, especially language didactics . It should be noted that in its time western pedagogy focused on practicality . The first pragmatic ideas were the American philosopher and pedagogue D. Developed by Dewey .

The following comments of N. Mahmudov are particularly noteworthy: "In any language education, it is impossible to ignore the knowledge of language styles. Knowledge of language structure is essential for learning a language, knowledge in this regard is the basis. However, it is difficult to say that knowing the

language is complete if the skills of how to use these construction units and how to apply them directly in speech have not been formed .

In fact, mother tongue, national words are the basis of intellectual development and understanding of the world. It is very important to take care of the timely development of the student's speech, to pay attention to his literacy. The more rich and logical a student's speech is, the easier it is for him to express his thoughts, the wider his ability to understand the world and existence, the more students can engage in meaningful and full-fledged communication with peers or adults in various speech situations, and the more active their thinking is in development.

The most important issue today is to bring education closer to life, to strengthen its practical importance. The linguistic landscape of the world and national cultures are formed in the student's thinking through the mother tongue. If the mother tongue is taught as a value and not as a mere subject, students will develop self-reflection and national pride. Then students will be more interested in learning their mother tongue. Students should learn the national mentality, life, and cultural heritage of the nation through the mother tongue. Of course, this is done through the development of educational tasks of a pragmatic nature. In mother tongue classes, students learn the rules of the language based on questions and assignments. The sentences and texts given in the exercise serve to increase the student's vocabulary, but how to work on them remains a problem. In the native language classes, not only comprehension, understanding, speaking, writing

essays are taught, but they are also convinced that the native language is a living and natural language if they are directed to the educational literature through tasks that develop the skill of viewing and understanding.

Activation of work on the introduction of innovative approaches to the teaching of the mother tongue through educational tasks; improvement of scientific, methodical, psychological and pedagogical support system development for mother tongue teaching; Attracting the latest achievements of ethnolinguistics to the educational process is one of the important tasks of today.

If instructional tasks are properly used in native language classes, and students are properly guided through tasks to work with information, resourcefulness is not a problem in the information technology age. Now is the time to train knowledgeable students. The demand of today's era is to educate students who know and learn. In this case, the development of the ability to see and understand will be extremely necessary.

Speech skills are formed by mastering 4 main types of speech activity: reading, listening, speaking and writing, and the ability of students to independently apply the knowledge acquired during the period of learning a second language in practical speech activity helps to form speech competence. According to I.A.Zimnyaya, "competency is the achievement of high perfection of actions as a result of exercises and the automation of speech processes . " In this

sense, it is necessary to use exercises effectively in the matter of review. After all, any skill and competence is mastered through repetition-based exercises.

COMPREHENSION is not only a speaking skill, but also a means of knowledge, learning and formation of professional skills in other subjects.

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