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SJIF IMPACT FACTOR (2022: 5.636) (2023: 6.741) (2024: 7.874)

OCLC - 1368736135













Website: Journal http://sciencebring.co m/index.php/ijasr

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Research Article

TEACHING TASKS FOR THE DEVELOPMENT OF READING AND LISTENING COMPREHENSION SKILLS IN PRIMARY **EDUCATION**

Submission Date: June 20, 2024, Accepted Date: June 25, 2024,

Published Date: June 30, 2024

Crossref doi: https://doi.org/10.37547/ijasr-04-06-22

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ABSTRACT

The article describes the use of educational tasks in elementary grades, opinions on their classification and description, analytical study of the assignment, types, functions of educational tasks, changes in the theory of educational tasks, reactions to new approaches, and approaches to the achievements and shortcomings of educational tasks from textbooks.

KEYWORDS

Primary education, mother tongue, exercise, task, question, types of educational tasks, new generation textbooks, text, vocabulary, skills, competence, knowledge, international experience.

INTRODUCTION

As the modern teaching methodology demands the formation of 21st century skills in pupils and students, it means that educational assignments should also be adapted to this demand immediately. In the teaching of the Uzbek language as a mother tongue and a state language, as well as a second language, educational assignments use questions and assignments designed according to the sample. In fact, each question, each task should be developed based on

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carefully thought out criteria. The most disadvantageous of the aspect existing educational tasks is that they do not correspond to the modern evaluation system. Each activity is designed to develop a specific skill competency.

METHODOLOGY

The current state educational standards of general secondary and secondary special, vocational education contain qualification requirements that must be obtained by graduates of general secondary and secondary special, vocational educational institutions in the subject of the mother tongue [1; 54.p.], which are subjectrelated competencies given by:

- 1) speech competence (listening, speaking, reading and writing).
- 2) linguistic competence (linguistic knowledge).
- Sh. Abdurayimov: "... from mother tongue education main the goal is students speech Linguistic qualifications development competences while speech of qualifications development, right formation for tool as service does People between thought exchange speech communication in the form of done increases .

From psycholinguistic studies As you know, communication coding and decoding process based on This the process right done increase for possessed to call competences " speech competence". can In this sense, speech competences - oral or written way expressed speech understanding , understanding perception to do and the idea oral or written in the form to the listener understandable way to express qualifications. He listened understand, read understand, write and speaking of qualifications consists of ", states that [2; 19.p.].

A teacher cannot eliminate all difficulties related to reading comprehension. The teacher should help them to make this task easy and interesting. It should take into account the following three factors that can ensure the development of listening skills:

- 1. Pronunciation or tone.
- 2. The content of the material recommended for listening
- 3. The form of the material and the conditions mentioned.

Listening comprehension is possible if the teacher uses the material mastered by the

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students. However, this does not completely eliminate difficulties in listening. The content of the material also affects comprehension. The topic of the message should be within the comprehension powers of the readers. Difficulties should be explained (proper names, geographical names, terminology, etc.)

Descriptions are more complex than narratives. It is very important that students are ready to understand and understand this. The title of the story can be helpful in understanding the main ideas of the text. A monologue is easier. It is better to focus on this in mother tongue classes as much as possible.

Expressive conditions are of great importance: speed of speech, several decompositions of the material. Students should be taught to listen to the text at the same time. However, sometimes understand 70% they may only information, or even less. so a second presentation may be helpful. The presence or absence of a speaker is also an important factor.

We cannot say that all tasks given in the textbooks are aimed at developing listening comprehension, speaking, reading comprehension, and writing Therefore, there is a need for literacy.

recommendations based theoretical on framework and statistical analysis on what task to use for formative assessment in mother tongue education. This the issue is that of native Methodists in front of the solution waiting current from problems [2].

The teacher uses these methods to develop listening skills.

- 1. Teaching in a special classroom gives the teacher the ability to listen in the use of language as a means of communication in creating a favorable environment for students to acquire speaking skills.
- 2. The teacher uses more speaking exercises in school to develop listening comprehension. There are also the following types of exercise. Types of exercises according to the sequence of execution propaedeutic, illustrative, fixation, repetitive, summarizing, creative; types of exercises according to the nature of mental activity analytical, synthetic, analytical-synthetic exercises and the leading performance method oral, written, mixed exercises [3].

Instructions for organizing listening activities.

1. Listening to texts

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Informal conversation. The texts selected for listening should not be prepared in advance and should be based on one speech. Speaker view; direct interaction between speaker and listener. The fact is that in most cases audio recordings of listening exercises are used. If you yourself have created texts for students to listen to, this is useful for students. The use of video materials also positively contributes to increasing the effectiveness of the lesson.

2. Listening to the assignment

Assumptions. Readers need a preconceived idea of the type of text they will hear. Thus, listening to the instructional claim... "less useful, something like:" you hear a husband and wife discussing their plans for the summer... "facts, episodes, events, etc.) and helps to understand them.

The goal. In addition, the purpose of listening should be ensured by setting a predetermined task that must elicit clearly visible or audible responses. So instead of just talking, give instructions like "listen and understand...": "listening and finding out where the family is going for summer vacation is easier and more natural than trying to understand everything.

The current response from the listener. Finally, the task should typically include intermittent response while listening; students need to respond to the information they hear so that they don't have to wait until the end.

DISCUSSION

Before the students are invited to listen to the text, the teacher must make sure that all the words are familiar to the students. If there are any important ones, the teacher introduces them in advance (the words on the board in the order in which they appear in the text). Then the teacher should focus his students' attention on what they are listening to. This will stimulate their thinking and help them understand the text.

Primary stimulus tasks that encourage student attention:

- 1. Try to understand the main idea.
- 2. Make a plan for the story.
- 3. Try to finish the story.

Images can be understood. After listening, the teacher can ask questions; commenting on the text for students to agree or disagree with them.

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Listening to both types is especially important because it provides a great opportunity to hear different voices from teachers, allows students to develop good habits as a spoken language, and improves their pronunciation.

1. Public listening (the teacher invites the students to choose what they are listening to and for fun and to improve the general language).

Mass audiences are usually located outside the classroom, and material for extensive listening is found in a variety of sources (various books, songs, accompanying videotapes).

Intensive listening reveals the material on the disc. Materials are used at various stages in the main sourcing process.

Types of listening activities

1. There is no clear answer.

Readers don't have to do anything in response to the audio.

Stories. Telling an anecdote or true anecdote, retelling a famous story, reading a story from a book; or recording a story. If the story is well chosen, the readers can hear and enjoy them.

Entertainment movies, theater, videos. Like stories, if the content is really interesting (interesting, stimulating, humorous, dramatic), students will be motivated to try to understand without the need for further assignments.

2. Short answers.

Obey instructions. Students perform actions in response to commands, or draw a shape or picture.

Error detection. The teacher tells a story or description of what the class knows, but with intentional errors or inconsistencies. Listeners raise their hands when they hear an incorrect word or sentence.

Prediction. The teacher gives a brief verbal description of a person, place, thing, action, or what; students write down what they think.

3. Longer answers

Answer the questions. One or more questions that require a very complete answer are asked in advance, giving answer(s) to listen to the text. Because of the relative length of the responses being asked, they are most convenient in writing.

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Aggregation. Students write down what they hear. A long space remains at the beginning, middle, or end of the text; students write their guesses.

4. Extended answers

Here, general skills such as long reading, writing or listening are formed as one activity. The problem is stated verbally; students discuss how to approach it and/or write a proposed solution. An excerpt from a monologue is presented, without previous information; listeners try to guess things from words, types of voices, subtle evidence of what is happening. At a more advanced level, a piece of literature that can be read aloud (eg poems) can be discussed and analyzed.

The incentives that a teacher can use to develop speaking skills are often weak and artificial. There should be situations when students want to tell someone about something, explain something and prove something to someone (situationalcommunicative approach).

RESULT

In teaching the four skills (listening, speaking, reading, and writing), teaching intuitive speaking

is the most important. Even in international language teaching experiences, language learners first need to learn to speak. There is an aspiration to have proper, literate writing skills as one knows how to speak one's mother tongue to some extent.

It is important to work on the text, read and understand texts, and achieve reading literacy in mother tongue classes. Below is a sample assignment (in Latin alphabet) that guides the development of reading comprehension skills:

Task 1. Text inside you read it and to questions thinking seeing answer give

To the father obedience to do need

One Monkey Ir child with lived Sometimes the youngest himself with out take come out, sometimes at home alone would leave Monkey while yet himself from enemies protection to do did n't know From the days one day father to him the door never to whom that he won't open it let 's appoint looking for out is gone

Kenjavoy at home sitting down bored From the window he watched outside. That's it around walked cunning Fox him seeing want to eat it

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happened His father whether he is at home or not to know for his to the front come:

- I am your father my friend, him what he saw I came Calling send," he said.
- My father we are take came to the market gone
- Understandable , soon come if left need Him inside I'll wait, open the door.
- Of this possible no My father, in my absence never to whom the door do n't open it assigned.
- Your father to you if he does n't believe such "He wouldn't do it," he said Fox To Kenjatoy in love looking
- He believes , but I still don't I'm small .
- Oh, poor thing, you are very simple you are. Your father is fine when you see outside interesting, wonderful from life would you separate? To the street come out, friends you will get it, to your heart liked the game you play After all, yours too own your desire with work to catch , yourself as far as I know to live you have the right !
- That's right you tell me , uncle ," he sighed monkey

- Now me inside do you enter
- Of course, now the door I open

Monkey the door wants to open it happened But the door could not open it.

- The door open "I can't take it ," said the window next to back come
- Then the door from outside i break
- No , it is Don't do it , my father angry comes out
- Angry it won't come out, after all, it's mine my friend!

Fox the door to break movement did, but eplay didn't get it. From this hard he is angry. Because easy to the hand input possible has been from the prey leaving so! Fox to the monkey in love drooling as he watched flowing is gone

- Uncle, why? to me such are you looking trembling inside come in asked Monkey-like.
- You are fine what i saw for . the door open I didn't get it, from the window jump stay, I'll turn you around.

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- I can't go out, father they hit

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- Father again about are you talking On the street you are fun, happiness waiting is standing Can you sit down? to the old men like -a- ab? you myself the eye like a pupil caution i do

Monkey his to his words believing from the window wants to jump it happened Right now father come saying: " My child, that's it don't do it! Someone melt broken will remain," he said. His voice heard Fox hooray ran away Kenjatoy while his followed by: " Uncle, father came, what? for Are you running away?" shouted.

- What for from the window wants to jump have you been - Monkey asked his son.
- That's it your friend with I wanted to play.

He is mine my friend not yours your uncle too not He is a predator Fox. He wants to eat you was

- No, he is very kind, isn't he?!
- At a glance so You still friend with the enemy you can't separate. That 's why I to you out that you don't go out I appointed If not from you separated I would stay, - said the man to the bosom pressed Father Monkey.

Lesson: Parents to children kind if too often they do does n't know Child to father obedience to do it is necessary Dear boy! Father or your mother the house to you leave and go out gone if so, strangers for the door do not open To parents obedience to do always to the good take will come

Task 1. Answer the following listening comprehension questions:

- 1. What words were unclear when choosing the text?
- 2. What did you think?
- 3. What is the most important place for you?
- What would you do? 4.
- 2. Try to understand the meaning of wisdom. Similarly, write an aphorism or proverb. Explain how the highlighted letters are different from others.

Too much anger breeds cruelty, and untimely grace destroys reputation.

Aburayhan Beruni

The leading activity that provides the main mental neoplasms in preschool age is the game. According to A. Wenger, the game by its nature is a free type of joint activity. "It is for children to unite with each other on their own initiative, to

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determine a play area for themselves, to divide the relevant roles, to perform game actions, to develop the content of the game"[4]. However, when the child comes to school, these important conditions for free activity established in the previous preschool period cannot be strengthened and developed. The teacher himself determines the educational goals in the lesson, determines the content and sequence of its development, evaluates the educational success of the children himself. The traditional paradigm of elementary education is characterized by all students in a class doing the same thing at the same time. The use of situations of free choice in the educational process helps to overcome excessive monopolization of the main components of free activity by the teacher.

Practical experience shows that the development of this form of educational work by a child has certain laws. In order to determine the features of the methodology of creating situations of free choice of educational tasks, the analysis of the difficulties experienced by young schoolchildren at different stages of mastering this form of educational work will reveal the essence of the matter.

At the first stage, the children mastered the forms submitting educational tasks that are unfamiliar to them, at the next stage, the teacher directs the children to think and pre-select the section that will perform the tasks for them. This is greatly helped by the work done at the previous stage: all tasks are performed on the board, in front of the students.

Nevertheless, classroom observations show that not all first-graders can freely choose one of the assignment sections. Some of them start consulting with their neighbors. It is either very easy for the child to choose an educational task that does not correspond to his real capabilities, or, on the contrary, it is very difficult.

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