



CHANGES IN THE PROCESS OF THE THIRD RENAISSANCE TO INCREASE THE LEVEL OF LITERACY MADE TODAY'S BIG CHANGE IN THE LIFE OF STUDENTS

Kokandbaeva Shakhnozabonu Ikhtiyorjon Kizi

Andijan State University Pedagogical Institute Primary Education and Pre-School Education
And The Faculty of Language Teaching Methods Primary Education 104-Group Student

Annotation

This article is one of the important changes aimed at increasing the literacy of children, which is the basis of the third Renaissance - the textbooks of the 1st grade students in their native language, textbooks by the Ministry of State Education the book "Mother tongue and growth is literate" was transformed into a single book. This change is about whether or not students are comfortable with the learning process.

Keywords: book, reading, mother tongue, renaissance, literacy, education, development, homework, incentive tool, development tool, stories, poems, pedagogy, new thinking.

Introduction

The level of growth of our rapidly developing country today is directly related to the education of the younger generation. How well a child is educated depends on the teaching method of the time.

Dozens of decrees and resolutions adopted by the state to further develop our spiritual life, including the organization of educational work in accordance with modern requirements, the improvement of culture, art and literature, the culture of reading, directly contribute to the development of the Uzbek language.

In this regard, the creation of new curricula, the publication of textbooks and manuals, brochures and monographs, scientific conferences, the current state of the Uzbek language in the media and initiatives are very important.

We all know that children are the foundation of our country, the founders and participants of the Third Renaissance. Who will build the Third Renaissance? Of course young people! Textbooks have been developed by the Ministries of State Education to educate students who are thirsty for knowledge and to help them reach the level of a great person in the future.

This manual has been changed from textbooks to mother tongue and textbooks to a single book, Mother Tongue and Reading Literacy. During the Third Renaissance, this change became an important change in the lives of students, that is, in the lives of primary school students.

After completing the alphabet book, the 1st grader was learning his native language and reading books. These 2 textbooks were taught for 2 hours and now last for 1 hour as "Mother Tongue and Reading Literacy". The information and topics of the new textbook are completely different from the previous textbook.



For the first time in a previous native language textbook, students learned about the letters and sounds. They talked about the difference between sounds and letters, their functions, lexical and grammatical forms and their division into groups.

They did exercises on the topic and found answers to the questions asked. The exercises are structured in the form of a variety of texts, stories, poems and sayings. The main theme of the new textbook is "Me, you, him and them", ie "Pronouns". The newly developed textbook also has exercises and questions on the topic, but there is no difference. As an exercise, the story of Hashimjon's family in Khudoiberdi Tokhtaboyev's "Riding the Yellow Giant" was taken. Repeated questions and assignments were given on the story. The purpose of taking this story is to help students differentiate and remember almost all the rhymes of personality, questioning, identity, suspicion, almost all of the rhymes involved in the story as they read it over and over again.

It is a puzzling situation for students to cover the topic of rhymes when they do not yet know the letters and sounds. It may be more difficult for a child to learn, read and master the subject of rhymes without knowing how to form the letters and sounds involved in the rhymes he is learning, how to divide them into groups and how to differentiate words.

If students were the first to learn about Sounds and Letters, while studying the topic of "Pronouns", he would have analyzed the letters and sounds involved in the diamonds, albeit imaginatively. He even removed the rules on native language topics from the new textbook. But the exercises that students need to do are both notebooks and listening comprehension exercises, all of which are new.

In the previous textbook, the child may become bored and confused. Because the themes given are different from the themes of the poems and stories. For example, the first poem given began with Polat Momin's poem "Vatan bu", followed by a story and poems about the homeland, poems about water and winter and a poem about the homeland. In the new textbook, it is produced in an ordered form.

The 1st grader tries to live and imitate the world of animals, birds, and plants to the heroes of fairy tales, stories, cartoons and other sources rather than real life. The new textbook is structured in a similar way, with pictures drawn on the dice pages of the book.

The reason why the book is in such a way is that when the child sees the hero he loves or when he hears about it, the child's mood rises, the child is given aesthetic pleasure.

When a child is in a good mood, his interest in life, in this source, increases. The number of words read in the textbook was also removed. When reading a book, it is important to understand it, not the speed of reading.

Another important change was the removal of homework from the textbook. This means that the student and the teacher spend a lot of time together. When students were given a task, they prepared it without realizing it. Even the teacher would not have had time to check the tasks. If he had checked the task, the new topic would not have been completed. The student would not know whether the homework was right or wrong.

Even if the child did the wrong thing, he would still be able to absorb it. Another important reason for not being given homework was that a lower grade student was supposed to have more rest at home when he got tired of lessons.



In addition, the practice of setting quarterly grades for the textbook "Mother Tongue and Reading Literacy" on the basis of daily grades and annual grades on a quarterly basis was abolished.

The Republican Education Center said price should be seen as a means of development, not a tool of punishment or incentive. It was recommended to stop intimidating children with grades, not to give them as low a grade as possible, and not to evaluate them until they have completed the task with a good grade.

If every educator sincerely loves his profession, works hard for it, contributes to the field of education, loves his profession and can truly reflect his love for his profession, he is truly a teacher.

Today, a new way of thinking, a new relationship is expected from the teacher. At the same time, the level of knowledge of the teacher is also important. Educators need to work hard to help young people grow and develop.

Our first president, I.A. Karimov, once said, "Should our children be stronger, more educated, wiser and of course, happier than we are?"

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