

FORMATION OF READING AND WRITING SKILLS IN THE EDUCATIONAL AND PROFESSIONAL SPHERE

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Annotation: The study reveals the specifics of a multimodal approach to the formation of professional skills of teachers as a basis for teaching reading and writing skills. The writing process is much more intense and complex than oral speech, proceeds more consciously and requires the writer to focus maximum attention on the content and on the ways of expressing thoughts. In adults, motor control plays an important role in controlling the writing process and in preventing violations of graphic forms, while in student, motor complexes are poorly developed and uncertain at the beginning of learning.

Key words: Writing, reading, skill, pedagogic skill, education, profession, effectiveness of lesson, educational process

The relevance of the research is due to the need to find an answer to the theoretical question about new trends that are manifested in the development of professional training of pedagogical personnel in the light of the increasing influence of digital technologies and their effects on reading and writing. This is especially relevant in terms of training personnel for teaching in the field of linguistics, although the relevance of the problem is not limited to this area only.

In modern science as a whole, there is a growing interest in analyzing changes in approaches to teaching the skills of working with scientific literature, reading and composing it. The study of the problem of identifying conditions for improving reading and writing skills in the digital age, as well as the application of such skills in specific areas, contributes to the expansion of the arsenal of tools for mastering forms of communication. As a result, methodological recommendations are being developed for the preparation of high-quality works by graduates of higher educational institutions, ensuring an increase in their quality.

It is possible to reduce difficulties in learning to write if the psychophysiological mechanisms of writing and the age and individual capabilities of first-graders are taken into account in the learning process. One of the important tasks is to build an educational process that allows all children to be successful without overstressing their nervous system, without working at the limit of their psychophysiological capabilities.



Therefore, one of the urgent problems of modern primary education is the prevention of difficulties in mastering writing and reading, which are basic educational skills and without mastering which effective learning is difficult or simply impossible. Knowledge of the causes of difficulties in learning to write and read, the ability to identify and differentiate them, which are necessary for the organization of effective assistance to a child, will help solve this problem.

Educational activity, as an independent one, develops precisely at primary school age and largely determines the intellectual development of children from 6-7 to 10-11 years old, also determines the nature of other types of activities: play, work and communication. The main components of educational activity are formed: educational activities, control and self-regulation. First-graders and a significant part of second grade students are not capable of full-fledged self-regulation. First-graders (partly second-graders) are dominated by visually effective and visually imaginative thinking.

For the intellectual development of younger schoolchildren, it is of great importance to expand the scope and content of their communication with others, especially adults, who act as teachers, serve as role models and the main source of diverse knowledge. Children of this age trust and fully recognize the authority of an adult.

Describing himself as a person, a younger student repeats what an adult says about him. This applies to such an important personal education, which is consolidated at this age, as self-esteem. Also, an important point is the conscious setting by many children of the goal of achieving success and volitional regulation of behavior. A person has two different motives for achieving success: the motive for achieving success and the motive for avoiding failure. Both of them, as oppositely directed trends, are formed in senior preschool and primary school age in the leading activities for children of this age: for preschoolers – in play, and for younger schoolchildren – in learning. If people with enough authority for children reward them little for their successes and punish them more for their failures, then as a result, the motive of avoiding failure is formed and consolidated. If the adult's attention and most of the child's incentives are for success, then the motive for achieving success develops. This age can be called the period of emergence and consolidation of a very important personal characteristic of a child, which, becoming sufficiently stable, determines his success in various types of activities, including educational ones.

Environmental (external environmental) living conditions of a child - have an impact on the growth, health and development of a child, which affects the ability of children to successfully master writing and reading.

The socio-cultural conditions of a child's life and development can have a significant impact on the development of difficulties in learning to write and read. A lack of attention to the development of a child most often leads to impaired or unformed speech, lack of movement coordination skills, and organization of activities. It is believed that if such children do not have endogenous risk factors, then under favorable learning conditions they can quickly catch up.

School risk factors can lead to difficulties in learning to write and read, and negatively affect the development and health of a student. These are factors related to the inefficient organization of the educational process, inadequate methods and requirements. These include:

- stressful tactics of pedagogical influences;
- intensification and irrational organization of the educational process;
- insufficient knowledge of the teacher about the causes and mechanisms of school difficulties.

Time limitation, as a risk factor, can lead to a decrease in the quality of educational work, failures, forcing the child to experience insolvency, adult dissatisfaction, etc. This may be due to an increase in the volume and intensity of training loads, as well as to the technology and teaching methods.

The reason for the difficulties of writing and reading at the initial stages of the formation of these skills may be various disorders of speech development. These are the development of the sensorimotor side of speech, skills of language analysis, grammatical structure of speech, word-formation processes, understanding of logical and grammatical relations and coherent speech. Violation or underdevelopment of these components can lead to violations of the formation of writing and reading skills.

Difficulties may also be associated with a disorder of short-term memory or an overload of working memory, which is natural with learning overload, intensification and irrational organization of the educational process. Children with difficulties in developing writing and reading skills may have pronounced unevenness of mental development, insufficient formation of higher mental functions (attention, memory, thinking), disharmony in the development of individual intellectual functions.

There are three main conditions for building a teaching methodology that can help overcome difficulties in mastering writing and reading skills.

1. Taking into account the psychophysiological mechanisms and patterns of skill formation, as well as the mechanisms of their development in the learning process (it is necessary to move away from the principle of mechanical copying).

2. Taking into account the degree of formation of cognitive functions and mechanisms of organization of a child's activity at a certain stage of age development (determining the age at which learning begins).

3. Building a teaching methodology so that imperfect (unformed) writing and reading techniques do not inhibit the development of written speech – the ability to express one's thoughts in writing.

The first stage of writing skill formation is characterized by the fact that the child's attention is directed to analyzing the sound to be written, then to transcoding phonemes into a grapheme, retaining a sequence of phonemes and graphemes in memory. The second stage is writing the letter. It is necessary to represent (know) its graphic image, to know and be able to perform the necessary movement (along the correct trajectory, observing the alternation and ratio of the elements of individual letters, their compounds into words).



But this is not yet written speech, but only the mastery of writing technique, which can be conditionally divided into three main stages:

- analytical, when all actions (from analyzing a sounding word to translating a phoneme into a grapheme) are under control, require active attention, analysis of each component of the action;

- synthetic, when individual actions become integral (for example, sound-letter analysis and phoneme translation into grapheme is not separated, letter writing is not divided into separate elements);

- automation – when a letter is a complete action, and some of its elements are performed automatically, without active attention and control.

The effectiveness of the formation of the first (“technical”) stage of learning to write and read determines the success of mastering these skills. A characteristic feature of the skill formation stage is the very slow, piecemeal execution of each action. Each element of the letter is performed separately at the initial stage of learning, even if the child is required to perform a coherent (fused) letter.

Due to imperfect coordination of movements and unformed neuromuscular regulation, the child cannot perform the movement faster and is forced to shorten the pause time. Therefore, the degree of awareness of activity and control decreases. The child does not have time to assess whether the action was performed correctly, there is no opportunity to think about the next action. An ineffective, irrational option is fixed, which becomes an obstacle to moving to the next stages of mastering the skill. It is important to keep in mind that the speed of writing should not be imposed – it should be a natural result of improving movements, and smoothness (coherence) it should also arise as a natural result of skill formation.

Difficulties in concentration, lack of formation of visual-spatial perception and visual memory, violation of phonetic and phonemic perception can dramatically increase pauses during reading, which means that reading speed decreases sharply. For many first-graders, these basic functions necessary for the formation of reading skills are not yet fully formed, which means that fast reading is an unattainable task for them. In cases where a first-grader is forced to read quickly, the reading mechanism is disrupted at the initial stages - the child poorly differentiates (confuses) letters, incorrectly conducts phonemic analysis, finds it difficult to recreate the sound image of the word and as a result reads with errors. But more often, with the requirement to "read faster", a reading mechanism is formed in which the child manages to differentiate only the first 2-3 letters of the word, and guesses the rest (very often incorrectly), and he has to start reading the word again. Repeated guessing, repeated analysis of words lead to the fact that the formation of reading skills “gets stuck” at the second stage, not allowing you to realize the semantics of words, disrupting the perception of the text. Such children read without understanding, both in primary and high school, and it is very difficult to form the reading skill anew. When forming a reading skill, it should be remembered that reading technique and reading speed are important not in themselves, but only as a basis for understanding the text.



Great attention in the process of mastering writing should be paid to the development of educational and cognitive motivation. To do this, you can use interesting poetic texts, riddles, tongue twisters, so that the learning process is interesting for children.

The process of learning to write should not be considered as an isolated process with a narrowly focused goal – mastering the writing of cursive letters. It is important to build the work in such a way that when teaching such a complex skill as writing cursive letters, the child experiences joy and a sense of possibility, and not excessive complexity and self-doubt. After all, when you want to learn something, but you can't do it, because the level of difficulty does not match the level of opportunity, there comes disappointment in learning and a decrease in self-esteem. For example, guessing crosswords in Russian lessons, in extracurricular activities or at home with parents creates a positive emotional mood, causes cognitive activity in children, develops not only interest in the subject, but also attention, thinking, memory, contributes to the enrichment of vocabulary and the formation of spelling vigilance of schoolchildren.

In solving one of the important tasks of a teacher – systematic work on the formation of handwriting, daily training in writing individual elements of letters, letters themselves and their combinations can effectively help. Images of silhouette pictures with letters and their elements can be used both in the classroom and in extracurricular activities. They can be given to children who write quickly so that they are busy while the whole class finishes some kind of task, or they can be used for additional work in the lesson with the whole class. In this case, offer to guess a riddle or listen to a poem so that the children can determine which task awaits them. Then the first graders receive sheets with pictures, examine them and write certain letters in them.

In reading and writing lessons, when familiarizing yourself with letters, you can use separate riddles to increase motivation. After all, riddles develop a child's intelligence, thinking, make him operational, and increase interest in classes.

The emergence of difficulties in learning to write and read in primary school can be associated with a variety of reasons: with the living conditions and organization of education, with individual and age-related developmental characteristics and the state of health of the child. Most often, the influence of both exogenous and endogenous causes is combined and complex. It is important to be able to identify and distinguish them in order to choose effective measures to help the child.

The learning process, which implies a traditional type of writing, is accompanied by a high level of abstraction. Abstractness requires analytical abilities that make it possible to overcome the indistinctness of connections between graphemes of words and images expressed with their help in the text. Clarifying the connections should be combined with the application of intellectual efforts aimed at developing the student's abilities.

At the same time, the efforts made in the course of traditional reading methods do not necessarily guarantee an increase in the effectiveness of the educational process, because the accelerated nature of mastering information entails a completely possible simplification of the



forms of its presentation. And the simplification of the form does not meet the level of abstraction required to express even elementary concepts. So, the word “house” does not look like the object it is referring to, and additional verbal explanations will not correct the situation, but only confuse it. In this regard, it is not always possible to completely overcome the indicated difficulty in the educational process, which entails the so-called functional illiteracy. Students mechanically reproduce words and sentences, but do not fully assimilate and cannot always reproduce the exact meaning of the text. The desire to solve the difficulties that arise leads to the fact that in modern conditions, the methods of advanced education are increasingly penetrating into the training procedures of professional teachers. The use of this type of training makes it possible to distinguish implemented in the formation of general skills for understanding the architecture of texts and educational activities that directly allow you to read digital sources.

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