



Formation and Development of Reading and Writing Skills in Teaching Uzbek Language

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Abstract: *In the article, there are opinions and comments about the formation and step-by-step development of reading and writing skills of representatives of foreign languages in teaching Uzbek as a second language, the difficulties encountered in this process, and ways to overcome them. According to the author, the knowledge gained through reading and writing activities is essential for effective listening and speaking. In forming the skills of students to recognize the letter symbols of sounds, to pronounce letters and words together with the teacher, to write large and small forms of speech sounds, to read individually and in conjunction with each other in words. The practical significance of winter is very great, and students learn to pronounce letters by combining them with the reading tool. The lack of serious attention to the formation of the skills of mispronouncing words and word forms, putting the accent on words incorrectly, and combining words into syntagms leads to a good development of speaking skills, leads to lack of speech fluency. Also, in the 2nd grade, students of schools where education is conducted in other languages learn two writing systems at once – the English alphabet based on the Latin script and the letters of the Uzbek alphabet based on the Latin script, that is, two different versions of the Latin script in one class. Because it is being encouraged, students are getting used to mixing the English and Uzbek Latin letter systems and orthographic rules. This leads to a sharp decline in written literacy and a complete disregard for husnikhat. In the article, suggestions are given on how to eliminate these shortcomings, how to integrate the types of speech activities, how to simultaneously develop the four actions of language skills – listening, speaking, reading and speaking.*

Keywords: *oral and written speech, teaching Uzbek as a second language, requirements of state educational standards, types of speech activity, speaking, reading and writing skills, reading literacy, types of reading, syllabic reading, reading inside, reading aloud, expressive reading, accompanying reading, reading pace, writing form, writing systems, dictation, statement, essay writing.*

Introduction. In order for the children of other nationalities living in our republic to learn the Uzbek language as the state language and to be able to apply it practically in all aspects of our social and political life, the Uzbek language should be taught in oral and written form. It is emphasized that they should have mastered the language, be able to use its vocabulary appropriately, and be able to freely communicate in Uzbek on topics related to daily life and chosen specialty.

Language science is not only a science that teaches grammatical rules, but it is a science that helps the student to listen and read various texts in the field of science, and to develop skills related to orthoepic and orthographic standards in the process of reading. Reading activity is extremely important in obtaining information, broadening one's outlook and increasing one's vocabulary. In order for the student to think logically, critically, and creatively, he should first pay attention to



reading and understanding. A student who has thoroughly mastered languages and has excellent reading literacy thinks logically, critically, creatively by reading the texts he studies in other subjects, satisfactorily assimilates other subjects and applies the acquired knowledge in life. will be able to receive.

As mentioned, in the teaching of Uzbek as a second language, it is necessary to pay a lot of attention to the formation of students' oral pronunciation standards, especially in primary grades. However, only listening comprehension alone is not enough to form the skills of correct pronunciation of speech sounds in Uzbek language in students of foreign languages. Listening and comprehension are simultaneous processes, and in order to understand the content, the student needs to have lexical and grammatical knowledge, and this knowledge occurs through reading and writing. Knowledge gained through reading and writing activities is used effectively in listening and speaking. In her research, M. Gulamova states that one of the main difficulties in listening comprehension is linguistic difficulties, and that it is important to integrate reading and writing in successfully implementing listening comprehension and overcoming difficulties [1, 35-36].

Methods. Speaking as a type of speech activity is not independent, it is not used alone, on the contrary, it is closely related to other speech activities and serves to complement each other. J. Shabanov emphasizes this and writes: "... speaking as a reproductive type of speech activity is closely related to listening comprehension, reading and writing" [1,74]. In this process, reading is of great practical importance, in particular, at the stage of learning the "Alphabet", students are introduced to the upper and lower case of each speech sound, and the printed and written forms of letters. It is at this stage that students can recognize the letters of sounds, pronounce letters and words together with the teacher, write large and small forms of speech sounds, read individually and in combination with each other in words. skills are formed. In this process, the practical importance of reading is very great, and students learn to pronounce letters by combining them with the reading tool.

Methodist scientist R. Yoldoshev observed in Uzbek language classes that students mispronounce words and word forms, put the accent on words incorrectly, combine words into syntagms. Provard emphasizes that the lack of serious attention to the formation of skills is a big obstacle to the good development of speaking skills. At the stage of working on the text, when Russian-speaking students read words and word forms in the text with pronunciation mistakes, for example, when they make mistakes in the pronunciation of some sounds, the teacher does not take this situation seriously, immediately read because of not working on the tasks of teaching the technique, and due to the fact that the class time does not allow it, the pronunciation mistakes are embedded in the students' speech, which leads to spending a lot of effort to correct the pronunciation mistakes later. According to him, pronunciation errors are stabilized due to insufficient work on the pronunciation of certain sounds. Because in Uzbek language classes, words with a new sound are usually told to students only once [3,11].

Formation of pronunciation skills through correct reading of words and speech sounds in words should be set as one of the main requirements in primary education. Proper reading helps to strengthen proper pronunciation skills. It can be noted that due to the lack of solid formation of these language skills, the pronunciation mistakes of students studying in foreign language schools continue even at the stage of higher education.

There are types of reading such as syllabic reading, internal reading, reading aloud, expressive reading, and accompanying reading, which are step by step. will be instilled in students. The first stage of the reading activity is, of course, to read the letters of the alphabet of the studied language individually, following the correct pronunciation standards, and the teacher reads the letters to each student individually. the teacher also develops the skills of oral pronunciation of speech



sounds by having the entire class group pronounce them together. Formed skills are strengthened by writing the written forms of letters.

In the early stages of learning to read, it is important to read the letters correctly in some cases and to read them in syllables, and then to gradually combine them into words. If attention is paid, in the next stages, attention is paid to the skills of reading faster, reading with correct emphasis, and expressive reading. In the formation of initial skills, the pace of speech should not be taken into account, attention should be focused on correct reading. In the next stages, the ability to read words as a whole is formed in students by gradually speeding up the process of adding syllables to each other. Increasing the speed during reading also helps to develop speaking skills. Therefore, in the process of reading small texts in reading classes, the method of reading phrases and sentences in syllables is not effective.

In second language education (foreign languages, even in mother tongue education), reading is the main tool that helps to build correct pronunciation and speaking skills, and acts as a bridge to writing. It is at the primary level of education that students are taught to read Uzbek speech sounds correctly, to form words by combining speech sounds, and to read words as a whole. Careful teaching of winter creates conditions for mastering the language with clean pronunciation without accent. Reading helps to acquire new words and increase vocabulary, as well as to form the skills of combining words to form sentences and sentences.

Unfortunately, this type of speech activity is not paid attention to in the requirements of state educational standards of the Uzbek language for primary classes of schools where education is conducted in other languages. Studying the requirements of the state educational standards in the 2nd grade of reading skills, correct pronunciation of speech sounds typical of the Uzbek language, reading words in syllables, topic read and memorize small poems given on; showed that the requirements for correct reading of short dialogic texts, observing the tone, were established. It is envisaged that the implementation of this application will be carried out in the following 2 stages:

The first stage is the correct pronunciation of speech sounds during the alphabetic stage, the correct reading and writing of words in syllables.

In the second stage – in the stage of developing the students' vocabulary, after mastering all the speech sounds, listening comprehension and speaking actions are added to the reading and writing actions, assimilation of the lexical minimum and speech samples given in the program. and in our opinion, in addition to reading words in syllables, it is permissible to include a requirement to read words and syllables as a whole that able to read expressively the text given in the state educational standards in the 3rd grade, memorize the poem; And in the 4th grade, only reading and understanding of the text – an excerpt from an artistic work, poems is shown.

However, the skills of correct pronunciation and reading formed in the 2nd grade should be further strengthened and developed in the 3rd and 4th grades. It is also necessary to increase the speed of reading from class to class in accordance with the requirements of the state educational standards, and to include specific requirements for reading a certain number of words, phrases, sentences and sentences in a certain period of time. In the DTS requirements, only the 9th grade text (excerpt from a work of art, story, message) is required to be read at a speed of 70-75 words per minute.

Results and Discussion. The formation of reading skills in Uzbek language classes will reach the level of proficiency only if it is gradually strengthened. However, in the current DTS requirements, reading skills are not mentioned at all in the 5th grade, in the 6th-7th grades, it is envisaged to be able to read and memorize texts, literary materials, poems given by topic, only [4].



However, although it is not specified in the state educational standards, in the course of working on the text in the "Uzbek language" textbooks, the task of reading the text is given in almost every lesson. In the textbooks, as well as reading poems, stories, narratives, short stories, excerpts from novels given as literary reading materials, there are many tasks to read and narrate their content. These tasks usually consist of read, read carefully, read and pronounce, read and pay attention to highlighted words, read expressively, and read by skill:

- read words separately into syllables;
- reading words aloud;
- read words aloud;
- role-playing the dialogue;
- expressive reading of the text (poem);
- read the text to yourself;
- skim reading the text;
- by giving tasks such as reading the text at a set time speed it is advisable to develop reading skills step by step.

Formation of reading skills in this way is in the content of texts allows regular work on specific speech sounds and pronunciation of new words. In particular, reading into syllables at the initial stage of language learning, reading aloud, and reading aloud are aimed at strengthening the correct pronunciation standards and instilling them into the students' speech. . In such tasks, the use of syllables and words with the same sounds repeated (for example, bo-bo, mo-mo, da-da, chip-chip, taq-tak, etc.) is especially effective.

In the process of expressive reading, as a rule, more attention is paid to stress, intonation, and pronouncing sentences by dividing them into syntagms. During silent reading, words and sentences are pronounced, so sometimes the wrong pronunciation of words and sentences can be absorbed. Because when reading the text without making a sound, words and sentences are pronounced internally. In such a situation, the wrong pronunciation of some words and sentences can be absorbed. Therefore, as R. Yoldoshev pointed out, listening and reading the text at the same time and repeating its content allows you to check the pronunciation skills of the students and prepare them for speaking the content of the text [5 ,59]. In this case, the retelling of the content of the read text should be carried out after mastering the pronunciation and intonation of the text. Therefore, it is extremely important for Uzbek language teachers to follow the standards of literary pronunciation in their speech, not only during the expressive reading of texts and poems, but also during the course of giving instructions and simple conversation.

In addition to textbooks, one of the modern solutions to this problem is the provision of mobile applications prepared in different languages for the meaning, correct pronunciation and grammatical forms of new words and provided with the help of hyperlinks to the electronic version of textbooks. Mobile applications save time and at the same time teach students to work independently. However, due to the fact that it is not possible to use electronic and multimedia tools all the time and everywhere, the pronunciation of the teacher and representatives of the surrounding language is the most primary example for students.

Writing, a language act that goes hand in hand with the skill of reading, is one of the types of speech activity, and it is of great importance for a person to express his opinion, exchange ideas and acquire information. Writing is a system of written symbols adopted in a specific language and used for communication between people, and although it is considered a means of communication that is second only to the ability to speak, it also has many advantages. All human



achievements, inventions reaching the next generations, increasing their knowledge are done directly through writing.

From a psychological point of view, writing down an idea is a complex and multifaceted process, in which graphic representations of words are formed based on visual sensations. "According to the theory of activity in psychology, writing is a way of forming and expressing an idea, and it appears with special language symbols, letters, and punctuation marks. They are "stored" in the form of imprinted symbols in the nerve connections that occur in the cerebral cortex. In this type of speech activity, the symbols of sight and touch apply together with those related to hearing and speech. Visual - graphic and gestural symbols are controlled by the motor of the writing hand in parallel. The orthographic symbol of the word is marked not in the movement mechanism of the writing hand, but in the speech mechanism" [6, 287].

J. Jalolov also emphasizes that writing is a complex psychophysiological activity and speech analyzers all participate in it. A person perceives when he hears and sees, the product of perception is transmitted to the analyzer and analyzed. These processes are displayed in the hand movement analyzer through speech movements. Writing skills consist of the following skills: 1) writing skills; 2) spelling skills; 3) the ability to compose a speech (combining sentences in order to express a written opinion); 4) such as lexical and grammatical skills of writing [7, 285-287]. Therefore, in order to achieve writing skills, it is necessary to form and develop the listed skills. Writing is a reproductive type of speech activity, and according to R.P. Milrud, teaching writing is a means of teaching listening comprehension, speaking and reading in teaching foreign languages [8,73]. I. L. Beam also considers writing as an important tool in teaching a foreign language and emphasizes the importance of teaching written speech with a specific goal, otherwise it cannot be an effective teaching tool [9, 53].

Both mother tongue education and foreign language education begin with learning to express the letters of the alphabet of that language in writing. Starting from the initial stage of education in each language, skills are formed on the form of writing and the rules of correct writing in that language. Knowing how to read and write is a sign of literacy, so teachers who teach reading and writing are valued as the first teachers. At this point, it is worth quoting the following thoughts of our thinker grandfather Alisher Navoi:

Haq yo 'linda kim senga bir harf o 'qitmish yuz ranj ila,

Aylamak oson emas, oning haqqin ming ganj ila.

As mentioned, in schools where education is conducted in other languages, the teaching of the Uzbek language begins in the 2nd grade, and in addition to the formation of writing skills, students also strengthen the pronunciation of speech sounds from the first half of the year. Correctly write words and phrases related to the topic in the 2nd grade according to the requirements of state educational standards; copy and write the words learned on the topics, a text consisting of 2-4 short sentences; writing the acquired words into syllables; requirements for writing a dictation text of 10-12 words correctly; Copy and write small texts, proverbs and quick sayings in the 3rd grade; requirements for writing a video dictionary dictation of 12-16 words; In the 4th grade, divide words into syllables and write following the rules of syllable displacement; correctly write learned words and simple sentences, greeting cards, letters, survey data; It is prescribed to write a dictation text of 25-30 words based on the requirements of husnikhat [4].

The analyzes showed that there are a number of ambiguities and shortcomings in the requirements of the state educational standards set for the 2nd-4th grades of the Uzbek language. Our comments on this matter are as follows:



1. In the writing skill in the 2nd grade, first of all, it is necessary to write the upper and lower case forms of speech sounds in the Uzbek alphabet correctly according to the rules of husnikhat, and then correctly write words and phrases. was
2. In the 3rd grade, there are requirements to write a video dictionary dictation of 12-16 words, and in the 4th grade, to write a dictation text of 25-30 words based on the requirements of husnikhat. It should be noted that when passing from one grade to another, the demand is increased almost equally, which does not correspond to the age characteristics of the students.
3. The requirement to divide the words into syllables for the 4th grade is actually for the 2nd grade, and the requirement to write the survey information correctly is placed on the higher grades, thanks to all the texts to be copied It is appropriate to introduce writing requirements based on the requirements.

In general, in primary education, one of the main tasks of elementary classes is to pay close attention to writing the upper and lower case letters of the Uzbek Latin alphabet based on the requirements of husnikhat and to achieve a solid formation of these skills in students. In the 2nd grade, students of schools where education is conducted in other languages learn 2 writing systems at once - the English alphabet based on the Latin script and the letters of the Uzbek alphabet based on the Latin script. It should be noted that due to the fact that 2 different versions of Latin writing are taught in one class, students are getting used to mixing the English and Uzbek Latin letter systems and orthographic rules. This leads to a sharp decline in written literacy and a complete disregard for husnikhat.

Having a certain vocabulary before learning to write also plays an important role in the formation of writing skills, because some typical difficulties in learning to write are: not having enough ideas about the topic before writing, lack of lexical wealth in the language it is caused by their inadequacy, their inability to connect the text meaningfully, and their inability to make grammatically correct sentences. Also, it is possible to observe a number of difficulties in not being able to use punctuation marks correctly, placing sentences in appropriate places.

Since the formation of writing skills is a process that requires a long time and regularity, it is necessary to solidly form the skills related to mastering one writing system for one year first, and to form the writing skills of a second language in the next year. To overcome this, it is necessary to start teaching the Uzbek language from the 1st grade, to work only on oral speech in the 1st half of the 1st grade, that is, to form the correct pronunciation standards and increase vocabulary; It is necessary to start teaching writing from the second half of the 1st grade. After half a year, students have formed the pronunciation of speech sounds in the Uzbek Latin alphabet system and the forms of capital and small written letters, and next year they will be able to work on English letters and their writing skills. At the first stage of teaching to write, it is aimed to work on the following actions:

- write uppercase and lowercase forms of written letters based on the requirements of husnikhat;
- write words in syllables;
- copy and write words based on the requirements of husnikhat;
- copy and write phrases and sentences.

Carrying out these types of exercises even in higher classes will help to strengthen the already formed skills. There are many exercises related to writing in the current "Uzbek language" textbooks. Analysis of DTS requirements for upper grades:



- compose a connected text consisting of 6-8 sentences based on the basic words, topic or picture given in the 5th grade, fill in or continue the given text based on the tasks; write a dictation of 31-40 words on the studied topics;
- write answers to questions based on assignments given in the 6th grade; fill in or continue the text by writing appropriate words and grammatical forms instead of points or questions; write a dictation of 41-50 words on the studied topics;
- in the 7th grade, write out sentences and phrases related to the grammatical topic from the text; be able to compose a connected text of 15-20 sentences based on the given questions, key words or picture; write a dictation of 51-60 sentences on the studied topics;
- completing sentences and text using grammatical tools learned in 8th grade; form questions based on the content of the text, write appropriate grammatical forms instead of points; write a connected text consisting of 21-25 sentences based on the given base words or plan; dictation based on a text of 60-70 words on the studied topics; write a statement based on the text of 90-100 words;
- dictation based on a text of 70-80 words in the 9th grade; write a statement based on the text of 90-100 words; Compose a text in 11-15 sentences; write some working papers (application, biography, announcement, explanatory letter);
- being able to correctly write the work papers studied in the 10th grade; dictation based on a text of 90-100 words, writing a creative text (small essay) of 2-2.5 pages;
- being able to correctly write work papers studied in the 11th grade; It showed that the requirements for writing a dictation based on a text of 100-110 words, writing a creative text (essay) in 2.5-3 pages [4].

It can be seen that the DTS requirements are more focused on building writing skills, while ignoring the fact that the 9th and 10th grade dictation requirements have the same growth rates. In the textbooks of these classes, there are enough exercises and assignments on writing. In particular, in current textbooks of grades 5-11:

- copy and write the words;
- copy the sentences;
- fill in the place of the dots;
- continue the sentences;
- instead of dots, write the appropriate ones (from words, adverbs);
- make a sentence by connecting the given words;
- write answers to questions;
- write questions corresponding to the answers;
- identify the main idea in the text and write it down;
- fill in or continue the text;
- Complete the sentences using the given words and phrases assignments are given. It was seen from these assignments that they were not required to write based on the requirements of husnikhat.



Also, the following tasks are given in the current textbooks:

1. Convert this Cyrillic text to Latin. Write down the same, partially different, and completely different letters in 3 columns.
2. Copy the words with specific speech sounds in the text and make sentences with them as in the example. Example: ancient – ancient peoples, ...
3. Answer the questions, try to pronounce specific speech sounds correctly in your answers.
4. Identify the words with sound changes in the given proverbs and assignments and explain how the sound changes occurred.

Conclusions. Dictation, narrative, and essays play an important role in the development of literate writing skills, and they are considered types of control. According to the requirements of DTS, they are expected to increase in size from class to class. In particular, dictation and essay writing are written at a certain time under the supervision of the teacher and are mostly conducted as a control work at the end of the quarter. However, when checking them, errors related to spelling, style and punctuation are taken into account. In recent years, the lack of control over the requirements of husnikhat, writing systems, printed and written forms of letters, the mixed writing of upper and lower case letters, and the lack of organizing classes to work on special mistakes after these written works, lead to a sharp decrease in the level of literacy.

In fact, speaking, listening comprehension, and writing should be integrated in each lesson. In the teaching of foreign languages, one of the urgent issues is the integrated use of speech activities, the simultaneous development of the four actions of language skills – listening, speaking, reading and speaking. In this case, the level of results achieved by each type of activity should be based on the calculation of the optimal time spent to ensure this level.

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