

**USE OF NEW PEDAGOGICAL TECHNOLOGIES IN "READING LITERACY"  
LESSONS AND ITS SCIENTIFIC AND THEORETICAL BASICS**

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**Abstract:**

The article discusses the advantages of new pedagogical technologies in the educational process, their importance in increasing the effectiveness of education and upbringing, meaningful organization of teacher and student activities, its scientific and theoretical foundations in primary education "Reading literacy" shown on the example of textbooks.

**Keywords:** innovation, technology, learning, efficiency, educational process, fairy tale, ethnopedagogy.

**Introduction**

The technology established in order to increase the effectiveness of education and training is of great importance in the systematic management of the educational process. These are methods of applying and effectively using advanced technologies in the direct educational process, which forms the skills of meaningful organization of teacher and student activities. The goal of educational innovations specific to the pedagogical process is the innovations that apply to the purpose, content, methods and forms of education and upbringing, and have a positive effect on the effectiveness of classes based on the joint organization of fruitful teacher-student relations. . It is used in scientific treatment with the term pedagogical innovation. "Pedagogical innovation means innovations in the purpose, content, technology and organization of education with the intention of increasing its effectiveness. "Pedagogical innovation" means a complex activity aimed at creating, testing, mastering the main aspects of the innovation that can be effective if applied to the educational process" [1, 71]. Therefore, effective use of new pedagogical technologies by organizing the effectiveness of the lesson is one of the main issues in today's educational process. Based on this, it should be said that there are a number of scientific and theoretical bases for the use of new pedagogical technologies in the educational process, which can be seen in the following. First, it is of great practical importance in the meaningful organization of the educational process. Secondly, increasing the effectiveness of education and upbringing, creating great opportunities for joint organization of teacher-student relations. Although the use of pedagogical technologies is organized effectively, as in all types of education, teaching the texts of "Reading Literacy" (grades 1-4) classes intended for primary school students provides certain consistency and efficiency in the learning process. We can consider this on the example of ethnopedagogical works in the texts of the textbook "Reading Literacy" intended for primary classes. Ethno-pedagogical works are cultural monuments created by the intellectual consciousness of our people, and they play an important role in raising the national ethnic feelings of the younger generation. In particular, among the examples given as ethnopedagogical sources, along with proverbs, riddles, songs, legends and narratives, fairy tales

have a special place. In fairy tales, people's dreams about domestic life and heroism, humanitarianism and patriotism, love and loyalty are told based on fictional and real-life fictions. According to the ideological basis of the fairy tales, they reflect the struggles, aspirations and dreams of the people for a bright future. The important features of the fairy tale genre are mainly subjectivity and oral narration of the subject's events, depiction of real life events in the shell of fiction, leadership of the aesthetic task and educational training. So, oral stories related to the reality of life, built on the basis of imaginary and real fictions, carrying a didactic idea are called fairy tales.

In particular, fairy tales have a great influence in this place through their ideological content. Although different methods and methods are leading in order to clearly explain this characteristic of the fairy tale genre to students, didactic games have their own importance. When teaching fairy tales from the "Reading Literacy" textbook, it is appropriate to pay attention to the type and theme of the fairy tale from various forms of didactic games.

"When using didactic games in reading classes, it is necessary to clearly plan the purpose, tasks, progress, logical sequence of the lesson, and the system of tasks to be performed by students. Didactic games require students to know and plan in advance how to create problem situations with the help of educational tasks. In addition, introducing the students to the goals and tasks of the didactic game, correctly distributing the tasks required by the game to the students, and giving clear directions and instructions to the students will ensure its effective result. In solving educational problems built on the basis of a didactic game, opportunities to use the existing knowledge, skills and abilities of students in new, unexpected situations are formed and gradually become more determined" [2]. In fact, although a number of comments have been made about the methodology of teaching fairy tales to primary school students based on didactic games, not only their application, but also the student theoretically about the structure of the lesson to have an understanding, and the use of methods aimed at understanding practical and theoretical concepts about the content and idea of the work, the problem posed in it, gives practical results.

Another feature of the fairy tale is that it tries to develop the artistic and creative thinking of the students, not just giving advice and instruction. Secondly, it creates a strong impression on students about the good and bad qualities of things and events in nature and society. The fairy tales included in the textbooks were selected taking into account the age characteristics of the students. Thirdly, not only folk tales, but also literary tales are cited as texts in the textbook. From ancient times, fairy tales were considered as a criterion for developing speech and creative thinking, as well as educating the young generation in the spirit of patriotism. In the 4th grade textbook "Reading book" [5.45] published by S. Matchonov and others, examples of folk and literary fairy tales are given on the topic "In the land of fairy tales", and their subject is different. For example, in the fairy tale "Ilm Afzal" the main characters are an old man and a girl. They feel the advantages of the family, science and craft, and the old man consults with his daughter, worrying about the future of his children. The old man's daughter is smart and shrewd, and she dreams of her brothers' lack of interest and laziness, and to acquire a profession. In the text of the fairy tale, this image is presented in a dialogic state, where the image is as follows: "Grandfather had eight sons and one daughter. The daughter is smart and sensitive. Father to daughter:

- May your life be long, I'm lucky to have a child like you. But I miss your brothers. They don't have the heart to work, they don't listen to me when I tell them to study, learn and become human. They say that we have so much money, what will we do after studying? I am old, my daughter, I am afraid of what will happen to your brothers if I leave this world." The main goal of the fairy tale is to teach the old man's sons hard work and their future life and service to society. The story of the old man in the text of the tale "Is the state better or science?" the question makes things interesting and challenging. And the girl who has entered the mind wants her brothers and sisters to follow the target path by answering the problematic questions in this process. The main goal of the idea of a fairy tale is aimed at this. The younger son's choice of science and the daughter's application of this idea lead to the solution of events. Brothers who are aware of these events try to work. Of course, the solution of the fairy tale is to make the heroes strive for noble goals. All fairy tales end with goodness and achievement of purpose. Based on the theme of the text, the readers will understand the ideological purpose of the text only through this tale. Secondly, the dialogic process presented in the text tries to develop the artistic thinking of various problem situations and the importance of appropriate use of language tools embodying this image. Readers understand what the solution to the problem is through the consistent continuation of the fairy tale events. Therefore, by teaching fairy tales to elementary school students, it is important to develop not only their artistic imagination, but also their creative imagination.

Creative imagination is carried out by commenting on various places in the fairy tale, bringing students into the whirlpool of problems, and teaching them to think independently. First of all, to study the character of the characters in the fairy tale, secondly, to carefully analyze the factors that create a dramatic situation in the events of the fairy tale, and thirdly, various didactic. Creative imagination is carried out by commenting on various places in the fairy tale, bringing students into the whirlpool of problems, and teaching them to think independently. First of all, creative thinking is formed based on the study of the character of the characters in the fairy tale, secondly, on the careful analysis of the factors that create the dramatic situation in the fairy tale events, and thirdly, on the basis of the effective use of various didactic methods.

At the same time, based on the purpose of education, independent thinking, artistic creativity, and the method of acquiring scientific and theoretical knowledge of elementary school students is a special problem. Because the main factor of forming a perfect generation is to teach students to think independently. Because the student should become a participant and not a listener of the results implemented by the teacher, for this the teacher should be creative, bring various problematic situations in the presentation of the topic, force the students to think about reality, enter the world of fantasy, express their opinion. . "The State", "Fox with a Bowl", "Smart Boy" and other fairy tales presented in the textbook have an ideological goal aimed at forming the artistic and creative imagination of students in all aspects, and students are not only their listeners, rather, it is important to proceed only through conscious feeling. One of the main factors in the educational process is the development of the theoretical and practical foundations of a number of methods and techniques aimed at forming the artistic and creative imagination of elementary school students.

In short, teaching the texts presented in the "Reading Literacy" lessons, especially fairy tales, on the basis of new pedagogical technologies, is of great practical importance in the formation of

the skills of meaningful organization of the educational and educational process, teacher and student activities. is enough.

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