TECHNOLOGIES FOR THE DEVELOPMENT OF READING LITERACY OF PRIMARY SCHOOL STUDENTS BASED ON THE CONTINUOUS STIMULATION OF READING MOTIVATION

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Annotation: The article describes the technologies for continuous stimulation of reading motivation in the development of reading literacy of primary school students. The author emphasizes the need to form students' skills of critical thinking, independent decision-making, creativity, and communication in the modern information age. For this purpose, students' learning activity is enhanced through effective strategies of critical thinking, game, project, and case technologies (INSERT, "Stop Reading," "Creative Work," "Working with a Questionnaire," etc.). The article also emphasizes the importance of "Readers' Fair" events and cooperation with parents as extracurricular activities. These technologies encourage students to be active, think critically and creatively, and play an important role in the formation of a reading culture.

Keywords: Reading literacy, reading motivation, critical thinking, taming technology, project technology, case study, elementary school, creative approach

The era of rapid development of information technologies requires everyone to be armed with big data. In this regard, the development of the ability to understand, analyze, and use information is an important school of mastery. Globalization requires younger students to develop, along with reading skills, the ability to make independent decisions on various life problems. In modern society, the ability to work with information is becoming the main condition for success. In this regard, reading literacy and related conscious reading are the basis for the student's self-development. It is necessary to develop reading literacy not only in reading lessons, but also in any educational activities, for this it is necessary to organize literary reading lessons. The formation of reading literacy in primary school students in such lessons involves the use of various technologies that ensure the successful solution of this problem.

I. **Critical Thinking Technology**. An important goal of this technology is to teach students types of activities that will be necessary not only in school, but also in their subsequent life. These include working with information, making informed decisions in unfamiliar situations, and analyzing various aspects of life. This technology involves the use of three stages in reading literacy lessons.

Stage 1 as "Knowledge" requires the student to ask themselves the question "What do I know?." "Understanding," which is the 2nd stage, is inextricably linked with the answers to the questions posed in the first stage (what they want to know). Stage 3 "Reflection" includes thinking and summarizing "what the child has learned" in the lesson on the problem. In our study, it is proposed to use the following strategies within the framework of critical thinking technology:

1. This is "Stop reading," the material of which is the text of the work. The initial stage of the lesson involves students predicting what the work will be about from the title of the text, and the main part involves reading the text in parts. After reading each passage, they are given the

opportunity to express their thoughts on the further development of the plot. This strategy helps students treat the other person's point of view with caution and calmly reject it if it is not sufficiently justified. For example,

2. "Insert" (acceptance, addition) technique. Students read the text and mark it with a pencil along the edge using special icons: "*V*" - *I know this; "+"* - *this is new information for me; " -"* - *I thought differently; "?"* - *this is unclear to me, I need explanations and clarifications.* This strategy requires the student to read carefully. If previously, during reading, the reader missed unclear passages in the text, now they have the goal of focusing on each line, paying attention to even the smallest details. The "I know" and "Learned something new" elements work at each stage of the lesson. This forces the reader to memorize previously known concepts and allows them to find them. Through this, students receive new information from the text, analyze it independently, and engage in discussion.

3. At the stage of consolidating the studied topic, the "Creative Work" strategy plays an important role. In this case, students are asked to write the continuation of the work or to compose a fairy tale, poem, or riddle themselves. It is also effective to suggest a verbal drawing for the text or to assign the task of choosing proverbs that correspond to the meaning of the situation. Creative tasks, such as "Advise the hero and write it down," "Come with questions for a quiz or crossword puzzle," have a positive impact on the level of students' creative development.

4. The "Working with a Questionnaire" strategy is very useful when working with new material. In this case, students should be asked a series of questions related to the text, and they should find their answers in the text. Also, questions and answers are presented directly and indirectly, as students reason based on their knowledge and experience. For the correctness of answers based on independent research, frontal verification is required.

5. After reading the entire work, the use of the "Angles" strategy in constructing the characteristics of the signs will also give the expected results. In the process, the class is divided into two groups, the first of which requires proving the positive qualities of the characters based on the text and life experiences, and the second requires proving the negative aspects with quotes from the text. At the end of the lesson, a general conclusion is drawn.

6. "Simple and Problematic Questions" Strategy. Through this, students learn to distinguish between easy and, conversely, problematic questions that can be answered clearly. In particular, questions such as "Why do you think so?," "What could be the difference?" also develop students' thinking abilities and attention, as well as the ability to ask questions. While simple questions like "Where did the incident occur?,...""who did he meet?" require a clear answer, "Give some explanations, why...?," "Why do you think so?," "Imagine, what would happen if...?" teaches thinking about the problem. According to methodologist K. Khusanbayeva, "The difference between a simple question and a problem question in education is that the question usually contains almost all the information necessary for the answer. A question is a phenomenon where the person asking it knows the answer, requires simpler thinking, and consists of filling in the missing parts of the entire situation. This can be understood as the fact that the reader, having understood the question, establishes such a connection between the facts necessary to answer it. In our opinion, a problematic question requires logical thinking, since there is no ready-made information for the answer.

II. **"Game technology"** ensures the achievement of emotional and rational unity in learning. This technology provides for the development of students' skills in receiving, exchanging, communicating, and interacting with information. Including game minutes in the lesson makes the learning process more interesting, lifts students' mood, and makes it easier to overcome

learning difficulties. One of the ways to teach 3-4th grade students to think is to direct them towards creativity. Consequently, "At this age, meaning and logic are not important. The most important thing is the process. In this process, the child thinks and searches independently. They voluntarily strain their mind and memory. Because this game is interesting to him, he likes it. He really enjoys this process." The interest of the lesson is not synonymous with entertainment, but rather finds its expression in painstaking work and constant search.

By introducing elements of play and theatricalization, one does not deviate from the topic and objectives of the lesson. Consequently, the game situation is closely connected with serious and even complex educational work. Game technology can be incorporated into reading literacy lessons in various ways:

"Reconstruction" implies the existence of a fictional situation that occurred in the past or present, as well as the distribution of roles.

Orders game task is based on serving a specific purpose. For example, "Help Umida organize the lines in the poem" (working with deformed text), "Help Raimjon finish the proverb," "Create a portrait of the hero orally," "Find the character by description" (the game "Detectives") and so on. Everyday situations allow the reader not only to emotionally reconstruct familiar events from their mental actions, to understand the vital necessity of work, to comprehend the triumph of good over evil, but also to study complex material and experience a sense of satisfaction..

The essence of the game *"Pantomime"* creates conditions for determining the class's assumptions regarding the description of one of the characters with facial expressions and gestures.

"Working in Pairs" is based on joint activity. In this case, one of the tasks acts as a "lock," and the other as a "key." After reading a new work, during the reinforcement stage or checking homework, students ask each other questions. The winner is the one who first places the full range of their symbols.

"The Tree of Wisdom" is based, first of all, on the fact that students carefully read the text. To avoid delays, several groups will be formed. They write a note asking a question about the text and attach it to the drawn tree (on an interactive whiteboard or poster). Students who approach the "tree" one after another answer the question aloud according to the reminder, while others evaluate the answers. In the end, the best specialists will be determined.

I. **Project Technology.** This is a joint educational, cognitive, creative, or game activity that involves creating a project with a common goal, outcome-oriented activity methods. This technology develops the ability of primary school students to acquire independent knowledge, act in the information space, demonstrate skills in issues related to the project topic, and develop critical thinking. "The goal of project activity is to create a creative product that allows solving a number of problems: expanding the system of images and ideas about the studied genre, developing cognitive abilities, presentation skills, and reflecting the activity."

Basing on project technology when working with examples of folk oral art involves reading works at home, completing assignments, and filling out project sheets (Assignments 1, 2). After studying the topic, the "Literary Reading" project is completed.

3rd grade student _____

Task 1. Identify the words or phrases that describe the fable as a literary genre:

A. Magic Emblem

B. Primarily a moral poetic work

D. Narrating events close to reality

Task 2. Fill in the table on working with fairy tales. Use the "+" sign to select the fairy tales you like.

Fairy Tale Title	Main characters	Moral qualities

Task 3. Complete a fairy tale you've learned as you wish. Change the characters' personalities or behavior.

_____

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Task 4. Creative work: create a riddle, quiz, or crossword puzzle based on the works you have read, or write your own fairy tale.

The project technology includes writing an essay on a given topic related to the development of reading literacy; performing creative work - organizing a film based on illustrations or works, a quiz based on what has been read, or creating a crossword puzzle; writing one's own poem, fairy tale, riddle, etc.

The "Readers' Fair," aimed at developing reading literacy among primary school students, has become a tradition in the implementation of the project of extracurricular activities. In this case, a list of 20 works on a specific topic is offered for reading. For each student, questions are asked, and the answers are recorded in a diary. With the help of answers to questions, the comprehension of the general meaning of the work, the quality of students' perception of the work, awareness from the author's point of view, as well as the ability to develop their own attitude towards what they read are checked. Questions serve to determine the level of conscious reading and understanding of the meaning of what is read. If the question is answered incorrectly, the student is asked to reread and answer correctly. For each book read and correct answers to questions, the reader is rewarded with a special name. At the end of the month, a reading fair is held during the lesson. At the "Fair," the student becomes a buyer and, based on the obtained indicators, buys the book they like.

Case technology is based on the study of specific problems and situations (situations) by solving them as an active problem-situational analysis. Case - a suitcase for storing various papers, magazines, and documents. Its distinctive feature is the creation of a problem situation based on facts taken from real life. To work with such a situation, it is necessary to correctly set the learning task and prepare "work" with various informational materials (articles, literary stories, statistical reports, etc.) for its solution. Working in technology mode involves group activities. Students of each group jointly analyze the situation and develop a practical solution. In the process of solving it, they learn to argue, justify their point of view, and make a collective decision. Works are submitted in printed form or on electronic media, with text, photographs, diagrams, and tables.

Case technology, which activates the learning process, includes:

a) event method - teaching the student to work with the necessary information as a result of the student's own search for information, its collection, systematization, and analysis;

b) The method of situational role-playing means creating a real historical, legal, socio-psychological situation before the audience in the form of dramatization, and then providing an opportunity to evaluate the behavior of the game participants. One of the types of dramatization is role-playing;

c) The method of analyzing business correspondence is based on students working with a set of documents received from the teacher, depending on the topic and subject. The student's goal is to occupy the position of a person responsible for working with incoming documents and perform all the tasks provided for by it;

g) Game design is the process of creating or improving projects. By dividing the class participants into groups, each of them develops their own project. Game design includes various projects, such as research, search, creative, analytical, and predictive;

d) discussion method - exchanging opinions on any issue according to certain rules and regulations. Intensive learning technologies include group and intergroup discussions;

The case study is an analysis of the presented situation based on joint efforts. In this way, students develop problematic options and find their practical solutions.

Consequently, the process of developing reading literacy will be effective not only between the teacher and the student, but also with the establishment of targeted and systematic cooperation with parents. Close communication with parents allows finding like-minded people and reliable helpers who deepen students' interest in learning. Involving parents in actively supporting their children's reading will help them spend their free time, communication, and reading in the family circle.

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