Requirements for the Development of Educational Activities in Primary School, Pedagogical Conditions and Principles of Activities to Improve the Interests of Readers

B.A. Abdukhamidova[1], c.p.s. M. D. Aidarova[2], c.p.s. Ergeshalikyzy Aktilek[3], Aldash Aimankul[4], Seidamat Assel[5]

Abstract

The article discusses the requirements and pedagogical conditions for the formation of reading competence, motivation for the art of the work, awakening, development of reading interest of primary school students.In particular, it takes into account the fact that children will have different interests, different requirements; motivate children's interest in reading; help a child read books as a reader; distribute books among young readers; take into account the criteria and principles for selecting texts for reading; take into account the text, type of work and genre diversity; diversity of speech in texts for to use the ability to illustrate with the correct understanding of the text; the graphic and artistic quality of the recommended book for reading; the correspondence of the plot and compositional construction of the work to the age and perception of the child; adaptation of texts presented in the textbook to students of this class; the text notes that such requirements as compliance with the norm of word ratio should be taken into account.Guided by general didactic principles, it was noted that along with them there are a number of principles that should be taken into account in the activities of preparing and motivating the reader to read in the lessons of literary reading and highlighted the main points.In addition, it should be noted that there are principles of focusing attention when performing written works based on the work read, parallel reproduction of the work read with the mental activity of students with a special emphasis on the educational value of the work presented for reading.Each principle is illustrated by some examples that help the teacher's activities, regulates his activities in the field of educating the reader.

Keywords: *Reading Activity, Reader's Interests, Pedagogical Conditions, Pedagogical Requirements, Motivation, Competence, Genre, Text Composition, Fluent Reading, Conscious Reading, Teaching Methods, Technology.*

Introduction

The difference between a literature teacher and other teachers is that he works with the art of speech. The art of speech is an ancient art. It was this ancient art that united people, purified their hearts, and represented the world and man. Thanks to the art of words, wars stopped, families were built, children were raised. This art existed both in oral and written form, and the book form gradually became dominant. And to master the book form, it is necessary to develop reading skills, which in a broad sense is called reading competence. "In the subject standard for Kyrgyz literature for grades 5-9 of general education organizations of the Kyrgyz Republic, reading competence is the ability to aesthetically assimilate a literary work, form an idea of the characteristics of literature, among other types of art, understand and assimilate figurative words on a personal level through identifying artistic significance, associativity, visual and auditory clarity of figurative words; the development of theoretical and literary concepts not as a subject, but as a means of helping to understand a work of art [12, 7-c.]. Reading competence is the ability to perceive any text at a certain age. For example, a second grader should not be asked to read Ch. A. Aitmatov's novel "Cassandra's Brand," since at this age the child is not yet competent enough to read and understand the work. Over the next 15 years, USAID projects "Read Together", "Okuu Keremet" and Roza Otunbaeva "Kindergartens in Jailoo" developed requirements for involving primary schoolchildren in reading, criteria for selecting books and hundreds of literary texts. Their main goal is to increase the popularity of books, improve the reading environment, and improve the quality of children's books in terms of content and illustrations. Modern

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[1] associate Professor, KSU named after I. Arabaev, IPK and PC named after. M. Rakhimova

[2] Batken State University, Professor of the Department of Pedagogical Education

[3] Batken State University, senior lecturer at the Department of Pedagogical Education

[4] Doctor of Philology, Professor. A. Baitursynov Institute of Linguistics st. Kurmangazy, 25, Almaty. https://orcid.org/0000-0003-3468-0369

[5] PhD doctoral student Al-Farabi Kazakh National University Al-Farabi Avenue, 71, 050040, Almaty. https://orcid.org/0009-0001-0471-3249

children have different requirements for books, their interests have changed, and, as always, publishing books in black and white is no longer interesting. The interests of children are very diverse, since they were born in different families, raised, have different environments - the first thing to consider is the different requirements of different children. For example, we were curious to know what books 41 elementary school students read in the children's library. 10 students read fantasy; 7 students - detective; 6 students - funny works (comics); 5 students - stories; 5 students - fairy tales; 4 students - popular science work; 4 students are songwriters. The teacher must accommodate these different reading interests. Ways to deal with such a variety of interests include: finding books that interest them; finding ways to interest them in other uninteresting genres; finding common interests throughout the class. The second requirement is to motivate children's interest in reading. Ways of implementation: advertise interesting books, talk about authors, talk about individual stories, hold meetings with high school readers, watch evenings of children's writers, appear on television, offer reading on specific topics and genres, etc.

The third requirement is to help the child read books as a reader. In grades 2-4, not all students can choose the right book. This poor choice can lead to a child being disappointed with the book for life. Therefore, the teacher, parents, library, and elder sisters of the children must work in unity, guide what the child is learning, whether reading is suitable for him, whether it is understandable, whether it can receive an educational impact from him. The fourth requirement is the popularization of books among readers and the general public. It is this activity that has not received due attention in the Kyrgyz Republic over the years of independence. In Soviet times, under the Writers' Union of the Kirghiz SSR, there was a Bureau for the Propaganda of Fiction, local book societies that went out to the public, distributed and sold fiction books, enriching people's ideas about books. In cities, regional centers, and large villages there were bookstores where books were sold at the lowest prices. Radio, television, children's newspapers and magazines broadcast information about newly released books. Reorganizing such events is one of the effective ways to educate the reader.

The fifth requirement is to take into account the following criteria and principles for selecting texts for reading:

• appropriate for the child's age;

• maintaining gender balance in texts, having characters of two different genders;

• do not allow disparagement (discrimination) in relation to nationality, place, language, skin color, gender, disability;

• higher artistic level, but not too philosophical.

To support and generate reader interest, it is advisable to have children's books in the following order.

Table 1. Requirements for Children's Books

What should children's books be like?
Interesting, attracting children's attention
So that the character and the reader are the same age
Mentoring content
Images (illustrations) should reveal the content of the text, the unity of the text and illustrations)
Uniqueness of the text, the possibility of unexpected events
Simple and clear text language
Matching children's thinking

The sixth requirement is to take into account the origin, species and genre diversity of works. Dramatic background, vaudeville type in drama, comedy, tragic genres make it difficult for primary school students,

because it has complex conflicts of characters, dramatic copy, conflicts create difficulties for students of this age. Therefore, drama is not recommended for students in grades 2-4. And prose works, works of epic origin, including fairy tales and stories, occupy a dominant place, which indicates the suitability of such works for familiarizing students. The seventh requirement is diversity of speech in the texts being read. The following types of speech are distinguished: narration, description, reasoning. Of these, in primary school, students are often interested in reading narrative type texts because they are easy to understand. To do this, in the proposed texts, a narrative should be added to them and gradually described, and then move on to reasoning. The eighth requirement is to use the possibilities of illustration with a correct understanding of the text. An illustrator is a specialist after the author, conveying the text to the reader.

Some people, including children, are able to view images based on it instead of reading text. This visual ability is the main incentive to attract children to read. Often when children pick up a book, the first thing they do is look at the outside of it and then at the photographs inside. Illustrations for the epic "Manas", written by Theodor Herzen, are of great importance in the interpretation of any section of the text, in understanding the epic nature of the epic dastan, the imagination of the narrator, and the poetic properties of the work. For example, if an artist needs to draw a boy (or girl) when designing a book given to a third grader, it is better to draw a 10 or 11 year old boy. If several boys (or girls) are involved, their clothes should be of different colors and styles. The ninth requirement is the printing and artistic quality of the proposed book for reading. This takes into account the quality of the printed image in the book, the quality of the paper on which the book is printed, the correct choice of colors and fonts, the layout and design of the book. The tenth requirement is that the plot and compositional structure of the work corresponds to the age and perception of the child. For example, if we offer a story of epic origin, then first an epilogue is given, in which confusion occurs, and then the beginning of the story, the reader becomes confused and throws away the book he is reading. Therefore, it is advisable for such a plot work to consist of a traditional plot-compositional structure. They are presented in the following order.
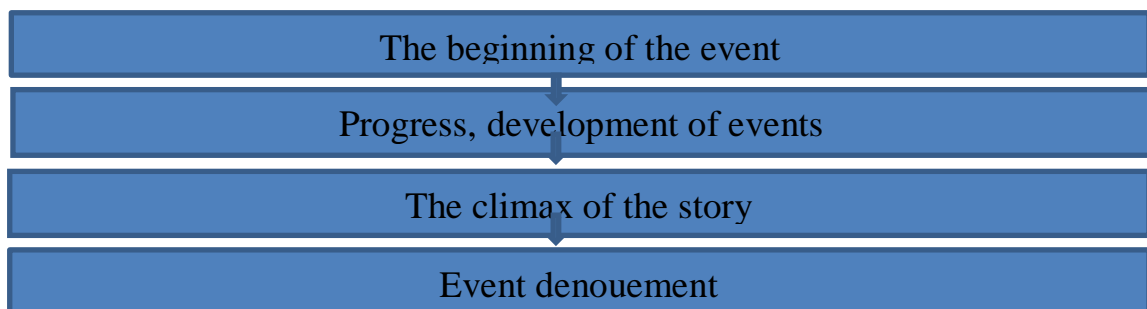
The beginning of the event

Progress, development of events

The climax of the story

Event denouement

Figure 1. Correlation of Plot Elements of the Proposed Epic Work For Children

As practice shows, plot works in the same order were convenient for schoolchildren to understand. If this does not happen with the plot dynamics, the reader will have problems understanding the work. The eleventh requirement is that the texts offered in the textbook must be adapted (adapted) for students in that grade. The text is proofread to be readable and acceptable. • reducing new words whose meanings the student has not yet learned (do not use more than 5-7 percent of new words); • if there are new, confusing words, replace them with synonyms; • do not use the same words over and over again; • write down sentences that are difficult for a child to understand, breaking them down into simple ones; • if it is a complex word, find short words that are synonymous with it; • if you have complex sentences in the form of a monologue, simplify them to a dialogue or vice versa, turn complex dialogues into a monologue, etc. Throughout the history of general pedagogy, including the section of didactics, dozens of teaching principles were laid down. E. Mambetakunov and T. Siyaev give the following definition of didactic principles: "In principle, the term "principle" means the primary basis, the original idea and the rule of behavior." Didactic principles are the basic rules that determine the content, form and method of the educational process, as they are related to general goals and objectives. That is, the didactic principle will be the norms, the foundations for bringing the course of the educational process in accordance with the basic laws and patterns of learning [7].

Discussion

Didactic provisions do not follow directly from the principle, but flow from the analysis and generalization of the practical experience of many generations of teachers. Thus, practical teaching experience is contained in the rules and regulations. These rules and regulations play two different roles. Firstly, the principle of transferring the basic laws of the educational process from generation to generation (positive influence) is observed. Secondly, certain rules in some cases make it difficult to complete the educational process, not allowing one to go beyond certain limits (negative impact). Therefore, every teacher must be able not only to directly apply didactic rules and regulations, but also to apply them in every pedagogical situation. With the development of pedagogical science, didactic principles are clarified, supplemented, that is, changed. As a result, some didactic principles undergo changes, and some principles are eliminated and replaced with new ones. J. Komensky considered the main didactic principle to be the principle of integration of the pedagogical process with nature [6]. At the same time he established other principles. K. Ushinsky introduced four didactic principles: a) the principle of consciousness and activity of students; b) the principle of visibility; c) the principle of continuity; d) the principle of the strength of knowledge [11]. The educational process gives a certain result only if it was built from beginning to end based on didactic principles. As a result of scientific and pedagogical research and pedagogical practices, the following didactic principles were developed: • the principle of reasonableness and activity; • principle of visibility; • the principle of systematicity and consistency; • principle of strength; • principle of accessibility; • scientific principle; • the principle of connection between theory and practice; • the principle of turning to history; • principle of continuity; • the principle of humanity and others [9, 194-195-bb]. The above-mentioned general didactic principles will necessarily be guided in every pedagogical activity, including in developing the reading interest of primary school students. In addition to them, in our research we found that the activities of preparing and encouraging the reader to read in literary reading lessons related to our topic will also be guided by the principles without which it is impossible to carry out creative work. Let's look at the main ones [12].

The principle of taking into account the psychological characteristics of students when reading artistic literary texts. The main focus of studying literary reading at school is the process of reading a work, understanding it and involving students in this reading [13]. This process is a special system of child activity, accompanied by a complex psychological process. In methodological sources, the psychological aspects of the perception of a work of art and its influence are widely studied in the works of L.S. Vygotsky, L.I. Bozhovich, A.N. Leontyeva, A.A. Leontyev, P.M. Yakobson, O.I. Nikiforova , S.L. Rubinstein and other psychologists. According to their research, every work that children read should influence that child, and its influence is manifested in the child's emotional feelings (joy, fear, crying, hatred, compassion, etc.) [14]. Factors that cause a child to awaken an interest in reading: firstly, the presence of a large number of books in the closet at home; parents' affinity for books; presence of psychological readiness for reading. The principle of regular reading of literary texts [15]. Learning activities should be carried out continuously every day. Experience shows that when one student is not engaged in studies for a certain period of time (due to various reasons), his interest in learning decreases and becomes passive [16]. To implement this principle, each student can be assigned to create a registration card and fill it out. The reader registration form specifies the following: • The student who spends the most time studying per week; • connections between learning at home and in the classroom; • origin, type, genre of works read; • Authors of the works read, etc [17]. This data helps in diagnosing the learning activities of students and also helps the teacher in carrying out activities. The principle of continuity follows from the principle of systematicity and consistency in general didactics. To implement the laws of this principle, it is recommended to comply with the following rules and regulations: • reading materials are planned in advance, divided into logically related groups, parts, the order and methodology of working with each of them is determined; • identifying elements of basic knowledge for each topic, highlighting main ideas, concepts, grouping the remaining materials around them; • when teaching a course, relationships are established between facts, laws, theories, which are explained in a certain sequence; • since an academic subject is a "small copy" of the corresponding science, it does not violate the logic of science in order to pass through a known system; • use of a practice-tested scheme for the formation of theoretical knowledge, selection of the object and subject being studied, explanation of the fundamentals of the theory, identification of elements of mastering the theory, establishment of the

results of the theory, determination of the ways and limits of application of the theory; • focusing on frequent reproduction and development of previously covered material; • an attempt to show the future of educational work; • performing mandatory generalizing and systematizing work of the department at the end of the course; • adaptation of students to systematic and targeted observation and others [18]. The principle of taking into account the general and personal interests of students when studying readable literary works. Correct application of this principle will help to master the educational material at the proper level and interest the student in reading. Public figure Suyunbek Kasmambetov says: "...at first the teacher for my father, as well as for all of us, was probably our mother herself. She was an amazing soul. She eloquently told us many folk tales, legends and fables, and she herself strived for knowledge. There was one inviolable rule: every day I read aloud to my grandmother the works of Kyrgyz writers, and she listens. In the meantime, we have the opportunity to plunge into the magical image [19]. After reading one part, I stop, and on the second day I start from where I left off. This is how we got acquainted with many of the best works of that time, such as "Broken Sword", "Kanybek", "Azhar", "Long Journey", "Jamila" [20]. A guide word to pay attention to is that the child reads a book to his grandmother every day. This regular activity was something of a hobby for the grandmother, and for the child it was a cleansing of the inner world, awakening interest in books, and developing reading activity [21].

Conclusion

When reading a literary work, it is necessary to rely on the life experience of students. Although students in grades 2-4 do not have a wealth of life experience, they also have a certain degree of knowledge and vision. For example, using the insertion method, they can analyze what they know and what they have just learned, organize unknown, unclear information, and develop teamwork skills. In this case, you can ask a set of questions to consolidate and reflect on the knowledge gained, and with their help, students will have the opportunity to summarize what they have learned in the lesson. Another principle of teaching reading activity is the creative use of reading and incentive work [22]. At the same time, to read the text and increase readers' interest in reading, it is necessary to creatively use various types of pedagogical activities (artistic reading of the text; text analysis; dividing the text into smaller topics; combining reading and written work; using modern technologies in teaching; communication between students ; dialogues between students and the teacher; animation; sweets; communication with the library; holding conferences and quizzes based on the book; drawing based on this work). When using them, the nature of the work and the interests of children must be taken into account. Principles of pedagogical guidance in organizing and conducting reading, developing the reading interests of primary school students. The composition of this principle: the first is the definition of a literary text focused on reading; the teacher, before offering students a readable work or book, reads this work several times, determines its suitability for children's perception, language, educational significance, availability in libraries, number of copies. ; the second - advises students about the work of fiction they are reading, parents if it is given for homework; the third – ensures the availability of readable text in the hands of all students; fourth, monitor how the works read are used in children's memory and in life practice. In addition to the above principles, there are other principles based on the work being studied, such as focusing on the completion of written work, paralleling the read work with the mental activity of students, and paying special attention to the educational significance of this work for reading [23]. Each principle helps the teacher's activities and regulates his actions in the direction of educating the reader. The following can be identified as components of motivating readers' interests:

Table 2. Components of Motivating Reader Interest

Types of components Contents of components	Types of components Contents of components
Theoretical creation of a reading environment;	Theoretical creation of a reading environment;
individual approach to each work and each author	individual approach to each work and each author

meaningful connection with extracurricular activities;	meaningful connection with extracurricular activities;
presenting work to the curriculum that will arouse the interest of readers;	presenting work to the curriculum that will arouse the interest of readers;

At the same time, the teacher observes the nature of their reading speed, offering each student his own text. Otherwise, when the previous student reads, the next student will hear the content of that text and it will be considered a familiar text for the next student. It may be noted that the above actions lead to results only if they are performed consistently and purposefully. It provides the basis for the formation of a reading culture, systematically developing the student's educational activities. The focus should be that this in itself is the ultimate goal of "literary reading" in primary school [24].

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