

## TEACHING STUDENTS TO THINK CREATIVELY IN READING LITERACY LESSONS

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### Annotation

The article describes the comparison of the level and quality of reading and text comprehension among elementary school students around the world, as well as effective methods of forming creative thinking competence. In addition, reading literacy is inextricably linked with music and visual arts, which instill in students a love of beauty, feed the feelings of purity, sharpen the senses, sharpen the mind, enrich the imagination, and develop aesthetic taste. is based on.

**Keywords:** creative thinking, literacy, reading literacy, the content of PIRLS research, assessment of reading literacy, perception of the forms of one's own language, work on the text.

### Introduction

Uzbekistan Republic Ministers " People education in the system education quality evaluation in the field international studies organize reach measures on " No. 997 decision Republic people education in the system education quality evaluation in the field international studies organize reach, international connections o ' installation, o ' students scientific research and innovation activities, most First of all, young generation creative ideas and creativity each bilaterally support and encouragement in order to released[1].

Our country own of development new to the period step put present in the day Uzbekistan Republic in 2017-2021 development five priority direction according to Actions strategy based on all in the fields wide extensive changes done is increasing . There that's it of reforms the success of our country in the world advanced, modern countries from the line worthy sit down acquisition, first of all, science and education of the field development with, this about our the world scale competitive will be we get with organic depends.

### Analysis and Results

Young people perfect and perfect people by doing adult deliver our society social in his life important and main from tasks one is considered That's it o ' rinda our president Sh.M. Mirzi oyev's " We". for own relevance and importance that doesn't go away again one the issue is our children independent thoughtful, modern knowledge and profession - trades occupied, solid vital to the position yes, really patriot people as bring up task "[3]. thoughts I want to bring Indeed, knowledge[13] How strong If so, it 's a student worldview, intellectual potential so much develops and maturity finds Nowadays, information literacy for students is an important condition for improving educational efficiency.

Literacy is the ability to perceive and practice the forms of written language required by society and valued by man.

This point of view is becoming more and more important in modern society, where students' ability to use information obtained from reading is more and more important. The focus shifts from demonstrating understanding to demonstrating skills in how to apply learned information to new projects and situations.

refers to the success of students in the implementation of their plans in the future, that is, in acquiring the skill of reading literately as the main tool for continuing education, preparing for work, and participating in social life and work[4].

The science of reading literacy consisted mainly of texts in an artistic style, conveying abstract concepts. The texts and poems selected for the new textbook are artistic, informative, and scientific-popular texts that help the child to enter social life[14].

In the current textbooks, there are no tasks for developing listening comprehension competence, but in the new one, separate tasks for each subject have been developed to develop this competence[2].

Tasks allocated for the development of reading comprehension competence were mainly focused on the information openly expressed in the text or didactic elements. Now the textbook will have questions and assignments covering all parts of the reading comprehension competency.

Until now, the purpose of teaching the mother tongue was to teach the grammar of the language, to memorize the rules related to the structure of the language. Only the most important rules are left in the new textbook. More emphasis is placed on colorful images and interesting tasks[5].

Importantly, now there will be a "Teacher's Book" for teachers, and an "Exercise Book" for students. Old textbooks focus on teaching language structure. New textbooks emphasize lexicological and semantic aspects of the language rather than the structure of the language. That is, the main attention is focused on aspects such as the word, its meanings, substitutes, places of use, vocabulary.

Texts taken from current textbooks emphasize didactic importance rather than appropriateness for the child's age. The presented didactics are based on age-appropriate texts and poems on interesting topics. Together with the writers, the texts were reworked[15-21].

Words in the textbooks that might be unclear were left unexplained. In new textbooks, words that are difficult for a child to understand are placed in a special dictionary at the back of the textbook. In addition, special exercises have been developed on them[6].

In the prepared textbook, the process from the sentence to the creation of a complete text is systematically developed. First, the child who begins to fill in the blanks in sentences is brought to the level of being able to create a small text within a certain topic.

Also, in the textbook, the most painful problem of the students, which is the most painful problem of the students, has been developed special tasks that are answered orally. A special time is allocated for them to recite the poem given for memorization.

There is no homework in the new textbook. Based on speech topics, non-standard exercises and tasks aimed at self-discovery, which complement each other in consistency, have been developed. Within a certain topic, educational content aimed at bringing from the level of associative imagination to the level of creating an oral or written text has been developed. The author's ability to use words in working with literary texts is revealed through practical assignments[7].

The content of the knowledge given in the mother tongue in the elementary grades is about the sound structure of the Uzbek language and the ways of expressing sounds in written speech, about the change of words and the connection of words in a sentence, the morphemic composition of words and word formation, consists of knowledge about the lexical-semantic group of words, the correct writing rules of the Uzbek language and the use of punctuation marks. The given knowledge serves to develop students' speech[8].

The subject of mother tongue and reading literacy in the primary grades of general secondary education, along with teaching students to read consciously, correctly and expressively, forms reading and speaking culture and the ability to think independently. It serves the comprehensive development of students. The content and methods of teaching the science of reading literacy should help students to acquire thorough knowledge, skills and abilities in the amount required by the program.

PIRLS research is the ability to perceive and practice the forms of written language required by society and valued by humans. The PIRLS Reading Achievement Framework was first developed for the 2001 study using the IEA's 1991 Reading Literacy Survey . Since then, the PIRLS assessment frameworks have been updated for each survey period, including the 2021 survey period. Currently, according to PIRLS, reading literacy is the ability to understand and use forms of written language that are required by society and valued by humans, as well as the ability to create meaning from texts in various forms[9].

The subject of reading (literature in the curriculum of primary grades of general secondary education) is to develop oral and coherent speech, increase vocabulary, read correctly and expressively. along with teaching, it serves to form reading and speech culture and the ability to think independently. Formation of correct, fast, conscious, expressive reading skills in the student by teaching the science of reading; instilling a love of reading, raising them from an ordinary book reader to the level of a thoughtful, creative reader; through reading, to expand their knowledge about the environment and existence, to enrich their worldview; education in the spirit of moral-aesthetic and hard work; to develop speech and thinking; formation of elementary literary concepts in thinking; it is intended to develop the student's thinking[10].

view of reading literacy as a constructive and interactive process reflects many theories of reading. In the course of the student's work with the text, through the interaction between the student and the text (that is why this process is called interactive), the student creates meaning (that is why this process is called "construct" in English).

is an active participant in this process, creating meaning, reflecting on the text, and consciously choosing effective reading strategies. Each type of text follows typical patterns and rules to help the reader interpret the text. Any text can have different forms . These include traditional books, magazines, documents and newspapers as well as written forms in digital form.

PIRLS addresses two overarching goals of young students' learning in and out of the classroom. These are reading for artistic experience and for the acquisition and use of information. In addition, PIRLS integrates four broad comprehension processes in each of the learning objectives. These are: focusing and finding specific information, drawing direct conclusions, interpreting and integrating ideas and information, and evaluating and critiquing content and text elements[11].

The development of reading literacy around the world is directly related to why people read. Generally, these reasons include studying for pleasure and personal interest, or to participate appropriately in education and community life. Most young readers' first reading is often narrative (such as story collections or picture books) or informational texts that provide students with information about the world around them and answer questions. Both reading literacy goals are important for the young student. Therefore, PIRLS has the primary goal of making texts equal when assessing each type of reading[12].

## **Conclusion**

Reading literacy is inextricably linked with music and visual arts, which instill in students a love of beauty, feed the feelings of purity, sharpen the senses, sharpen the mind, enrich the imagination, and develop aesthetic taste. should be . The organization of reading, music and fine arts classes will help children to understand and appreciate works of art, and will serve to form the spiritual image of the student as a person.

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