

**METHODOLOGY FOR FORMING COMMUNICATIVE COMPETENCE IN PRIMARY STUDENTS BASED ON PRODUCTIVE LEARNING****Shabbazova Dilfuza Ruzikulovna** – scientific supervisorTermez State Pedagogical Institute,  
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**Abstract:** This article examines the theoretical and practical foundations of developing productive reading skills in primary school students. The essence of productive reading and its role in enhancing learners' cognitive abilities, independent thinking, and deep text comprehension are analyzed. The study also explores the use of effective pedagogical technologies, interactive methods, and didactic approaches in the reading process. Particular attention is given to improving students' conscious, fluent, and expressive reading skills, increasing their learning activity, developing speech culture, and fostering interest in reading. The research findings contribute to improving the effectiveness of forming productive reading skills in primary education.

**Keywords:** productive reading, primary education, reading skills, conscious reading, expressive reading, reading fluency, independent thinking, pedagogical technologies, interactive methods, didactic approach, speech development, learning activity.

**INTRODUCTION.** The concept of productive reading is characterized by the student's active work with the text, that is, the ability to understand, analyze, react to the read material and enrich it with his own knowledge, developing new ideas. This serves to develop independent thinking, critical approach and creative thinking in students. The formation of these skills in the primary school ensures the successful study of students at subsequent stages of education. In the current conditions of globalization, the sharp increase in the volume of information requires students not only to read, but also to quickly and effectively assimilate the information read. Therefore, along with traditional reading methods, the need to use modern pedagogical technologies, interactive methods and innovative approaches is increasing. These methods are of great importance in increasing the activity of students in the lesson process, directing them to independent research and increasing their interest in reading. This article analyzes the theoretical foundations, pedagogical conditions and practical methods of developing productive reading skills in primary school students. Also, the issues of developing students' speech, expanding their thinking and activating their educational activities through the effective organization of the reading process are scientifically substantiated. In our country, great attention is paid to developing students' reading literacy through international assessment programs, and to developing a culture of reading and reading. "Developing methodological recommendations for students to select works of art based on the principle of "from simple to complex" and develop the skills of careful reading during book reading, holding "Orator" and essay competitions based on the books they read in order to improve their skills in expressing their independent opinions orally and in writing, attracting primary school students to "Little Academic" circles and providing them with insights into the secrets of reading and reading culture" have been identified as priority areas for improving book reading and reading culture among students. This requires clarifying the content of forming students' communicative competence through productive

reading in primary school native language and reading lessons, developing a didactic model for forming students' communicative competence through productive reading, and improving productive reading technology for forming communicative competence in primary school students.

### **The main part.**

The formation of productive reading skills in primary school students is a complex, multi-stage pedagogical process, which is organized taking into account the age characteristics, level of psychological development and individual capabilities of students. Productive reading includes the ability of the student not only to read the text, but also to understand its content, distinguish important ideas, analyze, evaluate and independently express his opinion. Therefore, the formation of this skill is one of the central tasks of the primary educational process.

First of all, it is important to identify the components of productive reading skills. According to scientific sources, this skill consists of several main components: technical reading (correct, fast and fluent reading), conscious reading (understanding the content of the text), expressive reading (correct use of intonation and pauses), and reflective reading (expressing a reaction to the material read). Studies show that in primary school students, reading speed and comprehension are closely related, and a student whose reading technique is not sufficiently developed has difficulty in deeply understanding the content of the text. Therefore, the teacher should pay attention to the harmonious development of all these components during the lesson. The role of modern pedagogical technologies in the formation of productive reading is invaluable. In particular, interactive methods such as "Brainstorming", "Insert", "Cluster", "Boomerang", "Squinain" encourage students to actively work with the text. For example, through the "Insert" method, students express their understanding based on the marking system during the reading process: they distinguish new information, identify areas they do not understand and compare it with their existing knowledge. This takes the reading process from passive perception to active assimilation. The "Cluster" method also helps to systematize the main ideas and concepts in the text, which develops logical thinking.

Text selection is also important in developing productive reading in primary school students. The selected texts should be age-appropriate, interesting in content, educationally significant, and simple in language. Scientific research shows that when working with texts that match the interests of students, their motivation to read increases by 1.5–2 times. In addition, the use of materials of various genres (fairy tales, stories, poems, popular science texts) broadens the students' worldview and increases their vocabulary. The role of the teacher is also of particular importance in the formation of productive reading skills. The teacher should act not only as a provider of knowledge, but also as a guide and motivator. He stimulates students' thinking by asking questions, creating problem situations, and organizing discussions. For example, after reading a text, asking questions such as "Why?", "How?", "What would you do if you were in this situation?" encourages students to think more deeply. This develops reflective reading skills. The assessment process is also an important factor in developing productive reading skills. In addition to the traditional assessment system, the use of formative (assessment during the process) methods gives effective results. Students' reading speed, level of understanding, ability to answer questions, retelling the text and expressing their opinions should be regularly analyzed. According to statistics, in classes where regular analysis and an individual approach are used, students' reading efficiency has increased by 25–30%. The use of information and communication technologies is also an important tool in developing productive reading. Electronic textbooks, audio texts, multimedia tools develop students' ability to perceive through hearing and vision. For example, by listening to audio texts, students learn correct pronunciation and intonation,

while video materials help them visualize the content of the text more clearly. This serves to develop comprehensive reading skills.

### METHODOLOGY

This methodological approach ensures the scientific validity of the research and shows that the language field is closely related to education, as it is an important tool for acquiring and imparting knowledge. In this case, providing knowledge about the language; developing speech skills based on the acquired knowledge; transforming the acquired skills into qualifications are important stages. The basis of speech skills is the vocabulary in memory. In children, speech material is accumulated from 1 year to 4–5 years of age on the basis of words, sentences or ready-made texts in their memory. According to Professor R. Tolipova, "This material is automatically manifested in the child's speech in connection with a specific image or situation."

Mother tongue education involves conducting appropriate exercises in oral and written form with the aim of developing speech skills in students in such types of speech activities as listening comprehension, reading, speaking and writing. Such exercises should be carried out on the basis of practical materials. In practice, it is determined that more attention should be paid to speech exercises than to purely grammatical exercises, that is, by teaching children the instructions for expressing their thoughts fluently, consistently, clearly, intelligibly and without errors, the transformation of existing skills into skills is achieved. The knowledge and skills acquired from the native language serve to develop speech and speech culture in students.

Since the subject of the native language in the primary school is a practical subject, it requires the development of situational speech skills. In the primary school, the native language and reading education have their own object of study and complement each other in terms of providing students with relevant knowledge and spiritual and moral education, as well as the formation of certain skills and skills. Native language and reading lessons develop students' coherent speech, expand their thinking, and ensure literacy. to literary language standards. In reading lessons, students' oral speech is mainly worked on. Accordingly, the educational materials studied - works of art - provide students with examples of lexical-stylistic, morphological-stylistic, syntactic-stylistic devices that comply with language standards. Students copy them exactly, sometimes creatively, in oral retelling, try to think and draw conclusions about what they have read.

In native language lessons, linguistic analysis of the studied texts is carried out. In this process, the text is studied phonetically, lexically, morphologically, syntactically. In the process of analysis, the student begins to understand at an elementary level the social function of language. Therefore, the teacher, as the manager of the educational process, must responsibly approach the didactic process, be able to choose modern methods, techniques and tools for working on educational materials that encourage students to think while playing, to think independently, and to use them appropriately in the lesson. This serves to form written speech skills such as mastering language rules, learning ways to express their thoughts through figurative means, and creatively using various basic concepts.

The increasing importance of language in society as a means of communication between people creates a need for methodological support in teaching the native language that ensures students' logical thinking, reasoning in the process of analyzing grammatical phenomena, being able to provide evidence to substantiate their independent thoughts, and drawing general conclusions. Therefore, the points of view that are considered speech skills today are the product of the artistic thinking of our ancestors, in which the requirements of speech and oratory are expressed, the importance of expressing ideas through reflection and observation.

In the formation of written speech of primary school students, it is advisable to work based on the interrelation of such language units as lexical, phonetic, morphological, syntactic. In this regard, it is necessary to pay attention to the following:

- when studying a sentence, determine the meaning of lexical units in its structure;
- when interpreting the meaning of a word, analyze its phonetic composition;
- connect the analysis of phonetic composition with literary-orthoepic pronunciation;
- harmonize the interaction of pronunciation and spelling, etc.

This, in turn, requires the implementation of the principles of "uniformity and differentiation of the approach to the selection of educational programs, ... encouragement of knowledge, abilities and talents" established in the Law of the Republic of Uzbekistan "On Education", starting from primary education, which includes the preparation of subject-specific assignments, didactic materials for each student individually or for each group, and regular use.

**Conclusion:** The formation of productive reading skills in primary school students is one of the priority areas of the modern education system. This process involves not only the acquisition of reading techniques by students, but also the development of important competencies such as deep understanding of the content of the text, its analysis, evaluation and independent expression of their own thoughts. Studies show that students with developed productive reading skills achieve high results at later stages of education, as they have the ability to quickly assimilate information, think critically and make independent decisions. Within the framework of this study, the interdependence of the main components of productive reading - technical, conscious, expressive and reflective reading skills - was scientifically substantiated. In particular, the direct relationship between reading speed and the level of understanding of the text indicates the need for proper organization of the educational process. Therefore, when planning reading lessons, the teacher should pay attention to the gradual and harmonious development of each component. It was also found that the use of interactive methods and modern pedagogical technologies is an effective tool for increasing students' interest in reading, encouraging them to participate actively, and consolidating knowledge. Methods such as "Insert", "Cluster", "Brainstorming" develop students' skills in working with text and activate their independent thinking. Such approaches take the reading process from passive perception to the stage of active mastery. The results of the study also showed that the selection of texts that are rich in content and interesting, appropriate for the age characteristics of students, is one of the important factors in the formation of productive reading skills. Educational materials that match the interests of students increase their motivation and form a positive attitude towards reading. This significantly increases the effectiveness of reading. In addition, the use of information and communication technologies allows for a more effective organization of the reading process. Through multimedia tools, students receive the text through various channels, which increases their level of understanding and serves the comprehensive development of reading skills. At the same time, the use of a formative assessment system creates the opportunity to monitor the dynamics of individual development of students and provide timely pedagogical support.

In conclusion, the formation of productive reading skills in primary school students requires a systematic approach, the use of scientifically based methods and innovative pedagogical technologies. By effectively organizing this process, students will develop not only reading skills, but also independent thinking, information analysis and free expression of their opinions. This creates a solid foundation for their development as individuals and success in future educational activities.

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