

THE DUTIES OF PARENTS AND TEACHERS IN TEACHING CHILDREN TO READ

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Annotation: The role of psychology in making children interested in reading books is incomparable. Because the effectiveness of forming children's reading skills through a number of psychological methods has been determined by various experiments and research studies. It will be discussed about the duties of parents and teachers in teaching children to read or study.

Keywords: responsibility, parents, teacher, student, duty, attention, determination, formation

In our country, special attention is paid to the development of reading skills of students, formation of reading culture in students and young people, formation of reading culture of elementary school students based on a systematic approach. At the same time, pedagogical conditions for the development of reading skills, improvement of the organizational-integrative model, and the development of interactive technologies for cultivating interest in reading are gaining relevance. This requires clarification of the theoretical methodological bases of the formation of reading skills in children, development of criteria for evaluating the level of formation of reading skills, and determination of the stages of formation of reading skills in children. The main tasks in introducing children to fiction in modern preschool educational institutions are as follows:

1. Arousing children's interest in learning fiction from small groups.

2. To educate children to listen to examples of fairy tales, stories, narrative poems and similar works of art, to understand them, to carefully observe the development of events, to think about them, to form an assessment of the actions of the heroes of the work.
3. To answer questions about the content of the work, to describe the actions, spiritual forgiveness, and spiritual qualities of the heroes of the work, to teach them to correctly evaluate.
4. To have basic concepts about the genres and language of the work, to understand the idea of the work, visual means in an age-appropriate manner, to teach to express one's views and opinions.
5. By narrating a work of art, narrating its content, reciting a poem expressively, understanding the tone of speech, voice strength, pauses and expressiveness, forming compliance with it.

After all, the main goal of children's reading is to educate children from a young age in the spirit of humanity, honesty, truthfulness, justice, and beauty to become real people. That is why many of our scientists, poets and writers pay great attention to books and reading. They remember more the interesting antics of the characters in the books, the funny events and the coincidences. If the teacher reads the book aloud and draws their attention to what is read, children will remember it. Through play, children of this age learn about events, characters and relationships of people. Children of this age are interested in the surrounding environment, nature and its animals, and education. Readers are characterized by figurative thinking of concrete things, and their understanding grows through this figurative thinking during reading. At this age, the child is not interested in the writing of the book, but rather in the image, story and incident in the book. An educator should form and develop the interests of readers, guide their reading, and work with real readers. We have

only given a description here for individual readers. In order to organize children's education in a qualitative way and to raise them to be people who can meet the demands of the times, it is necessary to study them comprehensively. Some children are real book lovers, while others do not like to read. Nevertheless, all children can be interested in reading books. The following guidelines given by educators will help children develop a love for books. At the same time, several methods of psychology are used to increase children's interest in reading books:

Observation and conversation is a method of in-depth study of books, and the educator always uses this method in his daily work when he works one-on-one with readers.

Through the interview method, he learns the reader's opinion, knowledge, ability, interest, and speaking skills. The educational value of this method is great. A topical discussion is followed through a collaborative cross-sectional approach. This is especially evident when it is held as a discussion about a book. Educators use such methods in their daily activities that both study the reader and guide his reading at the same time. The teacher will record the readers choosing a book, looking at the pictures in it or what the children say when they recommend the book to each other, which is more natural.

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