

## **Die Hauptfunktionen des Bildungstextes im Prozess des Wissensverständnisses in der Grundschule**

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**Zusammenfassung:** Dieser Artikel stellt eine einzigartige Interpretation des Problems dar, die kognitive Aktivität von Grundschulern zu verstehen. Dabei werden auch die Möglichkeiten von Bildungstexten aufgezeigt.

**Schlüsselwörter:** Wissen, Verstehen, Bildungstext, Information

### **The main functions of the educational text in the process of understanding knowledge in primary grades**

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**Abstract:** This article presents a unique interpretation of the problem of understanding in the cognitive activity of elementary school students. Also, the possibilities of educational texts are highlighted in this process.

**Keywords:** knowledge, understanding, educational text, information.

**Introduction.** Currently, in the process of teaching students, the problem of understanding in the context of the ideas of the person-oriented paradigm of education acquires a new form and content. It is known that the grade of the student is determined by the importance of being able to understand educational and scientific texts in educational activities. The ability to get the necessary information from the educational literature and understand it predetermines the success of the entire educational process, helps to develop critical thinking, develops the student's independence in the process of communicating with the text, and forms interest. All this meets the needs education. Pupils' understanding of scientific knowledge is the ability to process the text analyze its meaning and combine it with the knowledge acquired by the pupil independently. The main skills necessary for effective reading comprehension are to know the meaning of words, the ability to understand the meaning of the sentence from the context of the speech, the ability to observe the organization of the given passage and connect it to the previous one, and the ability to answer the given questions.

Comprehension depends on students' skills and ability to process information. If word recognition is difficult, students use too much of their ability to read separate words, making it difficult to understand what they read. There are many reading strategies for developing comprehension and comprehension skills, including vocabulary building, critical text analysis, independent reading, problem assignments, personal student observations, and so on.

A situation has arisen in primary school where almost all educational information presented in textbooks is explained in detail beforehand by the teacher. Only after that, schoolchildren are given tasks for reinforcement. This leads to the

fact that children get used to learning only with the help of a teacher, and cannot learn it by themselves as a result of working with a textbook.

With the transition to 3-4 grades, the volume of educational information received by student's increases, the texts for reading become more complicated. Children begin to experience learning difficulties. Many studies show that students' performance declines in this process. Not understanding the content of the educational material leads to a decrease in interest in the studied subject, and in the future in the entire educational process. Many children do not like to read educational and scientific literature due to the inability to independently acquire the necessary knowledge and critically interpret the educational material. Therefore, the primary school's most important task is to teach students to read and understand academic and scientific texts.

Students' understanding develops through education and direct experience. Understanding is determined by the cognitive development of the individual, which is the "construction of thought processes".

There are specific characteristics that determine how successfully a primary school student understands a text. Including prior knowledge of the subject, well-developed communication and the ability to ask questions and monitor understanding. "Why is it important?" and "Do I have to read the whole text?" Asking such questions is a step towards understanding.

Comprehension strategies often include early social and simulation learning instruction for elementary students, where teachers explain genre techniques and model top-down and bottom-up strategies to introduce the necessary compilation of text comprehension. After the continuum interface, the second phase involves accountability, where over time, teachers give students individual responsibility to apply independently learned strategies in a consistent manner with intermediate strategies, helping to manage errors. The last step is to enable students to learn more independently. The main task of any educational text is to convey information to learners.

The amount of information placed in the text is called information enrichment of the text. However, the main indicator of the text's informativeness is the presence of information in the text that can be used as a basis for mastering new, useful topics. As important parts of informativeness, various excerpts, quotations, summaries of indicators, and similar parts that do not supplement the presented material, but direct the reader to the necessary sources for obtaining new information, can also be mentioned.

There are two ways to increase the informativeness of educational texts. Each of these methods aims to adapt educational texts to a relatively wide audience of readers and to turn the text into a universal source of knowledge and information. These methods are:

1) Intensive method. Reduce the size of the text while keeping all the information in the educational text. In this case, the text is "compacted", brought to the level of being able to convey more information with less volume. To use this

educational text, the student must be intellectually prepared and have the ability to concentrate.

2) Extensive method. This method is based on increasing the amount of information in the educational text. In this case, the material delivered through the educational text is built on the basis of details and provides an opportunity for deep and comprehensive study of the subject.

The components of the text are also important in increasing the level of informativeness of educational texts. Text components include quotations from sources, excerpts, italicized parts, bolded sentences, and similar text elements. These elements perform tasks such as attracting the reader's attention, focusing on certain important information, and directing the reader's attention to the resources necessary to obtain more and more widely.

Based on the above, it can be concluded that it is appropriate to increase the level of informativeness of texts in educational processes in an intensive way for some educational programs, and in an extensive way for some educational programs. It is important to achieve the highest level of information enrichment of educational texts. The fact that the text is not enriched with information leads to a decrease in the student's interest in the studied object, having a negative effect on the student's acquisition of information on the subject. This makes the student's mental activity passive. The mastery of the text is the basis for the study of the subject. In the process of studying individual subjects, the student learns a specific academic subject. So, in our studies, the next step after mastering the text is mastering the learning material. Researchers study the student's mastery of a particular material in several stages. In particular, there are several stages of learning materials. It is the mastery of the learning material that can determine the student's level of knowledge. Let's consider the recorded levels of mastering educational materials as an example of studying the concept of "amphoteric".

Level zero is understanding. At this level of assimilation of educational material, the student combines the newly acquired information or information with the previous ones, "determines the place" of the new information based on the algorithm in his mind. The zero level, in essence, is an indicator that determines the student's readiness to learn the planned educational material during the educational process. Awareness of information in this case is considered as a factor that determines the student's readiness for learning activities and learning activities.

The first level is reproductive awareness. At this level, the student learns to distinguish correct information from false information after re-perceiving the information provided in the educational materials.

The second level is reproductive algorithmic actions. At this level, students find new information based on the received information and use this information to independently perform educational tasks. This level can be conventionally called "patterned acquisition", which uses only regular methods of obtaining and using information.

The third level is productive heuristic actions. At this level, the student has the ability to independently absorb new information and present it in a new way. The

third level means that the student mastered the studied topic consciously and creatively.

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