



**IMPROVING THE METHODOLOGY OF READING ENGLISH TO
ELEMENTARY SCHOOL STUDENTS BASED ON THE INNOVATIVE
PEDAGOGICAL EDUCATIONAL CLUSTER**

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Annotation

This article deals with the importance and necessity of using reading methods in a period of teaching English in elementary schools with the help of new method that relies on the innovative pedagogical educational cluster. Reading is one of the main skills that a pupil must acquire in the process of mastering a foreign language in school. Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text..

Key words

intellectual work, graphemic-phonemic, cluster, structural-information, semantic-communicative.

Introduction: Reading is one of the main skills that a pupil must acquire in the process of mastering a foreign language in school. Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. Through reading in a foreign language the pupil enriches his knowledge, of the world around him. He gets acquainted with the countries where the target language is spoken. Reading develops pupils' intelligence. It helps to develop their memory, will, imagination. Pupils become accustomed to working with books, which in its turn facilitates unaided practice in further reading. Teaching reading is very important, because it



helps to develop others skills: speaking and writing. This theme is very relevant, because sometimes in school teachers don't develop this skill right way, and spare a little time for it.

Literature review: Systematic analysis of foreign experience on the problem shows that education based on cluster approach began in Europe in the 1990s as a practical result of cluster theory and development, introduced by M. Porter (2003). M. Porter's cluster theory has entered to many spheres, as well as, education during the last decade. It is worth noting the contribution of Russian scientists in this research. Notions, branches of usage and characteristics of education cluster were investigated in their research were used.

Based on the analysis of the scientific literatures, the cluster approach to the development of education in the Russian Federation is based on the self-development and mutual development of cluster subjects based on social partnership, which enhance the specific advantages of individual subjects and cluster participants in general (T. I. Shamova, E. I. Pavlova]). According to researcher N. A. Sharay, the education cluster is considered as an integrated system of organization of educational resources. The only typological features of the model of educational clusters were proposed by M.Yu. Baryshnikov, I.I. Chinnova, A.V. Simonov. In the research of L. V. Ovsienko, I. V. Zimina, N. N. Klintsova, education clusters are understood as a network of universities, high schools, enterprises within the framework of social partnership.

The following researches were carried out by Russian scientists to study theoretical bases of formation and development of educational clusters: cluster approach to vocational education (B. Pugacheva, A.V. Leontiev), theory of activity and pedagogical design (V.V. Davydov, V.P. Bepalko, G.I. Ibragimov, B.T. Lednev, M.I. Makhmutov, A.A. Slastenin), The concept of continuous education (B.S. Gershunsky, G.V. Mukhametzyanova, A.M. Novikov), social education in vocational schools research on the problems of partnership and management (P.F. Anisimov, G.V. Mukhametzyanova, G.I. Ibragimov, E.A. Korchagin, V.P. Panasyuk, A.S. Subetto).

The application of the clustering model in the education system of Uzbekistan has been observed in recent years, in particular, in the research of Uzbek researchers such as G. I. Mukhamedov, Sh.K.Mardonov , B.E.Khusanov, U. N. Khodjamkulov, B.Eshchanov, S.A.Toshtemirova based on innovative clusters of pedagogical education provides effective linkage analysis between regional types of education, improving the quality efficiency, creating a scientific and theoretical basis for the introduction of innovative ideas for training qualified personnel and their practical application.



According to the rector of the Chirchik State Pedagogical Institute of Tashkent region G.I.Muhammedov, due to the high social significance of pedagogical education in the sustainable development of society, modern requirements, problems in the system and science and education in solving them Ensuring the link between requires the transfer of continuing pedagogical education to a cluster development system.

Methodology: With the chain of educational cluster reading skill can be improved by teaching and using different sort of tasks and assignments. Reading is one of the main skills that a pupil must acquire in the process of mastering a foreign language in school (Vaseylva O.V). The syllabus for foreign languages lists reading as one of the leading language activities to be developed. It runs: "To read, without a dictionary, texts containing familiar grammar material and no more than 4--6 unfamiliar words per 100 words of the text the meaning of which, as a rule, should be clear from the context or familiar word-building elements (in the eight-year school). Pupils are to read, with the help of a dictionary, easy texts containing familiar grammar material and 6--8 unfamiliar words per 100 words of the text (in the ten year school)." Therefore, reading is one of the practical aims of teaching a foreign language in schools.

Reading is of great educational importance, as reading is a means "of communication, people get information they need from books, journals, magazines, newspapers, etc. Through reading in a foreign language, the pupil enriches his knowledge, of the world around him. He gets acquainted with the countries where the target language is spoken. Reading develops pupils' intelligence. It helps to develop their memory, will, imagination. Pupils become accustomed to working with books, which in its turn facilitates unaided practice in further reading. The content of texts, the irideological and political spirit influence pupils. We must develop in pupils such qualities as honesty, devotion to and love for our people and the working people of other countries, the texts our pupils are to read must meet these requirements. Reading ability is, therefore, not only of great practical, but educational, and social importance, too.

Reading is not only an aim in itself; it is also a means of learning a foreign language. When reading a text, the pupil reviews sounds and letters, vocabulary and grammar, memorizes the spelling of words, the meaning of words and word combinations, he also reviews grammar and, in this way, he perfects his command of the target language. The more the pupil reads, the better his retention of the linguistic material is. If the teacher instructs his pupils in good reading and they can read with sufficient fluency and complete comprehension he helps them to acquire speaking and writing skills as well. Reading is, therefore, both an end to be attained and a means to achieve that end.



Results: Traditionally teacher-student relationships were based on usual traditional thinking that the teachers have the basic authority and know what is best for students; students were viewed as inactive recipients of knowledge who always say yes to academic demands without questioning. Total power was in the hands of the teacher who makes unilateral judgments of student performance and decides which experiences will occur (Tanner C 1990). Students were expected to function from an obedience model, remaining dependent on the teacher. But this was creating hindrances in the cognitive and behavioral development of the student. That's why many scholars have emphasized to eliminate this authoritative attitude of teachers and focused on the importance of Positive Teacher-Student Relationship. Although there is a considerable amount of research carried out on positive teacher-student relationships but these studies usually were not designed to describe changes across the teaching career, they implicitly started from the assumption that becoming an expert teacher follows some kind of developmental process.

Today, knowledge dissemination by the teachers is becoming an issue without mutual understanding and relationship between the teachers and students.

Literature reveals that a positive relationship between the teacher and students is much needed and becoming fundamental in the holistic development of students. Many studies have pointed the importance of understanding the development of high quality teacher-student relationships on children's and adolescents' outcomes. Positive teacher-student relationships are high in closeness like mutual respect, caring and warmth between teachers and students.

For children at elementary position, positive teacher-student relationships are connected to children's successful adjustment to school, academic achievement, and school liking. In addition, such positive relationships are related to decreases in children's aggression. On the other hand, negative teacher-student relationships in elementary school are associated with children's low academic achievement, low school connectedness, and poor self-direction.

Although students typically report a decrease in their connectedness with teachers in middle school, the quality of these relationships remains important for positive student outcomes. The literature indicates that teacher-student relationship quality for middle school students, high school students, and students earning a general equivalency diploma foresees student achievement. That is, students with positive relationships with teachers tend to have higher school performance than their peers with negative student-teacher relationships.

Reading is a complex process of language activity. As it is closely connected with the comprehension of what is read, reading is a complicated intellectual work.



It requires the ability on the part of the reader to carry out a number of mental operations: analysis, synthesis, induction, deduction, comparison.

Reading as a process is connected with the work of visual, kinesthetic, aural analyzers, and thinking. The visual analyzer is at work when the reader sees a text. While seeing the text he "sounds" it silently, therefore the kinesthetic analyzer is involved. When he sounds the text he hears what he pronounces in his inner speech so it shows that the aural analyzer is not passive, it also works and, finally, due to the work of all the analyzers the reader can understand thoughts. In learning to read one of the aims is to minimize the activities of kinesthetic and aural analyzers so that the reader can associate what he sees with the thought expressed in reading material, since inner speech hinders the process of reading making it very slow. Thus the speed of reading depends on the reader's ability to establish a direct connection between what he sees and what it means.

There are two ways of reading: aloud or orally, and silently. People usually start learning to read orally. In teaching a foreign language in school both ways should be developed. Pupils assimilate the graphic system of the target language as a means which is used for conveying information in print. They develop this skill through oral reading and silent reading.

When one says that one can read, it means that one can focus one's attention on the meaning and not on the form; the pupil treats the text as a familiar form of discourse and not as a task of deciphering. "The aim of the teacher is to get his pupils as quickly as possible over the period in which each printed symbol is looked at for its shape, and to arrive at the stage when the pupil looks at words and phrases, for their meaning, almost without noticing the shapes of the separate letters". A good reader does not look at letters, nor even at words, one by one, however quickly; he takes in the meaning of two, three, or four words at a time, in a single moment. The eyes of a very good reader move quickly, taking long "jumps" and making very short "halts". We can call this ideal reading "reading per se". Reading per se is the end to be attained. It is possible provided:

Reading in the classroom has the following stages:

Pre-reading to activate their knowledge;

While-reading to develop their strategies such as deducing meaning, locating specific information, understanding relations between sentences;

Post-reading to check comprehension.

Reading activities that are meant to increase communicative competence should be success oriented and build up students' confidence in their reading ability. A fully-developed reading activity supports students as readers through pre-reading, while-reading, and post-reading activities.



Pre-reading is an essential process from which schema is activated by students before having their expectations confirmed by the text. With a non-exam class using a pre-reading stage to generate discussion about the topic, particularly with lower levels. It is necessary to activate students' background knowledge to aid them in understanding the text. Activating schema is rewarding in the classroom, many minutes can go by as students discuss the merits of a form of transport or being famous. By employing the pre-reading stage in an exam class educators rob the students of the ability to effectively interpret the text against the questions to be answered. It gives them pre-perceived opinions as to what they will find rather than allowing them to find the evidence or interpret the inference by the writer effectively. Pre-reading activities get students ready to read a text. Taking time to prepare students before they read can have a considerable effect on their understanding of what they read and their enjoyment of the reading activity.

Why pre-reading activities? Language learners need a reason to read. Activating prior knowledge is extremely important therefore for the ESL (English as a Second Language) or EFL (English as the First Language) learner who does not feel completely confident of his/her ability to read in the target language. This is where pre-reading activities come in. Pre-reading also has practical implications for lesson design and planning. The logic behind activating prior knowledge is to build upon what students already know about a topic as a lead-in to the main reading task. The more teachers activate students' prior knowledge, the easier it will be for the students to retain new information from the main reading task.

The following are some of the many uses of pre-reading activities:

- Motivating and setting purposes for reading;
- Activating and building background knowledge;
- Relating the reading to students' lives;
- Pre-teaching vocabulary and concepts;
- Pre-questioning, predicting, and direction setting.

The Resolution of the President of the Republic of Uzbekistan dated December 10, 2012 "On measures to further improve the system of learning foreign languages" is an important guideline in raising the system of teaching foreign languages to a new level in terms of quality and content. Knowledge of foreign languages allows for the effective use of world cultural achievements and information resources, opens a wide way for international communication. Particular attention is paid to improving the system of learning foreign languages in secondary schools and preschools of the country, the widespread use of modern interactive teaching methods. Foreign language teaching is also effective in preschools, general secondary schools and extracurricular activities.



As this discipline moved towards the present, the level of sophistication and inventiveness did in fact soared and new concepts, methods, and research projects were developed which interacted with this discipline².

Undoubtedly, one of the modern methods of the integration process is the cluster approach, which is to study it as a scientific and pedagogical problem. One of the main tasks of our national pedagogy is to develop scientifically based proposals on the mechanisms of scientific substantiation and implementation of its numerical method. Modern clusters typically bring together science, education, and manufacturing entities and form an economically stable global network. Therefore, it is planned to implement innovative approaches in creating a single organizational structure of clusters.

The process of integrating multiple entities within a cluster is a complex, multidisciplinary phenomenon. The basis of our dissertation is the teaching of foreign languages (English) in an integrated manner in pedagogical institutions, ie educational institutions, gathered around the cluster.

First of all, among the main educational subjects of the innovative pedagogical education cluster, we can distinguish the subjects that provide the first fundamental knowledge in the subject of foreign language (English).

The cluster system of pedagogical education development includes teaching, creation of educational literature, increase of scientific potential of pedagogical staff, increase of general capacity related to education and upbringing, general education related to education and upbringing operates in exchanges. At the same time, these general areas are being privatized in areas such as the management and organization of education, ensuring continuity and integration between types and areas of education, and the use of teaching methods and tools. The following participate as subjects of the cluster system:

- students, masters and doctoral students undergo pedagogical practice, educational, research, innovation and design activities, pre-school, general secondary, secondary special, higher and secondary education. 'additional educational institutions;

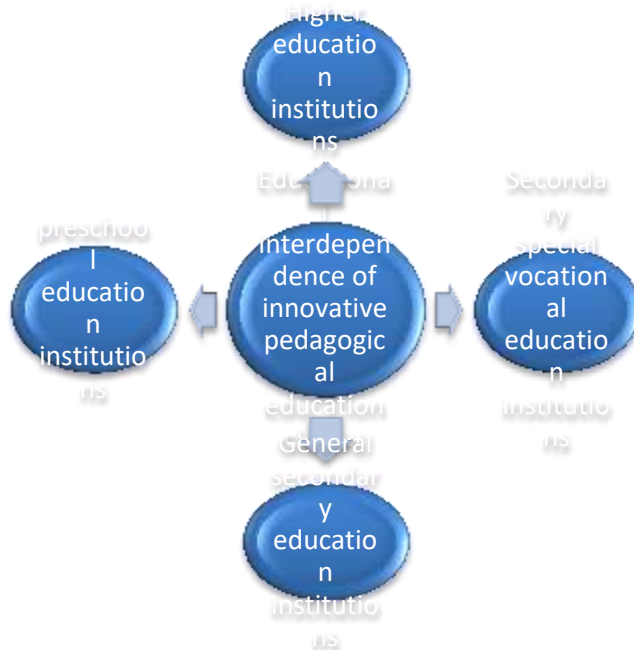
- institutions of the system of additional education for adults in accordance with the updates at various levels of education, institutions for the training and retraining of teachers of preschool, general secondary, secondary special vocational education for children and adolescents;

- scientific and scientific-methodical structures, centers, methods of scientific research, engaged in and defining joint research activities;

² Muxamatjonova D.R. - Theoretical basis of linguistic features of repetition in translation - Central Asian Research Journal For Interdisciplinary Studies (CARJIS), 2(1), 2022 y, Chirchiq sh, 354-356 p.

- pedagogical societies, initiative groups, public associations, governmental and non-governmental organizations;
- foreign higher education institutions and research centers

The most important subjects in the development of a foreign language (English) on the basis of an innovative pedagogical education cluster are the subjects that are the basis of graduate work in Figure-1:



In the last few years, learning a foreign language has become a necessity, not a way of self-development. Foreign language has become a mandatory component of education not only in schools and universities, but also in many additional preschools.

The demand for a foreign language in society, on the one hand, as well as the understanding by parents that language is not only a factor in educating a modern man, but also the basis of his social and material well-being in society - on the other hand. Making this moment foreign language learning especially popular and relevant. If 20 years ago knowledge of the language was required only in the work of some fields, now it was necessary to master at least one foreign language.

In conclusion: The essence of the concept of educational clusters lies in the merger of higher education institutions under the auspices of the leading branch of pre-school, primary, secondary, secondary special, vocational education, specialized schools, key enterprises and consumers of key enterprises and specialists consists of. The education cluster will allow students to enter the field of future professional activity without depressions, learn and apply good practices, test the results of scientific research in real conditions and improve professional training in real time and in real conditions. in such conditions, it can quickly meet the requirements of the labor market through the opening of popular and promising specialties, the study of



relevant disciplines, the introduction of modern educational technologies. The main advantages of the cluster approach in education are quality, modernity, openness, continuity, coherence and, ultimately, the competitiveness of educational services.

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