

DEVELOPING READING SKILLS IN PRIMARY SCHOOL STUDENTS

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Annotation : In this article, some effective ways of developing reading skills of pupils in primary education are explained. Also the improvement of reading techniques positively affected by stimulation to fast reading are suggested.

Key words: Developing, primary education, underperforming students, capabilities, acceleration, memorization, self-education, reading needs, academic performance.

The most important task of primary education is to teach children to read. This skill is necessary for every schoolchild, first of all as a general educational tool in the assimilation of all school subjects, it is also the most important type of speech and mental activity, a means of self-education and self-education.

Meanwhile, the state of the ability to read among junior schoolchildren significantly lags behind the required level, which has a strong effect on academic performance. For many underperforming students, it is poor reading that is the root cause of their underperformance in elementary school.

Due to difficulties in reading, schoolchildren develop a persistent dislike of reading in general, which affects the overall development of the personality. It is clear that in this situation, teaching reading needs special attention and control.

Everyone reads, but not everyone knows how to read. The problem of equipping people with good reading technique is acquiring great social significance, and therefore it should be solved from school. Indeed, after all, the reader will quickly read more books and receive more information, he will better assimilate and remember what he has read, and delve deeper into the meaning. Among fast readers, 53% study at "good" and "excellent".

But practice shows that the reading technique of many schoolchildren is at a low level, the reading rate lags far behind the children's capabilities. Reading lessons focus on reading comprehension, developing thinking, while developing fluency remains in the background. But the increase in the speed of reading among schoolchildren occurs mainly in the primary grades.

And if the theater begins with a hanger, then the ways of gaining knowledge, self-education begin with the ability to read. The teacher's task is to teach children to read at the pace of colloquial speech by the end of primary education.

Years of experience show that children continue to do well (4 and 5) in high school if they graduate from primary school with a reading skill of 100 to 170 wpm.

Primary school teachers use traditional and non-traditional working methods to improve reading technique and awareness. Below I will give examples of these methods. The main thing is that you can start work in any class at any time and the main condition is systematicity.

To ensure further successful learning, you need to develop reading skills.

Over the course of four years of study, the methods of mastering reading skill: first, there is the development of holistic (synthetic) reading techniques within a word and a phrase (reading in whole words); then the techniques of intonational combining of words into sentences are formed, the reading speed (fluent reading) increases, reading to oneself is gradually introduced with reproduction of the content of the read. Students gradually master rational reading techniques and reading comprehension, orthoepic and intonation norms of reading, words and sentences, master different types of text reading (selective, introductory, studying) and use them in accordance with a specific speech task. In parallel with the formation of the skill of fluent reading, purposeful work is being carried out to develop the skill of conscious reading, the ability

to comprehend the meaning of what has been read, to generalize and highlight the main thing. Students master expressive reading techniques.

Improving oral speech (listening and speaking skills) is carried out in parallel with teaching reading.

Building reading skills is a complex process, and at every stage, teachers and students face great challenges.

The first stage is to teach students to listen to a word, a work of art, i.e. perceive by ear. From the first lessons of literacy, extracurricular reading, I set the task for the kids to imagine what they read in colors, sounds, forms (they learn to imagine).

The second stage is the formation of skills in educational activities. This is the assimilation of the concept of "read" in its narrow and broad sense. For successful work at this stage, when analyzing words, I use chips and teach the pronunciation of words with intonational underlining of each sound. "To read a word, you need to look at the letters (counters) and name the sounds in sequence."

The third stage is reading syllables. The assimilation of the acceleration of the action of reading is facilitated by the desire to see the syllable, focusing on the vowel. Facilitates the process of mastering fluent syllabic reading - reading behind the presenter, reading a variety of syllabic tables. Each lesson in literary reading begins with reading syllabic tables.

The fourth step is to follow the reading. Teach to follow the teacher's slow reading with your eyes and your finger along the line in order to identify the sound form of a word with its graphic form.

The fifth stage is to form and consolidate the skill of fixing the eyes on a word, a line, while pronouncing it in a whisper or aloud.

The sixth stage is to form the skill of fluent articulation. This is reading at the same time with the teacher at the pace necessary for the class, based on the text.

The seventh stage is the formation of reading control actions. This is facilitated by the "best reader" competition.

And the final stage in developing reading skills for a beginner

The eighth stage is the development of interest in reading, books.

According to psychologists, more than 200 factors influence academic performance. These factors were introduced into tests, questionnaires, tested and surveyed over 2000 students. It turned out that there is factor # 1, the impact of which on academic performance is much stronger than the rest. This is the reading speed (optimal pace: speaking rate from 120 to 150 words per minute).

It is at this pace that a better understanding of the text is achieved. If the speed is too high, understanding deteriorates, if it is lowered, then you need to read it 2 or 3 times to understand.

The development of reading technique is positively affected by stimulation to fast reading:

- Show a sample of quick reading;
- Memorization and reading by memory;
- Organization of extracurricular reading;
- Conducting contests for the best reader;
- Teaching techniques of different types of reading.

These stimulants are a developmental factor in improving learning skills.

The inhibiting factors include difficult words, undeveloped articulation, irregular breathing of students, exaggeration of the role of loud reading.

Research by psychologists shows that the speed of reading is also seriously influenced by a strong-willed attitude towards the reading process. In this regard, it is necessary to constantly instill in schoolchildren that learning to read quickly is very important.

Visual and auditory dictations (with the correct methodology, otherwise it all boils down to mechanical copying) contribute to the development of eye vision and attentiveness necessary for fluent reading. Suggestions for auditory dictations are selected according to the same principle as for visual ones. It is important that the volume of sentences grows gradually and that they are accessible by meaning. Exercises can be carried out in the Russian language lessons in the form of "five minutes" 1-2 times a week.

Of course, such biological individual characteristics as the speed of reactions, characteristics of temperament, the quality of vision, to a certain extent, affect the development of reading speed. However,

the reading skill is still an acquired skill that is subject to further improvement. Therefore, it is necessary to single out (establish) the factors affecting reading fluency and develop some of them, and eliminate the second (inhibiting) ones.

In any case, the main indicator of teacher performance is the student's advanced reading skills compared to the previous test.

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