

FORMATION OF READING COMPETENCE OF PRIMARY SCHOOL STUDENTS

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ABSTRACT

The modernization process taking place today in Uzbekistan, a change in its target orientation, from the socialization of the individual to the formation of a person who is the bearer of the culture of his time and people, has led to the use of such a category as education for his result. If before students had to have a certain set of knowledge, skills, now a new criterion for measuring learning outcomes is competence.

Keywords: Competence, reading competency, elementary school, methodology, teaching math lesson, modern technologies, psychological understanding, didactic play.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Reading competency is a combination of knowledge and skills that allow a person to select, understand, organize information provided in sound and letter form, and successfully use it for public and personal purposes. This is how the new State Educational Standards define reading competency. This definition reflects the information-cognitive approach to reading, reading is considered as a kind of cognitive activity and is aimed at extracting information from texts, understanding and interpreting it. In this interpretation, the concept of "reading competency" is close to information competence. New standards attribute both of these types of competencies to meta-subject educational outcomes.

The modern elementary school teacher has a clear goal - the education of a qualified, talented, creative reader. In modern society, the ability to read cannot be reduced only to mastering the technique of reading, it is a constantly evolving set of knowledge, skills, abilities, that is, the quality of a person that must be improved throughout his life in various situations of communication, activity.

Unfortunately, the current situation is characterized by a lack of interest in the book in children and their parents, primarily in fiction, and a low level of reader perception. The level of speech literacy, communicative culture, the preference for the Russian word in foreign vocabulary, and the use of profanity cannot but disturb us.

The dislike of reading that arose in childhood and difficulties in perceiving the text usually accompany a person's life later. The computer and TV took away the children's time and desire to read.

Many teachers and parents are unhappy that children do not like to read. Teachers are seriously concerned about children's reading. But you can't get them to study, you have to carry away your studies! How to teach reading so that children fall in love with a book, because a book read in childhood remains in memory for a lifetime and affects the subsequent development of a person?

Of particular relevance is this problem in primary school. The purpose of literary reading lessons according to new standards is to educate a competent reader who has a formed spiritual need for a book as a means of knowing the world and himself.

Achieving this goal involves solving the following tasks:

- the development of the need for reading (independent, proactive) through the use of various forms of extracurricular activities;
- development of reading competence of students through the organization of a lesson in literary reading, literary games, creative contests, classes with elements of theatricalization;
- stimulation of children's creativity.

“There is no enjoyment of the book,” said S. Soloveichik, “no reading, no reader. Indifferent page turning, cold observation of what is happening in the book is not reading. Admiring the art of the writer and poet, relishing the word and word combinations, the delight of a successful expression "amazement at the mastery of the image and description, excitement caused by the depth of thought - this is the reading.”

Admiration, relishing, delight, amazement, excitement in their totality constitute a phenomenon called reader interest.

The reading competence of elementary school students is the ability formed in children for targeted individual comprehension of books before reading, as they read and after reading the book. Today, it is important not only to give the child as much knowledge as possible, but to ensure his general cultural, personal and cognitive development, to equip him with such an important skill as the ability to learn.

Reading competency is not running around the lines of the eye. The teacher's work to build reading competency is implemented in the following areas:

1. The formation of reading skills: the ability to read aloud and to oneself, knowledge of the main types of reading (introductory, in-depth, search, viewing). Techniques used: reading syllabic tables, speech workouts, game exercises to develop articulation, visual perception, attention, reading phrases with different semantic intonation, voice power, reading in pairs, working with tongue twisters, etc.

2. Readability. This competence includes the following components: knowledge of the studied works, understanding of literary concepts, their use and understanding; knowledge of books and works from the circle of children's reading offered in educational books for each class. Methods used: keeping readers' diaries, reading notebooks, making their own covers for the works of authors, little books, holding conferences, literary quizzes and festivals, staging works.

3. Ability to work with a book (definition and selection of books by genre, authors, topics, etc.); knowledge of the elements of the book. In work in this area, students work with reference books, dictionaries, and often visit libraries.

4. Skills and skills of actual reader activity, providing perception, interpretation (interpretation) and evaluation of a work of art as the art of a word, that is, according to the laws of this art (at a level accessible to schoolchildren of each year of study). The basis of this competence is versatile work with text.

An active approach assumes that a person in the learning process should not learn something, but learn to carry out activities. Activities come to the fore here, and knowledge is a condition for the fulfillment of this business. The task of training is the formation of methods of action that provide the result of educational activities and contribute to the development of key

competencies. In the modern sense, knowing means using knowledge to carry out certain activities, and not just remember certain knowledge.

Teachers who work with younger students know how difficult it is to teach children the technique of reading, but it is even more difficult to educate an enthusiastic reader. After all, to add words from letters and master the technique of reading does not mean becoming a reader. The main thing is to organize the process so that reading contributes to the development of the personality, and a developed personality feels the need for reading as a source of further development.

The forms of work with the book are diverse and determined by the creativity of the teacher. Effective development of the reading interest of primary school students is facilitated by conditions that include the systematic use of various forms of extracurricular activities, work with cultural institutions, and work with parents.

The success of the development of reading interest in children depends on the participation of parents in this task. Children need a “reading” environment, a book environment. Only on this basis does the desire to read arise, growing into a deep spiritual need. A “reading” environment must be created primarily in the family.

Timely and close contact with students' parents allows them to find the necessary and reliable helpers in their person, deepening children's interest in reading. Possible forms of work with parents: collective (parent meeting, conversation, discussion, lecture, round table, literary celebration); group (thematic consultation); individual (consultation).

The following criteria are considered as competency criteria: the child's active cognitive orientation on a particular subject or phenomenon of reality (in particular, reading children's literature); positive emotionally - colored attitude to reading, creative manifestations in activities attractive to the child.

On this basis, indicators of the reader's interest in younger students are: a positive attitude towards the reader's activity itself (“I like to read”); interest in specific books (“I want these books”), passion for the reading process itself (“I can't tear myself away from the book”); desire to share with others the joy of communicating with the book (“I want others to learn about this book”).

The main difference between the reading activities of younger students is that it should be encouraged by adequate motives directly related to its content. For elementary schools, this problem is relevant, since primary schoolchildren have very weak educational motives, high emotional excitability, suggestibility, imitation, which requires creating situations for reading to further develop his personality as a subject of pedagogical activity (A.N. Leontiev, I.S. Yakimanskaya, etc.).

Considering primary school age as sensitive for educational activities (L.I. Bozhovich, I.A. Zimnyaya, D. B. Elkonin), given that it is during this period that the development of thinking takes place, the necessary knowledge, skills and self-awareness are formed as a subject of educational activity capable of development and self-development, in elementary school there is a real opportunity for the formation of the foundations of reading competency, since it crystallizes out due to the synthesis of all components of reading activity and reading itself toyatelnosti. With an increase in the level of formation of reader independence, the formation

of reader competencies occurs when working with a book and a work, the intellectual and creative potential of the person increases, the reader's horizons expand, and as a result, the need for reading appears, the foundations of the reader's competence of younger students are formed.

The basics of reading competence of younger schoolchildren are considered in studies within the framework of activity-oriented (L.S. Vygotsky, L.V. Zankov, V.V. Davydov, D.B. Elkonin et al.), Personality-oriented (E.V. Bondarevskaya, I.S. Yakimanskaya) and competence (V.A. Bolotov, A.A. Verbitsky, V.G. Vinenko, I.A. Zimnaya, A.M. Novikov, V.A. Slastenin, A.V.) approaches, which allows us to consider the studied object as an integrated system, taking into account the characteristic features of children's reading and age-related characteristics of students, aimed at becoming the personal position of younger schoolchildren in reading activity.

“Tomorrow's illiterate person will not be the one who cannot read, but the one who has not learned how to learn,” said E. Toffler.

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