

TEACHING READING CHILDREN AT PRIMARY SCHOOL

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ABSTRACT

Teaching reading children at primary school, the importance of reading and its function in human life. Likewise, this topic embrace numerous guidelines that represent good outcome in reading and also reading is one of the main means of obtaining information are revealed in the article. The process of learning to read and write spelling begins long before the child goes to school.

Keywords: Preschool education, pedagogical practice, competence, creative approach, reading, scientific outlook, primary school, obtain information, communication, speech activity.

INTRODUCTION

Every modern person can read and write, as time and the state require, and it is important to note that the process of learning to read and write spelling begins long before the child goes to school. And even more interestingly, often parents do not exert even the slightest effort - the child independently seeks to show interest and satisfy his thirst for knowledge.

It is well known that reading is one of the main means of obtaining information. Its role is especially great today, it provides a person with the opportunity to satisfy his personal cognitive needs. Reading as a process of perception and active processing of information, is a complex analytical and synthetic activity, consisting of the perception and understanding of the text. When teaching a foreign language, reading is considered as an independent type of speech activity and occupies one of the main places in its importance and accessibility. The role of reading in independent educational activity is difficult to overestimate.

Reading, in essence, is one of the main areas of foreign language communication in independent work. Moreover, it performs various functions: the goals of practical mastery of a foreign language; language and culture learning tools in the conditions of in-depth study of a foreign language; means of information, educational and professionally oriented activities of the student, as well as means of self-education and recreational activities. In addition, the practice of reading allows you to maintain and improve not only reading skills that provide understanding and interpretation of what is read, but also phase logical and semantic skills, skills related to the processing of semantic information.

In fact, reading in a foreign language acts as the leading means of independent educational activity in this subject area.

Materials and methods

Learning to read as a process of extracting information from a print source is replaced by “processing reading material aloud, question-answer form of work, translation, retelling, etc.

Reading as a speech activity is almost not taught: it always falls out of the teacher's field of vision. It would be unfair, however, to look for the reason for this situation in that oral speech took one of the main places in learning and seemed to supplant reading. She did not supplant the reading, but subjugated it to herself, which should not be. Oral speech and reading are two types of speech activity. For all their interconnection, they do not have their own specifics. As it would be unlawful to teach oral speech on the basis of only printed texts, without the use of other means of stimulating utterance, it is not advisable and inefficient to teach reading only on the basis of oral speech.

A search is currently underway for effective ways to teach reading. The technology of training in collaboration is of particular interest in this case. An analysis of pedagogical theory and practice allows us to conclude that the essence of the concept of "learning in collaboration" is viewed from different perspectives. We can distinguish a wide range of works on cooperation as an interaction between a teacher and a student.

In the studies of V. Bezrukova, L. Savina, S. Temina, and others, various aspects of the foundations of cooperation in the lessons are studied, its conditions are revealed, the theoretical problems of shaping the personality of students in collaboration are solved. In research Sh.A. Amonashvili, I.G. Volkova, I.P. Ivanova and others are developing the content, methods and forms of practical implementation of cooperation in the educational process. The same problem when teaching a foreign language is engaged in Klychnikova Z.I. , Winter I.A. and others.

All of the above determines the relevance of the topic of this work, the purpose of which is to consider the difficulties of teaching foreign reading of younger students and their accounting in learning. To achieve the goals it is necessary to solve the following tasks:

Define the goals of teaching foreign language reading at school.

Consider the features of the organization of exercises in teaching foreign reading in high school.

Consider the main options for organizing teaching foreign language reading.

The following research methods were used in the work:

- analysis of pedagogical and methodological literature on this issue;
- observation of the educational process.

It is important that reading, as a type of speech activity, not only plays an important role in a person's life, but also allows you to say that a person began his process of personality formation. The fact is that speech activity cannot do without such a phenomenon as reading, if a person knows how to read and loves to do this, then this is manifested in the correctness of speech, in knowledge of spelling and punctuation of the language. In addition, any language is a code accessible only to native speakers of that language, as you know, in any language there are words that in different contexts will mean different phenomena, which is not always clear to those who study the language without plunging into the culture of its native speakers. Therefore, another important aspect of studying the issues of correct reading and knowledge of a language is the study of culture, which is a kind of transmitter of linguistic foundations. Knowing the culture, history, character of the people, you can not only understand the essence of linguistics, but also find yourself in a state of absolute understanding of what you say, write and even lose the accent that often gives out artificial bilingual.

Thus, it can be noted that reading, as a type of speech activity, is not just the result of learning a language, but also an indicator of a person's level of development, as it allows you to determine his ability to interact with other people, and also allows you to note the person's enlightenment and his level culture. On the other hand, it is necessary to note the psychological component of this process of human activity, which shows that at the initial stage, when the

child just goes to school, his desire to learn to read is quite large and this is due to many factors, but the most important thing at the moment is not “beat off the desire to learn, which is quite possible if the student encounters an incompetent teacher or simply the latter will not be able to choose the approach to a specific child. That is why at the present stage of development of the educational system, preference is given to personal and competency-based approaches, which are aimed at developing students' skills, abilities, desires and knowledge. But of course, this is not possible without proper awareness of the psychological component of the learning process.

One of the possible effective ways to improve the quality of teaching a foreign language in elementary school is to develop such educational materials that correspond to the age characteristics and cognitive interests of young children.

In the first year of study, it is planned to identify and develop those abilities without which successful mastery of the language is impossible. After an oral introductory course, students move on to reading, which begins with its loud-speech form - reading aloud.

When learning to read aloud at the initial stage, one can conditionally distinguish pre-text and text periods. The purpose of the pre-text period is to develop the primary matter - graphics, i.e. starting point in perception when reading; if in oral speech the phoneme is the absolute designator, then when reading this role is played by the grapheme. There are various approaches to determining when and how to start reading instruction at an early stage.

RESULT AND DISCUSSION

Traditionally, in the methodology of teaching foreign languages they talk about the formation of language skills and speech skills. It is believed that when teaching any type of speech activity, the teacher should form not just skills, but skills that are defined by a specific curriculum and correspond to the real needs of education and personal development. At the heart of any speech skill are certain skills, i.e. those actions that a person performs automatically, without thinking about how and what he does.

And therefore, language learning begins with transcriptions, sounds and letters. At the same time, it will be easier for the child if the letters are written in lines according to the same logic by which they are sung. Usually the alphabet is divided into the following parts in a song:

A B C D E F G
H I J K L M N O P
Q R S T U V W
X Y Z

Keeping track of the name of which letter is sung is much more convenient if the alphabet is visually broken in the same way as by ear.

Thus, the main methods and approaches to the formation of reading and understanding skills in schoolchildren at an early stage are the traditional ways of developing skills: reading aloud, to oneself, developing visual and auditory memory, working for attentiveness and interest. In addition, the main approach can be called the development of the pace of reading, literacy and awareness of what is read, which also implies fairly extensive and systematic methods of working with children, especially if the issue affects the study of a foreign language.

The reading process is accompanied by such mental operations as analysis, synthesis, inference, etc. The reader receives as a result information that is very important in the process of communicative and social activity. Reading contributes to the assimilation of the experience of all the wealth that humanity has developed in various areas of life, it develops intelligence, educates and educates.

As the studies of the last decade have shown, reading enables readers to think problematically, grasp the whole and identify contradictions, assess the situation most adequately and find the right solutions faster.

The tasks that the reader has to solve during the reading process can be conditionally combined according to the levels of information processing into three groups. The tasks of the first are connected with the processes of perception of graphic complexes and their “recoding” into significant units; the second - with the extraction of factual information of the text; the third - with the understanding of the information already extracted. The solution of the problems of the first 2 groups is based directly on the material of the text and finds its expression in the completeness and accuracy of understanding; the solution of the problems of the third group partly goes beyond the textual material as such and is manifested in such a characteristic of understanding as its depth.

Mastering reading technology is carried out as a result of the implementation of pre-text, text and post-text tasks.

Pre-text tasks are aimed at modeling the background knowledge necessary and sufficient for the reception of a specific text, at eliminating the semantic and linguistic difficulties of its understanding, and at the same time at developing reading and writing skills to develop a “comprehension strategy”. They take into account lexical-grammatical, structural-semantic, linguo-stylistic and linguistic and geographical features of the text to be read.

In textual tasks, students are offered communicative settings, which contain instructions on the type of reading, speed and the need to solve certain cognitive-communicative tasks in the reading process.

Post-text tasks are intended to test the reading comprehension, to control the degree of reading skills formation and the possible use of the information received in future professional activities. The tasks to the texts to themselves also reflect their linguistic complexity. When learning to read, students are presented with texts, both with or without difficulties, with the main thing still solving the semantic problems.

It must be emphasized again reading, as a type of speech activity, is not just the result of learning a language, but also an indicator of a person’s level of development, as it allows you to determine his ability to interact with other people, and also allows you to note the enlightenment of a person and the level of his culture. On the other hand, it is necessary to note the psychological component of this process of human activity, which shows that at the initial stage, when the child just goes to school, his desire to learn to read is quite large and this is due to many factors, but the most important thing at the moment is not “beat off the desire to learn, which is quite possible if the student encounters an incompetent teacher or simply the latter will not be able to choose the approach to a specific child. That is why at the present stage of development of the educational system, preference is given to personal and competency-based approaches, which are aimed at developing students' skills, abilities, desires and knowledge.

CONCLUSION

At the early stages, the main methods and approaches to building reading and understanding skills among schoolchildren are traditional ways of developing skills: reading aloud, to oneself, developing visual and auditory memory, working for attentiveness and interest. In addition, the main approach can be called the development of the pace of reading, literacy and awareness of what is read, which also implies fairly extensive and systematic methods of working with children, especially if the issue involves the study of a foreign language; reading is the result of competent speaking, and the latter should be well-constructed, which is determined by the level of understanding of the text and the grammar systems of constructing sentences existing in a foreign language.

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