

## WAYS TO MASTER THE READING SKILLS OF PRIMARY SCHOOL STUDENTS IN A SPECIALIZED AUXILIARY SCHOOL

**Xamraeva Iroda Sayfullaevna**  
Lecturer of Tashkent State Pedagogical University  
Tashkent, **UZBEKISTAN**  
[irodaxamrayeva07@gmail.com](mailto:irodaxamrayeva07@gmail.com)

### ABSTRACT

This article provides information on reading comprehension and pronunciation for children with disabilities in specialized schools. It also reflects the system of speech therapy work carried out across the classroom to form the reading skills of primary school students with intellectual disabilities.

**Keywords:** Sound analysis and synthesis, pronunciation, read correctly, a student with a intellectual disability, proper reading

### INTRODUCTION

Reading begins with knowing and distinguishing letters through visual perception. On this basis, the letters correspond to certain sounds. Finally, the sound form of a word and its content create an understanding of the text being read, the sentence. In the process of reading, scholars define two conditional aspects: technical (the visual image corresponds to the pronunciation of the written word), content, that is, this reading is the main goal of the reading process.

#### Analyze of referenced literatures

Comprehension takes place on the basis of the sound form of a word and its connection with its meaning. There is an inseparable connection between these aspects of the reading process. Reading is a type of speech activity in which the letter code is received through the information of sounds [3].

In pedagogical and psychological research, including the research of L.I.Aksyonova, shows that in teaching children to read, they are taught to read first aloud and then through internal speech. This is one of the most useful methods in the study of written information. This method is especially helpful for students with intellectual disabilities, as it involves the components of sight, hearing, and thinking. For this reason, even students in grades 3-4 of specialized auxiliary schools are better able to master the content of the text in reading aloud than in reading through internal speech [1].

Deficiencies in sound analysis and synthesis, pronunciation impairments, poor visual perception, slow movement and attention, poor vocabulary, and poor grammatical development of speech structure make it difficult for mentally retarded readers to understand a number of shortcomings in reading a text: omit, replace words, replace letters, syllables, lose lines, etc [4].

In the first year of learning, children do not follow the rules of reading at the right tempo, break logical stops, misallocate breath. They read louder than normal or below normal. Reading a text that is being read faster and more clearly will definitely make it more expressive to read as well.

The main task of reading lessons is to read correctly, quickly, comprehensibly, and consciously. The difference between specialized auxiliary schools (tasks in reading lessons) from public schools is that correctional (filling in gaps) functions are also performed in specialized auxiliary schools. In mentally retarded students, pronunciation is corrected, attention is significantly stabilized, memory is developed, and some defects in logical thinking are corrected. Working on the read text develops figurative comprehension, activates the richness of vocabulary, to some extent restores monologue speech disorders, replenishes the system of speech thinking [2].

### **Research methodology**

A special program has been developed for specialized auxiliary schools based on reading skills in native language textbooks. In the 1st grade, mentally retarded students develop the spelling of correct reading and the ability to answer questions. By the 2nd grade, with the continuation of the syllable reading, the simple words are read in full. In Grade 3, students will continue to master the skills of reading complete words and will be taught to read the text aloud. Depending on the words collected, mentally retarded students gradually move on to acquiring orthoepic reading skills (vowel, consonant). Grade 3 mentally retarded students begin to read the text internally. By the 4th grade, correct, comprehensible, and expressive reading skills begin to develop. Mentally retarded students can read text in both internal and external speech.

#### *Develop reading skills*

##### *Read correctly*

Proper reading means reading with the right emphasis on words without breaking the sound system in the word. As mentioned above, mentally retarded students make a large number of mistakes: they read letters, syllables, words mixed up or omitted.

It is effective in grades 2-4 to develop correct reading skills, in which mentally retarded students move on to understanding letters, syllables, and words. During this period, they can read small texts.

One of the most effective approaches in developing correct reading skills is daily special exercises that help to pronounce syllables and word structures clearly. The specific tasks of such exercises are: to establish a connection between the visual and speech images of syllables and words, to strengthen the memory of words and syllables, to understand and comprehend the essence of the word.

Proper reading exercises also teach correct pronunciation, as each read syllable and word articulation is required to be pronounced fluently.

#### *Reading speed*

Reading speed is such a tempo that is characteristic of spoken speech, which is pronounced using comprehension of the material being read. Depending on what type of human nervous system it belongs to, the average speed of speech can include 100 to 120 words per minute.

As mentioned earlier, the process of achieving reading speed in mentally retarded students takes a fairly long time. Only by 6th grade, the majority of mentally retarded students are able to read at the pace of conversational speech.

Preparation for mastering these skills begins in 4th grade, when students begin to read words in full. Effective exercises with mentally retarded students in grades 2-3 begin to bear fruit in grade 4.

In shaping the speed of reading, first of all, it is necessary to increase the multifaceted exercises related to reading. In grades 4 and 5, there are exercises called "Speech Exercises". This is because, firstly, that reading is a type of speaking activity, the exercises can be called "Speech", and secondly, special texts can be conducted as an exercise at the beginning of reading lessons. For 4 to 5 minutes, mentally retarded students work on texts written in block letters on the cards. Texts can be the same for the whole class.

Selected texts must meet a number of requirements:

- the content of the text can correspond to the characteristics of children;
- Simplicity of word and phrase structure in the text;
- text size (can correspond to the characteristics of students).

As mentioned above, the "exercise" is done at the beginning of the lesson. This helps maintain the sequence needed during the reading of the main text.

When practicing reading speed (not in reading technique), the method of counting words in a text read by mentally retarded students over a period of time can be used. At the suggestion of the teacher, mentally retarded students begin reading from a designated location. After one minute, the students count the number of words they have read and compare it with the sum of the numbers in the previous exercise that was generated. This method can be used as an "exercise" between reading special texts.

#### *Expressive reading*

Expressive reading is a type of reading in which the content and emotions are revealed through expressive reading of the text.

Linguists describe intonation as follows: "It reveals the emotional semantic aspects of speech resonance, as well as reveals the high tone, rhythm of speech, tempo of speech, power of resonance, internal spatial pauses, general timbre of speech."

### **Analyze and results**

Special school students need to master all the components of speech intonation, which will depend on different district thinking:

1. Smooth pronunciation of sounds, syllables, words, rapid utterances during articulatory gymnastic exercises;

2. Choral reading - means to keep the volume at the same level, to master the tempo and tone of the teacher's speech. In such exercises, the sentences in the text that the teacher wants, the poems used in the physical minutes, can serve as material.

3. Imitate in an expressive reading pattern. Such an approach is the main method in the primary grades of special schools. In this case, the teacher reads the expressive reading as an example. Mentally retarded students should not only hear the text, but also observe the facial expressions and gestures of the person reading it. It is well known that because the syllables cannot be read expressively, the teacher also asks the sentences to be pronounced in a chorus or individually.

4. Read the text in parts, divided into roles. Although these methods are complex, they are considered to be more effective, turning conversational speech skills into expressive reading. This method is used many times only after the children have mastered the content of the text, the speed of reading. During the preparatory work, the attention of the mentally retarded students is drawn to the author's words in the dialogue, and the student is asked to read in this role. The word author poses a number of challenges for mentally retarded students. In Grade 3, the teacher takes such texts from the textbook and writes them on cards or on the board. The words that each person says are written on cards of different colors. Each student is

given colored dashes according to the color of the role assigned to them. After the first reading, the students who read best give their colored lines to the other students.

5. A method of conducting exercises in special exercises to form the ability to use several types of intonation means with understanding has been developed. It should be noted that the teaching of expressive reading to mentally retarded students should be prepared from the 1st grade onwards. Different intonation components are formed during question-answer.

## CONCLUSION

The curriculum of specialized auxiliary schools stipulates that in the third and fourth years of education, students have acquired correct reading skills, that is, they can correctly read different words that do not match in pronunciation and spelling. In mentally retarded students, such skills and abilities are formed with many complexities associated with graphically changing the shape of the word.

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