

DEVELOPMENT OF CORRECT, CONSCIOUS, FLUENT READING IN PRIMARY SCHOOL STUDENTS

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ABSTRACT

This article analyzes the development of correct, conscious, fluent reading in younger students.

Keywords: Analysis, development, consciousness, fluent reading, formation, primary school student.

INTRODUCTION

The curriculum of the primary school clearly defines the requirements for skills for the academic year. In the period of the alphabet, children learn to read only aloud, but already in the second class, first-graders fully master this type of reading in the third class and acquire reading skills. Only a sonorous schoolboy can be considered a literate schoolboy. It is a means of reading aloud during school years because it allows the development of reading skills under the guidance of the teacher. It is also a necessary condition for students of the II class to read aloud, understand. Therefore, the teacher should not neglect the exercises when reading aloud.

Expressive reading of teachers and students unites the team with the unity of thoughts and experiences and the educational impact of work kuchaytiradi. The impact of orthoepic reading on the speech culture of students is great. Some works (poems, works of a dialogical form) receive a full semantic expression only thanks to expressive reading. Then the role of reading out loud is somewhat slowed down. Methodology it is recommended to introduce yourself to study at school, starting from the 1st Class, prepare children for reading the text and gradually increase their share in the class.

In the second half of the first class, for reading for himself, it is mainly given to works that are read aloud. During the reading, children are ordered to choose sentences for the pictures shown, find the answer to the question, show the words of fairy-tale heroes and perform other simple actions. At the same time, children receive tasks that require conscious reading. In the third grade, self-study plays an important role in the lesson, both during acquaintance with the new study and in the performance of various assignments on the familiar text.

Materials and methods

It is necessary to control the readers who read it themselves. Control in II-III classes is carried out mainly through oral survey.

Choose a masterpiece and read it out loud. Gradually, it will be possible to perform more complex tasks. Drawing up a plan, preparing for expressive reading, writing sentences with the specified composition, compiling sentences on the topic read. This can only be done with the skill of synthetic reading and understanding.

Learning to read is available in two ways: read aloud (by itself). The study of aloud reading is intended for students. These are understandable, understandable words, carried out at a normal

level and sufficiently expressed in order to perceive, without unreasonable pauses, without errors.

Reading without a voice (by itself) this is reading with an eye without external speech. If the speed of reading without sound does not exceed the speed of reading without sound, then it has not yet developed. If there is a whisper reading and a movement of the lips, it means that the student has not yet mastered the skills of reading, but he is in the transition period. These two forms of learning to read complement each other and enrich each other, so children should be taught to read aloud and read by themselves.

The mechanism of voice reading is more complicated. Participate in this process: thinking, memory, speech, perception, imagination, hearing and visual analyzers. The speed of reading is influenced by many factors: the development of speech, the area of reading, breathing, temperament, words. If you pay for all these factors, the reading rate will increase by 50-100%, according to scientists. But it should not be forgotten that the speed of acceleration is provided, first of all, by the development of the speech engine and its capabilities.

At this stage, in accordance with the requirements of the state standard of Education, Primary School students should not only learn to read aloud and silently, but also use their reading skills to find the necessary information in the text in order to acquire the necessary knowledge, master other disciplines, enrich their reading experience and intelligence. How to teach a young student "semantic reading"? This issue requires a comprehensive solution, as far as the implementation of all the functions of the native language in Real life is concerned.

Reading is the next basis of Education, which is an important element of all educational activities, has a universal character. The main role in the formation of reading skills is played by literary reading lessons. The primary purpose of teaching in the primary class is to form a young student's reading competence, to recognize himself as a literate student, capable of creative activity.

-Student competence:

- mastering the technique of reading;

- methods of reading and understanding a listened work;

- ability to work with artistic works of different genres and non-artistic (educational, scientific-cognitive, reference) texts;

-know books and be able to choose them independently;

-formation of the spiritual need for the book as a means of knowledge and self - knowledge in the world. Great attention is paid to the lessons of literary reading works with a text aimed at shaping the skills of applying the knowledge, skills of students in educational and life situations:

1. Find information. Reading the text, identifying its main elements, searching for the necessary information, sometimes expressing it in an indirect form in the text, highlighting the main and secondary content.

2. Text interpretation. A comparison of information drawn up in the text of a different character and its dependence, the identification of evidence and conclusions in it, the deduction of the conclusion about the author's intention or the main idea of the text.

3. Reflect on the content of the text or its form and evaluate them. It consists in connecting the information found in the text with the knowledge obtained from other sources, evaluating the statements in the text on the basis of their worldview, finding arguments for the defense of one's own opinion.

It includes the types of work with text in primary school. Including:

- Reading the text in the elementary class and dividing it into semantic parts;
- Drawing up a plan (consisting of quotes, questions, pictures, stories and sentences);
- Reading on a ready-made plan;
- Reading after reading;
- Parse types: detailed, concise, selective, and creative;
- Reading a new text prepared in advance at home;
- Selective reading (with a specific task);
- Study in front of the classroom team;
- Reading to find a piece that will help answer the question;
- Finding a sentence or passage that reflects the main idea of the text;
- Finding and reading figurative words and descriptions;
- Logical finding and reading of words;
- Who reads the text faster, find a word for a specific rule;
- Finding the longest word in the text;
- Finding two, three, four syllable words;
- Mark incomprehensible words in the process of reading.

RESULTS AND DISCUSSION

According to the requirements of the 1st class, children are taught to read and understand the text read, to consciously perceive it. Practical differences between a set of texts and sentences are selected semantic parts under the guidance of the teacher. The degree of knowledge of the structure of the text is carried out in the following order: that is, the beginning, the end of the text, the ability to see the sequence of events, the heading of the text (selection of titles).

Teaching 2-th grade students to work with the text: - semantic reading is carried out by dividing it into paragraphs, drawing up a read text plan, marking words (phrases) without a key, selecting antonyms and synonyms words, finding the missing letters.

3-4 class - to learn how to find information, to interpret texts and reflect their content, to evaluate reading, to find information in the text on the main idea (in general, the choice of the text or passage), questions that are given in a direct or other form, to highlight the basic and secondary information, to determine the different life positions of the characters and their comparison.

To learn how to work with texts, the following tasks are performed:

1. In order to develop the ability to find information, texts of a scientific-cognitive nature (children's encyclopedias, from the content of Natural History), Life Stories, media, suitable for the age of students, are used.
2. In order for children to learn to interpret the information received, the texts are chosen in different styles, but the content should be similar.
3. In this way, students work on the development of speech (the creation of their own statements, the richness of speech, its emotionality, correctness, accuracy and expressiveness).
4. When working with texts, the motivation of students and the ability to become a reader are taken into account.
5. Volumetric work is different and allows the teacher to take into account the level of readiness of the students.

CONCLUSION

A differentiated, individual approach to education is one of the main features of modern primary education. The need for a differentiated approach we begin to teach children of

different levels of school readiness (reading, knowledge of letters and duality) and different individual characteristics. When working with text, a systematic approach to language learning is carried out. It is also required to have inter-theme links. Work with the text is carried out in Uzbek language lessons (department "speech development"). The older the age of the pupil, the more complex the texts will be. Analysis of the proposed text (deformed, incomplete, missing parts, sentences, words, etc.) in the restoration of words in the text, with phrases, writing in their own words, is carried out on the basis of their knowledge and with the search for additional information (dictionaries, encyclopedias, other texts with a similar meaning). To the Read work they write annotations (2-3 sentences), drawing a landscape or portrait of a character, a description (composition of readings, fairy tales, stories). Particular attention is paid to the work with the word, which includes syllable reading, the separation of words into syllables for transportation, the determination of the stressed syllable. Working with words, phrases, sentences, as well as whole text materials makes it possible to train visual memory and develop verbal alertness .

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