

The Properties of A Full-Fledged Reading Ability (Correctness, Consciousness, Expressiveness, Fluency) and the Approach of Improvement

Madaminova Samidabonu Umidovna

Student of the Department of Primary Education Urgench State University
Republic of Uzbekistan Urgench

Abstract: In this article, you will be able to consider such topical topics as what is the "reading skill", what stages are divided into. What mistakes students make when reading, how to correctly correct mistakes without interrupting the reader. Reading as a basic element. Formation of readers' interests. Reading skills are correctness, fluency, consciousness, expressiveness. The stages of reading formation are analytical, synthetic, and automation.

Keywords: reading skill, technical and semantic stage, reasons for erroneous reading, literate reader, reading as a basic element, formation of reader interests, correctness, fluency, consciousness, expressiveness. Analytical stage, synthetic stage, automation stage.

INTRODUCTION

Primary school is a special stage in a child's life. It is associated with the formation of the basics of the student's ability to learn and the ability to organize their activities. And it is the reading skills that will provide the younger student with the opportunity to independently acquire new knowledge, and in the future will create the basis for self-study and self-education at the subsequent stages of training.

The reading skill is a complex phenomenon. It consists of two sides technical and semantic:

Technical stage:

- reading method,
- reading pace,
- correctness of reading
- expressiveness.
- And semantic:
- understanding the content and meaning of what is being read.

It is customary to characterize the reading skill by naming its four qualities: correctness, fluency, expressiveness and consciousness.

Correctness is defined as smooth reading without distortions affecting the meaning of what is being read. The child should not allow:

- substitutions
- passes
- permutations
- additions
- distortion
- repetitions of letters(sounds), syllables and words
- mistakes when placing stress in words.

The reason for the erroneous reading of primary school students (as in readers with an unformed reading skill) is that they do not have a relationship between the perception, pronunciation and comprehension of the content of the read. At this stage, understanding the meaning of a word in the structure of a phrase or sentence is ahead of its utterance, i.e. reading is carried out by a semantic guess. For a novice reader, a semantic guess often becomes the cause of incorrect perception, and then the utterance of a word.

Children are more likely to distort (replace) those words whose meaning they do not understand (i.e., a weak relationship between perception and comprehension).

In order to prevent such errors, it is advisable to:

- ✓ find out before reading the lexical meaning of words, without understanding the meaning of which the perception of the text will be difficult;
- ✓ preliminary post-syllabic reading of words that have a complex syllabic or morphemic composition;

* creating a classroom environment for careful reading of the text, clear formulation of tasks and questions

- ✓ preliminary reading of the text to yourself;
- ✓ systematic control of the teacher over the students' reading;
- ✓ methodically correct correction of the error, depending on its nature.

Errors are corrected as follows

- ✓ the teacher corrects errors in the end of words himself, without interrupting the student's reading;
- ✓ errors that distort the meaning of the sentence are corrected by re-reading or asking a question to the read;
- ✓ mistakes that did not distort the meaning, the teacher notes after reading;
- ✓ other students are involved in correcting errors related to violations of orthoepic norms.

The teacher notices and fixes all the mistakes of the student, but interrupts the reader only in case of distortion that interferes with the understanding of the text.

Therefore, teaching children to read correctly, fluently, consciously, expressively is one of the main tasks of primary education. And this task is extremely relevant, since reading plays a huge role in the education, upbringing and development of a child. In primary school, it is necessary to lay the foundations for the formation of a competent reader.

A literate reader is a person who has a persistent habit of reading, a mental and spiritual need for it as a means of knowing the world and self-knowledge is formed. This is a person who knows the technique of reading, the techniques of reading comprehension, knows books and knows how to choose them independently. The importance of the reading process, from a scientific point of view, is great. One of the indicators of the overall level of development of a child's cognitive activity is the successful mastery of the reading skill. Difficulties in the process of learning to read speak about individual problems of the development of a particular mental process (attention, memory, thinking, speech). The results of the research show that the problem of forming interest in reading among younger schoolchildren remains unresolved in full, both in

theoretical and methodological terms. Whether reading will become a means of enriching the child's personal and social experience, as well as a means of his self-knowledge and development, whether he will form not just an interest, but a need to read books, depends on the learning conditions aimed at forming a personality and the foundations of reading culture. In the conditions of modernization of primary schools and the modern system of teaching reading and literary education to children of primary school age, it is assumed that "the obligation and necessity of the student's own reading and learning activities, in which the student becomes the subject of both the educational process and the reading process," Everything in our society is changing, the structure of children's free time has changed: today, audiovisual media occupy an increasingly prominent place in it. Television, computerization do not contribute to the motivation of reading fiction. Changing the goals of modern education required new technologies for teaching younger schoolchildren. A special urgency in connection with the general crisis of education has received a social request for teaching reading.

Reading is a basic element of human inclusion in modern civilization. Thus, the reading lesson is given a dominant role in the educational process, it should be focused on solving such tasks as the formation (improvement) of the skills of conscious, fluent, correct, expressive reading; as speech, emotional, moral and creative development.

The formation of readers' interests is an important scientific and pedagogical problem. Its relevance is due to the exceptional, steadily increasing role of speech in human life, which serves as a universal means of communication, a powerful channel for intellectual, in a broad sense, spiritual development of the individual, a necessary condition for social activity of every person. Reading is a rather complex, individual process.

Each reader responds to the book with some special side of his personality, one in accordance with his individual character and life experience, when reading one book, a feeling especially flares up, the other has a mind, rationality suppresses and pushes away the emotional — volitional side of the personality. The requirements imposed on the child at the initial stage of literary education are mainly aimed at the knowledge, skills and abilities of the child, and not at his individual development. Therefore, it is necessary to take into account in the educational activities for the formation of

interest in the reading process and the peculiarities of readers of primary school age:- primary school students react first of all to the text - emotionally. And those childhood experiences associated with the text are of great value for primary school. A modern school sets itself the task of emotional development of children, but it is not easy to solve it. After all, to do this, you need to have a certain methodology, know the specific methodology of the lesson, the criteria for evaluating the child's reading development during the training period. -another feature of readers of primary school age is the identification of the artistic world and the real one. It is not by chance that this period in the development of the reader is called the age of "naive realism". This is expressed in the attitude to the character as a living, real one; in the manifestation of credulity to his image.— it should be noted that younger schoolchildren have a sensitivity to the word and to artistic details. Children sometimes react to such psychological subtleties that adults sometimes do not notice.- younger schoolchildren are characterized by the "presence effect", which means the child's ability to live in an image.— the last feature of the younger reader is the lack of reaction to the art form. In the process of reading, children primarily see the characters, the plot, individual events, but neither punctuation marks, stanzas, epithets. The child does not notice the division into paragraphs, which means that he passes by without understanding, which cannot be understood. Thus, these features of perception of younger schoolchildren are the support for the teacher in the process of developing their interest in the reading process. In the lesson, the teacher needs to show children that reading is a communication, a dialogue between the reader and the author. But this communication is not direct, but communication through the text created by the author. This is how the influence of the book on the reading child occurs. It is sometimes very difficult to single out the main result of the lesson: what is more important-the understanding of the author's position or the child's personal experiences from what he has read. Most likely, these two sides of the perception of the book are equivalent. Only one side (literary perception) obeys the laws of literature, and the other side (personal perception) - the laws of the individual development of the child. There are four qualities of the reading skill: correctness, fluency, consciousness, expressiveness.

Correctness is defined as smooth reading without distortions affecting the meaning of what is being read. Long-term observations on the formation of reading

skills in children allow us to identify several groups of typical mistakes that children make when reading:- omissions of letters, syllables, words and even lines;- rearrangement of reading units (letters, syllables, words);- distortion of the sound-letter composition:- inserting arbitrary elements into reading units — - replacing some reading units with others. The reasons for such errors are the imperfection of visual perception or the underdevelopment of the articulatory apparatus. However, the so-called "guess reading" can also cause distortions. This phenomenon is based on such a human property as anticipation — the ability to predict the meaning of a text that has not yet been read by the meaning and style that is already known from the previous passage read. a guess appears in the reader with the acquisition of reading experience and is, therefore, a sign of his progress in mastering the reading skill. At the same time, the teacher should remember that the textual guess of an experienced reader rarely leads to errors that distort the meaning of what is being read, and the subjective guess of an inexperienced child often entails such errors that prevent him from understanding what is being read.

Fluency is the speed of reading that assumes and provides a conscious perception of what is being read. Thus, fluency cannot be an end in itself, but it is fluency that becomes the determining factor for other reading qualities. The standards of fluency are indicated in the reading program by the years of study, but the main reference point for the teacher should be the oral speech of the child. The objective benchmark of fluency is the speed of speech of a TV or radio announcer reading the news, it is about 120-130 words per minute. Fluency depends on the so-called reading field and the duration of stops that the reader allows during the reading process. The reading field (or reading angle) is a piece of text that the reader's eye grasps in one step, followed by a stop (fixation). During this stop, awareness of what is captured by the gaze occurs, i.e., the perceived is fixed and its comprehension is carried out. An experienced reader makes from 3 to 5 stops on a line of unfamiliar text, and the segments of the text that are grasped by his eyes in one step are uniform. The reading field of an inexperienced reader is very small, sometimes it is equal to one letter, so he makes many stops on the line and the segments of the perceived text are not the same for him. They depend on whether the words and phrases that are being read are familiar. Repetitions in the reading of an inexperienced reader are also associated with the comprehension of what was

captured in one step: if he failed to keep the perceived segment in his memory, he has to go back to the already voiced text again in order to realize what he has read. Now it becomes clear that by training visual perception, the teacher works not only on the correctness, but also on the fluency of reading. Awareness of reading is the understanding of the author's intention, the awareness of artistic means that help to realize this idea, and the understanding of one's own attitude to what is read.

Consciousness in a general form can be defined as reading comprehension. However, in the methodology, this term is used in two meanings: 1) in relation to mastering the process of reading itself (reading technique); 2) in relation to reading in a broader sense (T. G. Ramzayeva). When they talk about consciousness in the first meaning, they mean how consciously the child performs the necessary operations that make up the voicing of printed signs: he finds vowels, correlates them with syllables-merges, sees consonants outside merges and realizes to which syllable-merge they should be lamented. Interest in reading arises when the reader is fluent in conscious reading and he has developed educational and cognitive motives for reading. Interest in reading arises when the reader is fluent in conscious reading and he has developed educational and cognitive motives for reading. The condition for mastering reading activity is knowledge of reading methods, methods of semantic text processing, possession of certain skills and abilities that should not develop spontaneously. I believe that one of the options for improving the quality of reading in primary school is the purposeful management of reading training. To form reading as an educational skill, it is necessary to keep this circumstance in mind. It is also important to take into account the peculiarities of children's cognitive activity. Children of 6-7 years have not yet developed logical thinking, it is clearly effective, requires support for practical actions with various subjects and their substitutes-models. Then, gradually, thinking acquires a visual-figurative character, and, finally, logical abstract thinking arises. These stages of the development of cognitive activity of a younger student leave an imprint on the nature of learning.

Expressiveness is the ability to convey to listeners the main idea of a work and their own attitude to it by means of oral speech. All these qualities are interrelated and mutually dependent. The preparation of the reader should be based on the simultaneous work on all four qualities of the reading skill. This approach is

implemented already during the period of literacy training. It is even more important to keep such a system of work in mind in the lesson when reading literary texts. The modern methodology understands the reading skill as an automated skill for voicing a printed text, which implies awareness of the idea of the perceived work and the development of one's own attitude to what is being read. In turn, such reading activity involves the ability to think about the text before reading, during reading and after reading. It is this "thoughtful reading", based on a perfect reading skill, that becomes a means of introducing the child to the cultural tradition, immersion in the world of literature, and the development of his personality. At the same time, it is important to remember that the reading skill is the key to successful learning both in primary and secondary schools, as well as a reliable means of orientation in the powerful flow of information that a modern person has to face. In methodological science, there are three stages of the formation of reading skills: analytical, synthetic and automation stage.

The analytical stage is characterized by the fact that all three components of the reading process in the reader's activity require separate efforts from the child to perform specific operations: - to see a vowel letter, - to correlate it with a syllable-merge, - to think where it is necessary to wait the letters outside of the merge, - to voice each graphic syllable seen, pronounce smoothly to recognize the word and understand it. Reading by syllables is a sign that the child is at the very first stage of skill formation — analytical. It is usually considered that the analytical stage corresponds to the period of literacy training. However, the teacher should remember that each child has its own pace of development in general and in mastering the reading skill in particular.

The synthetic stage assumes that all three components of reading are synthesized, i.e. perception, utterance and comprehension of what is being read occur simultaneously. At this stage, the child begins to read in whole words. However, the main sign of the reader's transition to this stage is the presence of intonation when reading. It is important that the child not only comprehends individual units of the text, but correlates them with the integral content of what is being read. Intonation appears when reading, provided that the reader keeps in mind the general meaning of what is

being read. This usually happens in the second year of primary school.

The automation stage is described as the stage at which the reading technique is brought to automatism and is not realized by the reader. His intellectual efforts are aimed at understanding the content of the read and its form: the idea of the work, its composition, artistic means, etc. the child's desire to read about himself is characteristic of the automation stage. The main sign that children have reached the level of automatic reading is their direct emotional reaction to the self-read work, their desire to share the primary reader's impressions without additional questions from the teacher, the desire to discuss what they have read. The path — from the analytical stage to the automation stage - can be passed by a child within the framework of primary school, provided that the teacher provides a certain mode of work in the classroom; 1) reading exercises should be daily; 2) the selection of texts for reading should not be random, but should be made taking into account the psychological characteristics of children and literary features of texts; 3) the teacher should use an appropriate system for correcting mistakes made during reading; 4) the teacher should conduct systematic work to prevent erroneous reading; 5) training in reading to oneself should be specially organized, which involves several stages: reading in a whisper, silent articulation of what is being read, "quiet reading" (in terms of internal speech), actually reading to oneself. The child goes through all three stages of the formation of reading skills at his own individual pace, and these stages continue for about three to four years. At the first stage, each element of the letter is tracked. At the first stage, parents often say: he knows the letters, he does not want to read. He doesn't want to, he can't yet! Only by the age of 9-10, the mechanisms of arbitrary regulation of activity and organization of attention are formed. After all, in order to focus, in order to differentiate, you need not to be distracted. You need to concentrate your attention. The formation of children's reading skills serves as the foundation of all subsequent education. The formed reading skill includes at least two main components: a) reading technique (correct and fast perception and voicing of words) b) understanding the text (extracting its meaning, content). It is well known that both of these components are closely interrelated and rely on each other. Improving the reading technique makes it easier to understand what is being read, and easy-to-understand text is perceived better and more

accurately. At the same time, at the first stages of the formation of the reading skill, more importance is attached to its technique, at the subsequent stages - to the understanding of the text. In parallel with the development of fluent reading skills, the skills of perception and comprehension of the meaning of what is read are formed. Understanding the content of what is read consists of understanding what is said in the text and how it is said about it. At the same time, it is important to take into account that the expansion of the range of ideas of the younger student about reality should go from the child himself, his immediate environment and environment to more distant phenomena. The modern methodology considers the tasks of education and upbringing in unity. The means of education are the subject of reading, its ideological content, the artistic embodiment of this content. The reading methodology pays special attention to the methods of forming skills of independence in working with the text and the book. Research conducted in recent years has shown that rapid reading activates thinking processes and is one of the means of improving the educational process for a variety of learning levels, from elementary to high school. The book by V. N. Zaitsev provides recommendations for the development of fluent reading, which can be used by every teacher in literary reading lessons.

1. The important thing is not the duration, but the frequency of training exercises. Human memory is arranged in such a way that it is not remembered what is constantly in front of your eyes, but what flashes: that is, that is not. This is what creates irritation and is remembered. Therefore, if we want to help children master some skills and bring them to automatism, to the level of skill, it is necessary to conduct small exercises with them every day at certain intervals of time.
2. Five minutes of reading every day. At the beginning of each lesson, children open a book and read for 5-6 minutes in the buzzing reading mode.
3. Buzzing reading. This is when all the students read at the same time in a low voice, each with his own speed, someone is faster, and someone is slower.
4. Reading before going to bed. This view gives good results. The last events of the day are recorded by emotional memory, and those hours when a person sleeps, he is under their impression.
5. Gentle reading mode (if the child does not like to read). The child reads a few lines and then gets a short rest.
6. Multiple readings. For one minute, the children read the text in a low voice, after which they note which word they managed to finish reading. Then follows the repeated reading of the same

passage, the student again notes to which word he has read and compares it with the first result. Increasing the pace of reading causes positive emotions in students, they want to read again.⁷ The method of stimulating students. At the end of the lesson, self-measurement of reading is performed for one minute in a low voice, counting and writing in a notebook.⁸ Reading-sprint. At maximum speed, reading "to myself", find answers to the questions asked, there is an acquaintance with the work on an explanatory dictionary, there is an explanation of difficult words. The main technique that ensures the development of reading skills is to repeatedly refer to the text, re-reading it each time with a new task. The help of parents in teaching children is important. In conversations, at parent meetings, at open lessons for parents, I convince them that reading should become a daily habit of the child, it is necessary to create a situation of interest for others listening to his reading. Parents should show interest in the content of the text read by the child, should be extremely restrained, patient, condescending and friendly to the child. During the study on the formation of expressive, conscious and fluent reading skills, the assumptions were confirmed that the development of reading skills will be effective if you select the text and understand what you read, i.e. create a "success situation", conduct exercises on the expressiveness of reading in the

system, starting with the simplest and gradually complicating them. Rapid reading activates thinking processes and is one of the means of improving the educational process for a variety of learning levels. Children began to read with interest, fluency and meaningfulness of reading appeared, academic performance increased. This can be seen by the results of the reading test, and in extracurricular activities in which children and parents take part.

References:

- [1]. Anisimov V. M., Andreeva K. E., Sokorutova L. V. Methods of teaching Russian in primary classes. Yakutsk: 2001.
- [2]. Klimanova L. Teaching reading in primary classes! school, 1999. No. 18.
- [3]. Lviv M. R., Goretsky V. G., Sosnovskaya O. V. Methodology of teaching the Russian language in primary classes. - M.: 2000.
- [4]. Omorokova M. I. Improvement of reading for younger schoolchildren-M.: 1997.
- [5]. Svetlovskaya N. N. Methodology of teaching reading: what is that?// Elementary school, 2005. No. 2.