

FORMATION OF READING SKILLS IN YOUNG LEARNERS

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ABSTRACT

Reading is not an easy job in which the process of transcoding written speech into spoken speech and understanding the meaning of the read text are highlighted. These two types of reading are closely related and together make up "full reading". In the methodology, when forming the reading skill, it is customary to pay attention to such four components as: correctness, fluency, expressiveness and consciousness. First of all, it is necessary to distinguish semantic reading from technical reading, which is considered in works at the lessons of literary reading.

Keywords: reading, civilization, skill, education, analysis

INTRODUCTION

At the modern stage of the development of civilization in our society, the question of the formation of the reading skill is still need to focus. There is an overabundance of the amount of available information in various forms, while its quality can rarely meet the needs of society as a whole and an individual in particular. There appears a tendency for thoughtless assimilation of any information that falls into the field of view of a person. In such conditions, the goal of education system - to educate and train spiritually developed citizens who can adapt to the rapid changes in the world around them. To achieve this goal, people need to be able to fully perceive, comprehend and extract information that is contained in all kinds of sources, from articles in daily newspapers to fundamental fiction.

Both domestic and foreign psychologists and teachers are studying this problem. According to studies carried out within the framework of the Programme for International Student Assessment (PISA) and The Progress in International Reading Literacy Study (PIRLS), modern primary schoolchildren have difficulty in understanding what they read.

Educational institutions set the tasks for the development and training of younger students. Following them, the teacher needs to formulate universal educational

actions in students. Along with them, the most important result of mastering the main educational program is the formation of the skill of reading texts of different genres and styles.

METHODOLOGY

First of all, it is necessary to distinguish meaningful reading from technical reading, which is considered in the works in the literary reading lessons. Reading is a complex work, which distinguishes the process of transcribing written speech into sound speech and understanding the meaning of the read text [32, p. 274].

These two types of reading are closely connected and together constitute "full reading" [58, p. 137-140]. Without mastering the mechanism of reading, understanding the meaning of what has been read is impossible, so technical reading is only the sounding out of the text, while meaningful reading implies primarily the construction of one's own thoughts and understanding on the basis of what has been read. M. Azimova thinks that the mechanism of sense-making is "collision of meanings", when a reader compares different variants of comprehension of reality reflected in a text [37, p. 117]. K.D. Ushinsky, L.S. Vygotsky and other researchers pointed to this in their works [8, p. 58].

Today in modern school practice there is often a lot of work on the development of technical reading skills with complete neglect of the formation of reading skills. Although the entire course of literary reading is aimed precisely at comprehension of the meaning of the work.

The development of mechanical reading is the first step in mastering the meaningful reading and gradually turns into an action for realization of conscious reading, comprehension of the read, which eventually becomes the main goal of reading [32, p. 61]. In the study of reading fiction texts the considered skill is understood as comprehension of the moral thought of the work. Since in a fiction text it is not the words themselves that matter, but their purpose in the text, the main purpose of meaningful reading of works is the birth of own meanings from the meanings available in the text, due to the presence of the subjective worldview of each individual [32, p. 158].

Many researchers have recognized the role of reading as important in the spiritual development of a person, but only if reading is aimed at awareness and comprehension of what has been read [6, p. 14]. Some scholars consider meaningful reading as a kind of perception process, using the concept of "meaningful text perception".

N. Ishnazarova states that it obeys the general laws of perception, and therefore singles out two stages in this process. Primary perception of the graphic image of a word and recognition of the formed image, extraction of information from the meaning of the word - which imply the formation of technical reading and reading respectively, the differences of which were discussed earlier [28, p. 97]. Also, if we talk about meaningful reading as a form of aesthetic perception, the main criterion and sign of reading, according to O. Toshmatov, is the understanding of the author's position, the moral standard of the writer and the subtext [47, p. 140].

Literature itself needs talented, aesthetically competent readers to develop. The works of the great writers are permeated with care for the reader who can comprehend and perceive the entire wealth of literature. More and more scholars are declaring the particular importance of working on reading skills in literary reading lessons.

Nowadays there is a need to instill a love for the book, to teach not just, to memorize, but also to think. It is necessary to inspire each little reader with the joy of thinking, a movement towards a colorful life in the world of imagination. A meaningful perception of texts contributes to the development of the reader's personality, his intellectual and spiritual growth, the deepest awareness of the processes taking place around.

The problem of reading skills was once studied by L.S. Vygotsky, U. Khaydarova, M. Azimova, S. Surmanov, O. Ametova, and others. They studied the features of this problem and observed the formation of mental processes associated with the skill of reading. An analysis of the scientific and methodological literature on the research topic revealed a contradiction between the need to develop reading skills in literary reading lessons in primary school and an insufficient number of methodological developments dedicated to solving this problem.

Many scientists approach the understanding of reading from the perspective of the systemic approach. E.L. Grigorenko, in particular, considers reading as a psychological system, in which the most important component is the cognitive subsystem. She combines semantic reading with cognitive form of reading. She also notes that mastering them is feasible when certain cognitive processes and their products - representations are developed. This seems possible with purposeful pedagogical influence on students. E.L. Grigorenko attaches particular importance to phonetic-phonological, orthographic and morphological cognitive representations as important prerequisites for mastering meaningful reading. She suggests that context is the main condition for the successful formation of reading.

The researcher points out that a high degree of word context and contextual guesswork contributes to the more effective interaction of technical and reading

discussed earlier. Due to this factor there is a fast and adequate reading comprehension [13, p. 281]. Consequently, we observe that in modern science there are many ways to define the concept of "meaningful reading".

In our study we will rely on the one given by M. Azimova. In the concept of the development of universal learning activities as a fundamental concept, as well as on the definition of reading in terms of fiction texts proposed by D. Zoyirova and O. Toshmatov, because they correspond to the specifics of this study, which is conducted in the literary reading lessons. S. Surmanov and other scientists in their work highlight the following reading actions: understanding the purpose and choosing the type of reading depending on the task at hand; identifying the main and secondary information; formulating the main idea and the problem of the text [21, p. 15]. The authors evaluate such actions as universal when working with any type of text. The peculiarities of reading works of fiction at literary reading lessons will be discussed in the second paragraph of this chapter.

RESULTS AND DISCUSSION

The great minds of mankind were not at all afraid to overestimate the importance of reading and reading comprehension in human life. "A person stops thinking when he stops reading" the French philosopher D. Didro said. Scientists, psychologists, and educators from different countries have worked for many years to make the reading process interesting, fun, and rewarding. In the future, they formulated and described how to build the reading process, what actions students should take with the text.

Thus, the definition "explanatory reading" first appeared, later replaced by O. Ametova on the concept of "conscious reading", which M. Azimova also used in his works. Other authors used the definitions "clear reading", "creative reading" in their works. Some scholars have suggested using the method of commented reading. There were many differences in the methods of work, but they all implied that students would have to master the skills that are now called "meaning reading." This term was first used in the research of M. Azimova. Nueva and A.A. Zubchenko.

The formation of reading skills at the moment is the need of modern society in general and each person in particular. Semantic reading is a very broad concept, the understanding of which, although it has certain characteristics among different scientists in various fields of science, nevertheless has a common essence for all. Semantic reading is reading comprehension, the ability to see "between the lines" and the ability to draw public conclusions based on the studied texts.

Teachers and psychologists emphasize the skills of semantic reading, with the proper work of the teacher and students, capable of transferring into skills. The peculiarities and characteristics of reading are investigated, in particular, the peculiarities of the formation of reading skills at the lessons of literary reading in elementary school.

Various methods and techniques are proposed that contribute to the successful formation of reading skills when working with literary texts. In particular, the techniques of technology for the development of critical thinking are organically built into the lessons of literary reading and effectively help the comprehension and understanding of works of art.

CONCLUSION

The formation of reading skills involves work on increasing the pace, expressiveness, awareness of the content of the reading. The teacher creates his own set of tasks to improve the efficiency of work in these areas. The formation of reading comprehension, speed, techniques is really important. Each of these components is first formed, worked out as a skill and, with the help of exercises, gradually rises to the level of skills, which is performed without difficulty, received completely automatically and then is used to successfully study other disciplines. As a teacher we should focus on the exercises that increase the development of each skill separately. These tasks easily fit into the structure of a reading lesson, they can be given to children at home for independent work.

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