

FORMATION OF READING SKILLS IN YOUNGER SCHOOLCHILDREN

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Abstract. The article is devoted to the formation of coherent speech in younger schoolchildren. The reading process for younger schoolchildren is a complex process that requires perseverance, attention, concentration, patience and perseverance. The article discusses the concept of reading skill, its characteristics and stages of mastering, gives approximate methodological exercises and recommendations for the formation of reading skills in younger schoolchildren.

Keywords: junior schoolchildren, reading, expressiveness, fluency, consciousness, correctness, teacher.

Reading plays an important role in the mental activity of younger schoolchildren. The process of reading for younger schoolchildren is a complex and lengthy process that requires perseverance, attention, concentration, patience and perseverance.

Younger students need to learn how to distinguish the semantic part in the text and express their own opinion based on what they have read.

M.I. Omorokova wrote: "The skill of reading belongs to the number of complex psychophysiological processes. Elements and properties related to mental and speech activity are intertwined in it. The reading process includes the personal qualities of the reader, his feelings, perception, attention, imagination, abilities, interests, values. Accumulated knowledge about the surrounding world is developing." [1, 74 p.]

In the system of teaching literary reading, there are four main components of it: expressiveness, fluency, consciousness, correctness.

Expressiveness is the ability by means of oral speech to convey to listeners the main idea of the text and their attitude to what they read. Expressiveness of reading includes the ability to pause correctly, put logical emphasis, and select the right intonation. For a more complete, accurate and vivid transmission of their feelings, thoughts and attitudes, various means of expression are used, which help the younger student to understand the meaning of the text being read more deeply.

Fluency is the speed of reading, which determines the understanding of the read text. This speed is usually measured by the number of printed characters read in one minute. Consciousness is the understanding by younger schoolchildren of the content of the text being read. The student must understand the meaning of the words that are used in the text, both literally and figuratively; the content of each sentence that are part of the text being read. The peculiarity of working with the text in the lessons of literary reading is to understand the content of the text, the role of expressive

means.

Correctness of reading is a quality that ensures understanding of the meaning of the read text.

Conditions for understanding the text:

- 1) Development of the lexical side of speech (mastering the direct and figurative meaning of words, the formation of a dictionary);
- 2) Mastering grammatical concepts as a condition for a holistic understanding of the sentence;
- 3) The amount of RAM;
- 4) Selectivity of activation (non-specific component).

The features of the formation of reading skills in younger schoolchildren are the following components. For a younger student, at first the reading field covers only one letter. The reading process is slow, because reading a word requires several actions of perception and recognition.

Younger students tend to guess words by the first letters or by the context. Sometimes this leads to errors in reading. But these errors can be quickly corrected by reading syllables.

During the training of younger schoolchildren, there is a transition to verbal and logical thinking, visual and imaginative thinking remains predominant at this age. In elementary school, semantic memory begins to be actively formed, aimed at awareness and reflection of the text being read.

To overcome problems with reading, the primary school teacher uses various methods of teaching children semantic reading in the classroom. In grades 1-4, we teach slow reading of a literary text. The child should think through the meaning of each word during reading, be able to ask questions and find answers to them, and should also be able to analyze what he has read.

Due to the fact that semantic memory is being improved, there is an idea of the text being read as a whole, which helps the student to determine cause-and-effect relationships in the text.

M.I. Omorokova asserts that the reading process in younger schoolchildren has the following stages of development: syllabic; word + word; word + syllable. [2, 95 p.]

Exercises for successful mastery of the reading skill:

1. Reading the lines backwards by letters. What is written is read from right to left so that each word, starting with the last one, is spelled out in reverse order. This exercise develops the ability of a strictly letter-by-letter analysis of each word, slows down the "pop-up" of the usual stamps, forms the arbitrariness of the regulation of eye movements, and also creates prerequisites for eliminating fairly common errors of "mirror" reading.

2. Reading only the second half of the words. When reading, the first half of each word is ignored and only the last one is voiced. This exercise emphasizes for the child the end of the word as an essential part of it, which needs the same accurate perception as the beginning, and forms the skill of letter-by-letter analysis of it. It leads to a sharp decrease in extremely common mistakes, when only the beginning of a word is read correctly, and its end is either conjectured or read with distortions.

3. Reading dotted words. Children are offered cards with words in which the letters are not written completely, but with the absence of some of their parts, however, so that the unambiguity of their reading is preserved. The degree of destruction of the letters gradually increases each time. This exercise fixes integral visual images of letters and their combinations in the child's memory.

4. Reading the text through the word. It should be read not as usual, but jumping over every second word. This exercise brings variety and animation to the reading process, creates a sense of speed in the child, increased reading speed, and also enhances arbitrary attention in the reading process

due to the need to adjust the choice of words to be read in addition to reading and promotes the development of visual activity of the child due to the constant alternation of fast and slow eye movements.

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