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## **FORMATION OF READING SKILLS IN JUNIOR SCHOOL CHILDREN**

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### **INTRODUCTION**

Interest in reading arises when the reader is fluent in conscious reading and has developed educational and cognitive motives for reading.

A condition for mastering reading activity is also knowledge of the methods of reading, methods of semantic processing of text, 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 learning to read.

The teacher puts a lot of work into teaching children to read. But it's no secret that already first-graders, having just learned to read, immediately lose interest in reading and consider the reading lesson to be one of the least favorite ones.

The main technique that ensures the development of reading skills is repeated reference to the text, re-reading it each time with a new task. It is then that the child discovers something new in him, which he did not notice at the first reading.

The goal of the teacher: to create favorable conditions for working on the content, analysis and assimilation of read on the basis of a variety of forms, methods and types of work, to try to subordinate reading lessons to the lessons of the Russian language, the world, speech development, pay more attention to vocabulary work, more often use various creative tasks, combine collective and individual work in the lesson, teach to work with the text. From my practice, I want to share how I systematized the types of work on the text, writing them down in a separate notebook under the appropriate number. When writing a lesson plan, there is no need to write down in detail the assignment that will be offered to the students. It is often sufficient to indicate only the number of the type of work in the lesson plan.

Types of jobs:

1. Reading the entire text (as instructed by the teacher)
2. Reading, division into parts. Planning.

3. Reading according to a ready-made plan.
4. Reading, retelling after reading.
5. The student reading a new text prepared in advance at home.
6. Abbreviated reading, (children remove sentences or words that can be omitted.) Prepare for a concise retelling.
7. Reading in chain according to the proposal.
8. Reading chain by paragraph.
9. Reading in an undertone.
10. Reading, finding a passage for a picture.
11. Reading, answering questions.
12. Finding a passage in the text that will help answer the question.
13. Reading the most beautiful place in a story or poem.
14. Finding the entire sentence at a given beginning or end of a sentence (later, the sentence can be replaced with a logically complete passage.)
15. Reading "above the norm" (basically this is homework, when a student, knowing well his norm of reading an unfamiliar text, through training at home, types 10-15 words, for example: the norm for reading an unfamiliar text is 40 words, which means that the child should read at a rate of 50-55 words per minute).
16. Reading a passage to which you can pick up a proverb.
17. Finding a proposal with which you can correct the mistake.
18. Finding a sentence or passage that reflects the main idea of the story.
19. Reading and establishing what is true and what is fictional (for a fairy tale).
20. Reading, finding sentences that have become sayings (for a fable).
21. Reading, writing a script for a filmstrip (briefly, in detail).
22. Reading, selection of sound design for the "film".
23. Conversation with accompanying sample text.



24. Finding 3 (5, 7 ...) conclusions in the text.

25. Expressing their direct judgments about what was listened to after reading by the teacher or student.

26. Reading, a story about how you liked the work, what was remembered

27. Establishing by reading cause-effect relationships.

28. Reading the title of the story. (How else can you call it?)

29. Reading by roles.

30. Reading on the roles of the dialogue, excluding the words of the author.

31. Reading, retelling of what has been read using gestures, facial expressions, posture.

32. "Live picture" (one student reads, the other reacts to what he heard with facial expressions)

33. Finding a sentence (excerpt) that this man could read:

34. Finding a passage that needs to be read contemptuously, sternly, with entreaty, vexation, indignation, derision, joyfully, merrily, sadly, etc.

35. Finding and reading a sentence with an exclamation mark, question mark, comma, ellipsis, etc.

36. Competitive reading of poems (the jury is selected from the winners of the previous competition).

37. Finding and reading figurative words and descriptions.

38. Finding and reading words with logical stress.

39. Finding and reading words, sentences that are read loudly, quietly, quickly, slowly.

40. Reading a poem, pauses.

In the complex reading process, three main points can be distinguished:

**1. Perception of these words.** To be able to read means, first of all, to be able to spell out the words that they denote. Reading begins only from the moment when a person, looking at the letters, is able to pronounce, or remember, a certain word corresponding to the combination of these letters.

It is not difficult to show that in this process of perceiving letters as symbols of a certain word, not only vision, but also the memory, imagination and mind of a person take a large part. When we read words, we not only add letter by letter, but, grabbing one or several letters, we immediately guess about the whole word.

**2. Understanding the content associated with the words read.** Each word we read can cause some changes in our consciousness, which determine our understanding of this word. In one case, a certain, more or less vivid image arises in our consciousness, in the other - some feeling, desire or an abstract

logical process, in the third, both together, in the fourth - no image and feeling, but only simple repetition of the perceived word, or perhaps another word associated with it.

**3. Evaluation of the reading.** The ability not only to read a book, but also to be critical of its content is not always observed, as you know.

The motive for reading is need. A younger schoolchild who masters reading first has a need to learn to read, that is, to master the sound system and the process of reading itself - the emergence of words from letters. This piques his interest. Having mastered the initial reading (literacy), the student changes the reading motive: he is interested in understanding what thought lies behind the words. As reading develops, the motives become more complicated and the student reads in order to find out some specific fact, phenomenon; even more complex needs appear, for example, to know the motive of the hero's deed in order to evaluate it; find the main idea in a popular science text, etc.

Reading is directly related to speaking. With the help of oral speech, the expressiveness of reading is practiced; when reading, the means of speech expression are used, as well as coherent oral speech to convey the content of the text and communication between the readers.

The perception of texts by younger schoolchildren does not correspond to the perception of a mature reader and has a number of peculiarities. He is characterized by:

- fragmentation, lack of integrity of the perception of the text;
- weakness of abstracting and generalizing perception;
- dependence on life experience;
- connection with the practical activity of the child;
- pronounced emotionality and spontaneity, sincerity of empathy;
- prevalence of interest in the content of speech, and not in the speech form;
- insufficiently complete and correct understanding of the figurative expressive means of speech;
- the predominance of the reproductive (reproductive) level of perception.

To form reading as an educational skill, this circumstance must be kept in mind. It is also important to take into account the peculiarities of the cognitive activity of children. Children of 6-7 years old have not yet developed logical thinking, it is visual in nature, requires reliance on practical actions with various objects and their substitutes - models. Further, thinking gradually acquires a visual-figurative character, and, finally, logical abstract thinking arises. These stages in the development of



the cognitive activity of a younger student leave an imprint on the nature of education.

The modern methodology understands the reading skill as an automated ability to read a printed text, which implies awareness of the idea of a perceived work and the development of one's own attitude towards what is read. In turn, such reading activity presupposes the ability to think over the text before reading, during reading and after finishing reading. It is this "thoughtful reading" based on the perfect reading skill that becomes a means of introducing a child to cultural traditions, immersion in the world of literature, and development of his personality. At the same time, it is important to remember that the reading skill is the key to successful learning in both primary and secondary school, as well as a reliable means of orientation in the powerful flow of information that a modern person has to face.

In the methodology, it is customary to characterize the reading skill, naming its four qualities: correctness, fluency, consciousness and expressiveness.

**Correctness** is defined as smooth reading without distortions affecting the meaning of what is being read.

**Fluency** is the speed of reading that determines reading comprehension. This speed is measured by the number of printed characters read per unit of time (usually the number of words per minute).

**Consciousness** of reading in the methodological literature of the last time is interpreted as an understanding of the author's intention, awareness of the artistic means that help to realize this idea, and comprehension of one's own attitude to what is read.

**Expressiveness** is the ability to convey to listeners the main idea of the work and their own attitude towards it by means of oral speech.

All these qualities are interconnected and interdependent. Without the correct sounding of graphic signs, it is impossible to understand individual units of the text, without understanding the meaning of each unit, it is impossible to understand their connection, and without the internal connection of the individual components of the text, the idea of the work will not be realized. In turn, understanding the general meaning of the work helps the correct reading of its individual elements, and correct reading and understanding of the text becomes the basis for the expressiveness of reading. Fluency, being the pace of reading, under certain conditions becomes a means of expression. Thus, the preparation of the reader should be built taking into account 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 this system of work in mind in the lesson when reading literary texts.

In the methodology, along with the term reading skill, the term reading technique is used. Until recently, this term only referred to the technical side of the reading process.

**Stages of developing the reading skill of a novice reader.**

In methodological science, there are three stages in the formation of reading skills: analytical, synthetic and the stage of automation.

**The analytical** stage is characterized by the fact that all three components of the reading process in the reader's activity are "torn apart" and require the child to make separate efforts to perform specific operations: to see a vowel letter, to correlate it with a fusion syllable, to think about where to read the letters outside the fusion, to voice each seen graphic syllable, i.e. pronounce fluently, so as to recognize the word and understand it. Reading by syllables is a sign that a child is at the very first stage of skill formation - analytical. The analytical phase is generally considered to correspond to the literacy period. However, the teacher must remember that each child has its own pace in development in general and in mastering the reading skill in particular.

**The synthetic** stage assumes that all three reading components are synthesized, i.e. perception, pronunciation and comprehension of what is read occur simultaneously. At this stage, the child begins to read with whole words. However, the main sign of the reader's transition to this stage is the presence of intonation during reading. It is important that the child not only comprehend individual units of the text, but correlate them with the integral content of what he is reading. Intonation during reading appears provided that the reader retains the general meaning of what is being read in his mind. This usually occurs 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 recognized 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 automation stage is characterized by the child's desire to read to himself. The main sign that children have reached the level of automatic reading is their immediate emotional reaction to a work they read independently, their desire to share the primary reader's impressions without additional questions from the teacher, and their desire to discuss what they have read.

This path - from the analytical stage to the stage of automation - can be traversed by a child within the framework of elementary school, provided that the teacher provides a certain mode of work in the classroom;

1) Reading exercises should be everyday;



2) The selection of texts for reading should not be random, but should be made taking into account the psychological characteristics of children and the literary characteristics of the texts;

3) The teacher should carry out systematic work to prevent erroneous reading;

4) The teacher should use an expedient system for correcting mistakes made during reading;

5) Teaching to read to oneself should be specially organized, involving several steps: reading in a whisper, soundless articulation of what is being read, "quiet reading" (in terms of inner speech), actually reading to oneself.

#### **Work on the correctness and fluency of reading.**

It makes sense to talk about correctness and fluency as qualities of a reading skill only if the reader understands the text that is being read. However, the teacher must know special techniques aimed at practicing correctness and fluency. There are two directions here:

1) the use of special training exercises that improve visual perception, development of the articulatory apparatus, and regulation of breathing;

2) the application of the principle of multi-reading proposed by M.I. Omorokova and described by V.G. Goretsky, L.F. Klimanova.

This principle consists in the fact that when analyzing the text, constantly direct the child to re-reading the passages that are important in semantic terms, and thereby not only provide penetration into the idea of the work, but also achieve correct and fluent reading. Reading accuracy is reading without distortion, i.e. without errors affecting the meaning of what you read. Long-term observations of the development of reading skills in children allow us to single out several groups of typical mistakes made by learners to read.

#### **1. Distortion of the sound-letter composition:**

- omission of letters, syllables, words and even lines;
- rearrangement of reading units (letters, syllables, words);
- inserting arbitrary elements into reading units; - replacement of some reading units with others.

The reasons for such errors are imperfection of visual perception or underdevelopment of the articulatory apparatus. However, the cause of distortions can also be the so-called "guess reading". This phenomenon is based on such a person's property as anticipation - the ability to predict the meaning of a text that has not yet been read according to 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, thus, a sign of his progress

in mastering the reading skill. At the same time, the teacher must 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 he is reading.

#### **2. The presence of repetitions.**

Such errors consist in the repetition of reading units: letters, syllables, words, sentences. The less perfect the reading skill, the smaller the unit of reading is repeated. These errors are very close to the previous type, however, their causes are different. Repetitions, as a rule, are associated with the child's desire to keep the component just read in RAM. This is necessary for the little reader to comprehend what he read. Therefore, at the analytical stage of the formation of a skill, repetitions are inevitable and should be perceived by the teacher as a natural and even positive phenomenon. Excessive haste of the teacher, early suppression of "repetitions" in the reading of students can prevent the child from freely and naturally moving to the synthetic stage of reading.

#### **3. Violation of the norms of literary pronunciation.**

Among errors of this type, several groups can be distinguished:

1) Errors are actually orthoepic; among them, irregular stress is the most common type. Such errors are associated with ignorance of pronunciation norms or with ignorance of the lexical meaning of words that are read;

2) Errors associated with the so-called "spelling reading":

units of reading are voiced in strict accordance with the spelling, and not with the pronunciation. The teacher should keep in mind that "spelling reading" is an obligatory period of skill development. The sooner the student learns to synthesize all the actions of the reading process (perception, pronunciation, comprehension), the sooner he will abandon the "spelling reading". Therefore, the work helping the child to comprehend what he is reading will also contribute to the elimination of "spelling reading";

3) Intonation errors, which are incorrect logical stresses, pauses inappropriate in terms of meaning. It is easy to see that such mistakes are made by the reader if he does not understand what he is reading. However, from a small child, the reading process requires not only intellectual, but also physical efforts, therefore, the reason for intonation errors in a little reader may be untrained breathing and speech apparatus.

A teacher can work correctly on correcting and preventing errors in reading only if he understands the reasons for erroneous reading and knows the method of correcting errors. So, factors such as:



- 1) Imperfection of visual perception;
- 2) Underdevelopment (lack of flexibility) of the articulatory apparatus;
- H) Shortness of breath;
- 4) lack of knowledge of orthoepic norms;
- 5) lack of knowledge of the lexical meaning of the word;
- 6) "Guess" caused by the subjective type of reading.

Fluency is the speed of reading that presupposes and ensures 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 years of study, but the main guideline for the teacher should be the individual's oral speech. An objective guideline for fluency is considered to be the speech rate of a TV or radio announcer reading the news, which is approximately 120-130 words per minute.

Fluency depends on the so-called reading field and the length 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 gaze catches in one step, followed by a stop (fixation). During this stop, awareness of what is captured by the gaze occurs, i.e. consolidation of the perceived 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 gaze in one step are uniform. An inexperienced reader has a very small reading field, sometimes equal to one letter, so he makes many stops on a line and the segments of the text he perceived are not the same. They depend on whether the words and phrases that are being read are familiar. Repetitions in the reading of an inexperienced reader are also connected with the comprehension of what was grasped in one step:

if he could not keep the perceived segment in his memory, he has to return once more to the already voiced text in order to realize what has been read. Now it becomes clear that by training visual perception, the teacher is working not only on correctness, but also on reading fluency.

**Work on reading consciousness.** Consciousness in general can be defined as reading comprehension. However, in the methodology, this term is used in two meanings:

- 1) In relation to mastering the reading process itself (reading technique);
- 2) In relation to reading in a broader sense (T.G. Ramzaeva).

When they talk about consciousness in the first meaning, they mean how consciously the child performs the necessary operations that make up the sounding of printed signs: he finds vowels, correlates them with syllables-fusion, sees consonants outside

of fusion and realizes to which syllable-fusion they follow wail.

The term conscious reading in the second meaning functions in the methodology at different levels of the reading process itself.

The first level, which often coincides with the analytical stage of the development of reading skills, involves understanding most of the words used in a direct or figurative sense; understanding individual sentences and their relationship with each other; understanding the meaning of individual parts of the text, their internal connection and interdependence, and, finally, understanding the general meaning of the entire text.

The second level of conscious perception of the text is based on the first and presupposes an understanding of the subtext of the work, i.e. clarification of his ideological orientation, imaginative system, artistic means, as well as the position of the author and his own attitude to what is read.

We can also talk about the third level of conscious reading, when an individual is aware of his reading interests and possesses skills that can satisfy them, in other words, consciously determines the reading circle, focusing on his capabilities. Thus, in the modern methodology, the point of view has been established that reading consciousness presupposes:

- Understanding the meaning of each language unit of the text;
- Understanding of the ideological orientation of the work, its figurative system, pictorial and expressive means, i.e. the position of the author and his own attitude to what he read;
- Awareness of oneself as a reader.

“Without reading there is no real education, no, and there can be no taste, no syllable, no versatile breadth of understanding” - wrote A. Herzen, and V.A. Sukhomlinsky said that “you cannot be happy without knowing how to read. The one for whom the art of reading is inaccessible is an ill-mannered person, a moral ignoramus”.

Mastering the full reading skill for students is the most important condition for successful school education in all subjects; at the same time, reading is one of the main ways of acquiring information outside the classroom, one of the channels of comprehensive influence on schoolchildren. As a special kind of activity, reading presents extremely great opportunities for the mental, aesthetic and speech development of students.

All of the above emphasizes the need for systematic and purposeful work to develop and improve reading skills.



Formation of high-quality reading skills in primary school children is one of the main tasks of primary school.

Thus, the reading process consists of two interconnected sides - semantic and technical, covering visual and sound-auditory-speech-motor mechanisms. And although this process is single, the formation and formation of its constituent sides proceeds in different ways, it goes through a number of stages from initial to higher.

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