

Stages And Methods Of Analyzing The Texts Of A Book In Primary School

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Abstract – Acquisition of reading skills is an important condition for successful mastering of all subjects taught in school. Reading is a major activity that provides a great opportunity for pupils to develop ideologically, politically, intellectually, aesthetically and verbally. This article elucidates systematic and purposeful work to develop and improve reading skills.

Keywords – Context, Reading Skills, Speedy Reading, Conscious Reading, Expressive Reading, Tone, Speech, Meaning Of A Word, Correct Reading, Literacy Training, Text.

I. INTRODUCTION

In order to fully meet and implement the requirements of the program, it is first necessary to acquire and improve reading skills correctly and thoroughly.

Reading skills are formed in the process of teaching literacy and improve in the later stages of teaching.

Qualities of reading skills include accurate, fast, conscious and expressive reading of the text of a book. Reading lessons shape and improve students' reading skills. The qualities of reading skills are interrelated, the main of which is conscious reading: whether the reader reads the text quickly and correctly, or does not read consciously, or reads it quickly as a result, if others do not understand the content of the text, read it correctly, read it very slowly, and do not pay attention to the pauses between the units of speech, the idea expressed in the text will not be understood. Reading at a certain speed and correctly serves conscious reading; accurate, fast, and conscious reading is the foundation of expressive reading.

II. LITERATURE REVIEW

Reading skills are more complex and take longer to develop. Psychologist T. G. Yegorov in his book "Essays on the psychology of learning children" divides the process of formation of reading skills into three stages: the analytical stage, the synthetic stage and the automated stage. The analytical phase coincides with the period of literacy training, in which the skills of word-for-word analysis and syllable reading are formed. For the synthetic stage, the word is read aloud; in which the perception of a word by sight and its pronunciation are largely consistent with the comprehension of the meaning of the word. Reading is about understanding the meaning of words. Pupils enter the synthetic phase in 3rd grade. In the years that followed, learning became more automated.

Reading lessons should be organized in such a way that the analysis of the content of the work is aimed at improving reading skills. Proper reading means reading without making mistakes, that is, correct reading without distorting the phonetic structure of the word, grammatical forms, sound or syllable in the word. It is to read without dropping the syllable, adding the suffix, changing

the position of the letters, pronouncing it clearly, and emphasizing the word correctly. M. Adilova and T. Ashrapova state that "all the requirements for the norms of literary pronunciation also apply to the ability to read correctly." The Russian Methodist Yakovleva described correct reading as follows: "Correct reading is the smooth copying of material." So, correct reading is reading on the basis of literary and orthoepic norms without distorting the sound structure and grammatical form of the word.

Elementary pupils make reading mistakes because they do not have a clear synthesis between comprehension, pronunciation, and comprehension. This makes it difficult to understand the content of the text.

III. ANALYSIS

Correct reading depends on the length of the word, the vocabulary of the reader, that is, how much he knows the lexical meaning of the word, and the syllable and morpheme structure of the word. Pupils often make mistakes for the following reasons:

1. Because there is no clear synthesis between the pronunciation of a word and the understanding of its meaning, that is, the child sees the sound side before the word and rushes to pronounce it. It ignores the meaning of the word.
2. Due to the complexity of the syllable structure of the word. If a word has many syllables, the child will make a mistake if he has not heard it before.
3. Makes a mistake by not knowing the meaning of a word.
4. Makes the mistake of reading fast.
5. Proper reading also depends on the brightness and light.
6. Consonants are difficult to read with closed syllables in the middle and at the end of the word.

To prevent misreading, consider the following:

1. Before teaching a text, identify words, phrases and sentences that are difficult to read and identify ways to work on them. Practice reading words with complex structure.
2. Explain the lexical meaning of words before reading the text, which makes it difficult to understand its content. Identify ways to interpret the meaning of a word.
3. Make tasks clear and understandable
4. Create conditions for them to read the text carefully.
5. In-house teaching, then audio teaching.
6. Take into account the individual characteristics of pupils in teaching, that is, pre-distribute the text to students who can afford it, identifying easy, moderate and difficult places to read.
7. Regularly check students' reading.
8. Depending on the nature of the error, determine how to correct it methodically.
9. Warn pupils where mistakes can be made.
10. Using a letter stick.
11. Misreading also depends on the pupil's personal perception.

It is best for the teacher to write complex words in advance on a board or cardboard in syllables and teach them to the students in a chorus.

A mistake made by students can be corrected in two ways:

- 1) If a student misreads the suffix at the end of a word, correct the mistake without stopping the reader from reading;
- 2) If the content of the sentence is distorted by misreading, the method of re-teaching is used. In this case, if the student is asked a question about the text he reads, the student re-reads carefully.

IV. DISCUSSION

Speedy reading dies at a normal speed, and the reading speed should not be separated from the comprehension of the text. The reading speed should increase in line with the reading comprehension rate. Fast reading is called reading, which allows you to master the content of the work being read, to consciously comprehend the content of the text.

Students' reading speeds vary depending on their reading skills. This does not mean that the program did not meet the requirements. The reading speed that corresponds to the pace of speech is the normal speed. Because reading too fast or too slow makes it difficult to master the content of the text.

Experiments show that if a child reads a text of 250 words per minute, he will remember 200 words. If he reads letters and syllables, his focus will be on syllables, not words. In the end he can't remember the words. If this is applied to the reading speed of 4th graders, they will remember 100 words out of 125 words. This allows for higher performance. In 4th grade, there are even students who read 170-180 words per minute.

The rate of reading gradually increases over four years in relation to correct and conscious reading. When checking the speed of reading, the teacher takes into account the nature of the material being read, i.e. the ideological-thematic complexity, the structure of words and phrases, their use in children's speech, the correctness and accuracy of reading. The reading speed of the students will be different, of course. It is the teacher's job to keep all students' reading as consistent as possible. This is achieved by practicing reading the text aloud.

Conscious reading is the key to good reading. Conscious reading is the ability to understand the exact content of the text, the ideological direction of the work, the images and the role of artistic means, as well as to express their attitude to the events described in the work. It depends on the students' necessary life experience, understanding the lexical meaning of the word, the connection of the words in the sentence, and a number of methodological conditions. Nowadays, the term conscious reading is used in the literature and in school practice in two senses: first, in the sense of reading technique in relation to mastering the reading process, and second, in the sense of one of the reading qualities in relation to reading in the broadest sense.

In order to read a text consciously, pupils need to have good reading skills, be able to read fluently, and have no difficulty in reading. The text is analyzed in terms of content and artistic means so that students can read it consciously.

An important condition for conscious reading is to understand the structure and content of the work. The teacher evaluates conscious reading based on the expressive reading of the text (if read aloud) and the correctness of the answers to questions about the content of the work. Conscious reading and expressive reading require each other, but they are not exactly the same.

Expressive reading is the ability to express the idea and charm of a work accurately, clearly, and in accordance with the writer's intentions, using intonation and tone. "Expressive reading is the first and foremost form of concrete and visual teaching of literature," says Methodist scholar M. A. Ribnikova. That is, "Expressive reading is the process of showing students the content and emotionality of a work through intonation. The basic premise of expressive reading is to explain in depth the idea and artistic value of the work being read."

Tone is the sum of the moving elements of oral speech: the accent, the tempo and rhythm of the speech, the pause, the pitch of the voice. These elements interact, and together they express the content of the work, the idea, the different moods of the protagonists, their inner experiences.

Important conditions for pupils to master the basics of expressive speech are:

1. Be able to breathe properly and distribute the speech process correctly.
2. Acquire the correct articulation and clear diction of each sound.
3. Mastering the rules of literary pronunciation.

These conditions apply not only to expressive reading, but also to expressive speech, that is, to storytelling. Any pupil's oral story should be expressive.

One of the main tools for expressive reading is the voice. Sound is inextricably linked with breathing. Therefore, the teacher begins by teaching children to control their breathing and use their voices correctly when working on expressive speech. Volume is characterized by high-low, long-short, speed (tempo), pleasant-unpleasant features. Depending on the content of the text, students learn to read (speak) aloud, choose a fast, medium or slow tempo in speech, and express an emotion. Students are also introduced to pause and logical emphasis in expressive reading.

Preparation for expressive reading is conventionally divided into three stages:

1. To understand the exact content of the work, to analyze the behavior of the participants, to determine the idea of the work, that is, to understand the ideological thematic basis of the work, its images as a whole by artistic means.
2. Determine where to pause the text, the place of logical emphasis, the pace of reading.
3. Practice reading. Reread the text to be able to voice the author's point of view, his or her reaction to the events described, and the participants.

V. CONCLUSION

The analysis of the content and ideological direction of the work is connected with the teaching of expressive reading. The main task in teaching expressive reading is to understand the content of the text, to express their attitude to the events narrated by the author. The teacher's expressive reading of the work is important for developing students' expressive reading skills.

Reading is a means of activating pupils' learning and expanding their knowledge of the environment.

The emotional impact of the work must also be taken into account when analyzing the work. Let the reader not only read the text, but let the author be excited about the exciting story. Encourage pupils to think critically when analyzing text.

According to psychologists, understanding a book is not enough. Perception of a work is a complex process that involves some kind of relationship to the work, to the reality it portrays. Younger students have two attitudes toward a literary hero.

1. Emotional attitude to the literary hero.
2. Elementary analysis.

Pupils use their own insights to evaluate the characters in the play. They lack vocabulary and experience to evaluate other qualities of a hero. The teacher's task is to show the qualities that the students do not notice and to include them in the pupils' speech. Here's another thing to keep in mind:

1. Pupils do not take into account the circumstances in which they acted in expressing their attitude to the protagonist.
2. They don't understand why the protagonist has to do this, they have to do the right thing for him.

Working on a book is a complex process, and the educational tasks of teacher reading lessons require taking into account the specifics of the work of art and the readiness of students.

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