

## Methods of Formation of Reading Skills of Primary School Students by Future Primary School Teachers

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### ABSTRACT

*elementary school-a particular stage in the life of this child. This student's ability to learn and the ability to organize their own activities associated with forming the basis of. The reader new knowledge independently and this young master in the next stage of education and in the future, which allows you to self-study and self-nurturing, which created the basis for reading skills.*

**KEYWORDS:** *a method of reading, speed reading, reading expressiveness and semantics. PIRLS.*

Next is the means to get new knowledge, needed to learn to read. The student who does not read or know it well accustomed to the knowledge and apply it practically can't take the feed be successful. After all, the child process is always the independent work of school in the first place, to work on the book covers. Readers reading technique insufficient possession and, most importantly, the ability to understand, read will lead to serious difficulties in the educational work, and this can lead to failure. Therefore, the main task of the teacher of primary school: elementary school student strong and each should push the development of the ability to read in full

The ability to read a complex phenomenon. It consists of two sides: technical:

- reading method
- speed reading
- read on
- ekspresivlik.va semantic:
- understand the content and meaning of what is being read

It is customary to describe reading ability by naming its four qualities: accuracy, fluency, expressiveness, and awareness..

Accuracy is defined as smooth reading without distortions that affect the meaning of what is being read.

Children should give permission:

- exchange
- switch
- exchange
- supplements
- disorders
- the letters (sounds), and repeat the words heceler
- errors noted in the words

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Primary school until the latest of governors of read it wrong reason (such as the ability to read students who have not read) to the perception of the content of their reading, pronunciation and no correlation between the lack of comprehension. At this stage the structure of the sentence to understand the meaning of the word or phrase ahead of its pronunciation, that is semantic reading is carried out with the assumption. Novice training often wrong assumptions and then to spell the word semantic is the reason for the perception.

Children often distort (substitute) words the meaning of which they do not understand ( a weak relationship between perception and understanding).The front of such mistakes, it is recommended to get:

- learn the meaning of vocabulary words before reading, it will be difficult to without understanding their meaning the perception of the text;
- pre-precursor reading of words with complex or morphemic content;
- in the lesson to create the environment for you to carefully read the text, tasks and the formation of specific questions;
- text pre-read for yourself;
- the teacher read the readers of systemic control;
- the error on the methodological aspects depending on the nature of the correction.

Correct the following errors:

- the teacher will correct itself without the student's errors would stop reading at the end of a word;
- errors that distort the meaning of the sentence are corrected by re-reading or answering the read question
- meaning errors, corrupt, teachers from reading is then recorded;
- other students are involved in correcting errors related to violations of orthoepic norms

The teacher of the students realized all the mistakes and correct, but only to be broken which interfere with understanding the text, the reader stops growing.

Fluency is the rate or rate of reading that is close to the speaking rate and provides reading comprehension. Normal fluency is a tempo that corresponds to a child's normal speech

Fluency is not a goal in itself, but because other reading qualities depend on it, a normal reading speed should be achieved.

Fluency development primarily helps students' interest in reading, their desire and need to read books.

The thing that reading has a positive impact on the pace of development, the nature of the task fulfilled at the time the students to work on with your text. Tasks re-should be motivated to read the text. The work in advance so that planning a lesson the teacher may need different types of tasks, almost all the students will read out loud during the lesson.

Utilized the children to read the words, you work to form one of the methods you can use fluent to read. The administration of the speech, attention and memory development, operational expansion of the study area, aimed at the development of exercise groups there are in different stages of semantic assumptions.

Exercises aimed at the development of the speech apparatus:

- Clean read the words.

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- Language of the folds to read and spell exactly.
- Read the language in the folds of temp. (High-speed read clearly the folds of language.)

Such exercise of pronunciation, it is recommended to complete especially impaired children.

Phonetic charges.

The game "who is more?" (inventing words with a certain sound),

The game "who is attentive?" (find out the voice),

The game "lost sound".

Focused on the development of visual memory exercise:

The game "what is missing?". Has put a number of a number of photos put on the table or toys. Students will remember them after that one picture (toy) is removed. Lose that what are called children

Exercises aimed at developing diction: whispering and slow reading, quiet and moderate reading, loud and confident reading, clear and fast reading of the word.

Exercises aimed at developing anticipatory skills:

"Finish the completion words" cards.

Insert the line.

Add a letter to make a new word.

Also, the methods that help to develop reading fluency:

- readers daily reading sessions(as many students as possible, they should read more, at least 25-30 minutes in the lesson);
- in the lesson read the text again. To re-read and to be read so it may not lessen the interest to work to achieve positive results, the following types are recommended: reading selected text strings were to answer the questions, content analysis is a special place in the text to find and re-read;
- pre-orient students before reading the text. For example, before reading the second part of the fairy tale, the teacher says: "now we will find out how the hedgehog prepares for winter";

Exercises to develop technique is also useful reading:

- The words in the column. Alternatively, the words read out loud the words in the column, this column many times in a minute.
- Speed boosts every time, read the folds of language.
- Select no from the text consisting of 4-5 words, learn to spell them.
- "Photoglaze" Game. Take pictures (remember) of a few words written by adults and answer the question, is there a word in the list that adults say or not?
- Find the desired row in the text (exercise teaches the page in vertical eye movement).
- Unknown compared to the speed of reading the text and certain text.
- To read for adults (exercise, you will develop the speed of the pronunciation of the word).
- A letter in the text to find any words at 1 minute

Expressiveness is the ability to convey to the audience the main idea of the work and the attitude

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towards it through oral speech.

The voice of speech is the means to express the following components:

- volume (loud);
- reading speed;
- reading timbre;
- pauses;
- logical stress;
- increase or decrease intonation.

To teach expressive reading, you need to automate reading techniques. However, in the initial stages, you should not only draw the students' attention to the need to use pauses, to establish a logical stress, but also to find the necessary intonation suggested by punctuation marks. Students should be shown how the same phrase can be pronounced differently

Talking to the formation of reading skills from you, you can use the following methods:

- imitation of an expressive reading pattern
- reading the word with different shades of intonation
- singing a choir to practice the skills of regulating voice power;
- role reading, dramatization;
- characteristics of signs that help to choose the right intonations,

When working on expressiveness while reading poems, making an account. Calculation tasks should be gradually complicated. This procedure can:

- 1) after the children have read points were structured by the teacher;
- 2) students were made in conjunction with the teacher's account;
- 3) children read the text independently, imagine talking to character..

General reading comprehension can be defined as reading comprehension. First, to understand the majority of words in a literal and figurative sense, to understand individual sentences and the semantic relationship between them, to understand individual parts of the text and their interrelationship, and finally to understand the overall meaning of the entire text. understand the meaning. Secondly, it is to understand the ideological orientation of the work, figurative system, artistic means, as well as the position of the author and his attitude to what is being read. From the early stages of learning to read, it is very important to form the right type of reading activity in children, that is, to teach them to think about the work before, during and after reading.

It is known that the technical and semantic aspects of reading are closely related and rely on each other: for example, improving the reading technique makes it easier to understand what is being read, and a text that is easy to understand is perceived better and more clearly . At the same time, in the initial stages of the formation of reading ability, more importance is attached to its technique, and in the later stages, to understanding the text.

The ability to read the work on a lesson taught in the formation of more literary reading, but modern reading of the information society in the meta-reading skills theme belongs to universal educational movement and such. Therefore, the formation and development opportunities of skills defined for each subject should perform.

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Holistic understand its meaning and to act on the contents of the text in the text to find the necessary information, educational, cognitive and educational-to solve practical problems, not only artistic, but also scientific and cognitive with the text, the instructions we need to teach you to work with.

In this regard, I want to pay attention to the formation of semantic reading skills.

Semantic reading the information of this game, semantic and ideological side of have to figure out the quality of the read. The goal of the semantic reading of the text and a full understanding of the content as clear as possible, get all the details and the data obtained is to realize in practice.

A truly thoughtful child reading him, in his imagination, of course, works his image can be in active communication with internal. Man's own self, establishes the relationship between the text and the surrounding world. Semantic development children to read, it is written as oral speech, to develop the next important stage of development and provide the development of speech.

In the process of teaching skills of primary school pupils to read the form of semantic:

- the text will understand;
- analysis ;make
- comparison;
- change;
- create (text to create your goals and objectives).

The following types of studies are distinguished:

Sight reading is a type of semantic reading in which a particular piece of information or fact is sought.

Introductory reading is the type in which the main meaning, main information is determined in the text

Read-depending on the goal, full and accurate information to interpret the semantic type of the performed search and read next. The main thing that differs from all those who wrote a second-level while away.

Reflective reading is the most reflective reading. During such a process, the reader anticipates future events while reading or reading the title

Semantic methods to teach to read and use the following methods:

Develop the ability to analyze the task.

- The ability to read and follow the instructions in the task search keywords.
- Given the answers to the questions (written and oral).
- Determine the sequence of events in the text were.

Also the techniques that are known to us are:

- fill out the description;

The installation of conformity;

- thick and thin questions receiving;
- Insert;

Cluster;

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And others.

Semantic reading this cognitive organizer, communicative to solve problems, to search for the necessary information, to interpret it, self-government, a method of forming their own viewpoint. Thus, the semantic purpose, aimed at developing reading skills with the text of the thought and thorough in the work of a primary school teacher to work in accordance with a priority task.

The semantic formation are works of art not only to read, but it's all academic subjects in the primary school textbooks on the text of the text data and additional literature are also available.

Modern approach to the strategy of taking the reading, the teacher, the following can be recommended:

- students will choose a type of read for mastering the new material is the most reasonable;
- text of working with non-standard forms and methods of educational to read through the introduction to the formation of interest;
- the textbook to determine the features of the activities of different groups of students when working with;
- certain types of educational activities of the students know in advance of the difficulties that may arise;
- students are to move forward with the increase in the level of independence reading it out;
- creative thinking to organize various activities for the development of the students;
- various forms of self-management and self-organize to teach