Mistakes that students encounter through teaching
reading in elementary school and ways to overcome them.

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ABSTRACT

The mistakes that students encounter through teaching reading in primary school and ways to overcome them are shown.
Keywords: *reading ability, fluent, expressive reading, dyslexia, dysgraphia, emotional stability.*

INTRODUCTION

Education in our country is going through a complex process, such as the implementation of comprehensive reforms and reconstruction. Their goal is to democratize the school, to develop its humanitarian principles, and on this basis to comprehensively update and further improve the content of educational work, its form and method. One of the important conditions for the successful solution of these tasks is to radically change the attitude to the experience of foreign schools and pedagogy and to form a social experience in our students. Life itself shows that By carefully and diligently studying these experiences, we not only protect ourselves from mistakes and errors in education, from dubious conclusions, but also from the forms and methods of work that are stagnant , outdated and losing their relevance in education. In addition to getting rid of it faster, we will have additional rich resources to update it in a decent way . Because in the age of scientific and technological progress, it is impossible to develop children without new educational technologies without the experience of innovative teachers .

S h it admitted that the developed countries in the field of education tremendous changes have occurred b o a predetermined period, we update the content of education, management, and implementation of new educational technology in the life of the school , s starting school innovative technologies in teaching through the use of social experience of the continuing shortcomings post . There are currently a large number of educational technologies in the field of social pedagogy, and the concept of "educational technology" has different definitions . In GK Selevko's book "Modern Educational Technologies", pedagogical technology refers to the systematic collection and operation of all personal, instrumental, and methodological tools used to achieve pedagogical goals . In this sense, many Methodist scholars are trying to come up with methods that make it easier for a child to understand meaning and teach fluency. The ability to read well in the early years helps to develop important reading skills for life. Therefore, one of the urgent tasks of the primary school is to form reading skills that are accurate, fluent, conscious, expressive, and fully meet the requirements of the DTS. The task of the modern primary school is to master the process of reading, development, differentiation, aimed at the strong and the weak student. We will focus on taking effective work to master the general reading method.

There have also been major changes in primary education over the last decade. Changing educational systems have emerged, experimental work is underway to modernize the educational process in primary school, and the content and structure of education are improving. New generations of textbooks and methodological manuals for teachers are emerging. This in turn places great responsibilities on school education. The school plays a major role in the upbringing, teaching, development of students. Reading is not only a topic that a child needs to master successfully, but he or she also needs to master other subjects. Therefore, one of the current topics of primary school is the formation of correct, fluent, conscious, expressive reading skills. In addition, the first indicator of literacy is accurate, conscious reading.

The purpose of this article is to provide an example of the types of errors encountered by the reader during reading and to provide guidance on how to eliminate them.

The problem is a developmental disorder of reading ability, which is a common occurrence in primary school students with impaired activity in areas of the brain that serve speech comprehension. The fact that some children are not interested in reading at all , the lack of reading ability makes it difficult to teach a child not only in primary school, but also in the later stages of education.

We know that o 'winter - children who are blind and learning window. Through teaching to read, small school-age students are taught to read and develop, to understand life. It is through this window that he looks at the world. Therefore, the child must master the art of reading. Complete reading skills are the foundation for all students to learn other subjects in school in the future, and are the primary source of information and even the way they communicate. From a scientific point of view, the importance of the reading process is not insignificant. Successful acquisition of reading skills is the general level of development of a child's cognitive activity, focusing on specific problems, such as difficulties in learning to read, the development of a particular mental process (attention, memory, thinking, speech). There are four characteristics of reading ability:

- read correctly,
- fluent reading,
-consciousness,
- expressiveness.

The main task of teaching reading is to develop the above skills in children and this task is very relevant because reading plays a huge role in education, upbringing and human development . Research on the formation of reading ability has a long history. The basic methods of reading were developed by KD Ushinsky. He said of the work of art , "We have to show this or that side of life from the window," and "it is not enough for children to understand the work, they have to feel it." Apparently, the child gets an idea of what kind of person he should be in life from the protagonists of the book and his parents and siblings at home, in a word, family members. At the same time, under the influence of the social environment, the social experience is slowly formed. If we look at the history of these issues, in the 80s the methods and programs were improved. VG Goretsky, LF Klimanova, LK Piskunova, LS Gellershtein created new methods, programs and books for reading. For example: - According to the provisions of the NOO Federal State Education Standard (2010), primary school students should know :

- find out what the book is about through the title page, illustrations;

-explain and evaluate the actions of the heroes;

- find figurative words and phrases in the text and explain their meaning;

-set the sequence of events in the work and make a plan of a short prose work;

- Explain the content of the work, explain the relationship between its name and content;

- retelling a small epic work;

- Write an essay on the literary text in accordance with the plan developed under the guidance of a teacher (70-90 words);

- expressive reading of poetry and prose, logical stress, raising and lowering the tone, using short and long pauses;

- memorize a few poems (7-10);

-fluent reading of unfamiliar literary text at the rate of 70-80 words per minute (loud) and 90-100 words per minute (silent).

Thus, the formed reading skill includes at least two main components:

a) reading technique (correct and fast comprehension and pronunciation of words, based on the connection between their visual images on the one hand, and by the acoustic and speech engine on the other),

b) comprehension of the text (separation of its meaning, content) .If you form a reading technique, the process of comprehension retreats and mechanical reading occurs. Reading Literacy is a study of the process of understanding a text , and according to a PISA study, 55% of older students do not understand what they are reading. In our country, 40 to 60% of children complete primary school with constant difficulties in reading and writing. Why? The following cases are observed in teaching students to read. The reader dizeleksiya (minority) study found impaired ability to curricula development, the brain's speech, lack of understanding of the service zone.

Dysgraphia in writing in the reader is a deficiency in writing, which is a disorder associated with understanding the garmatic rules of the brain and applying them in practice.

Dyslexia is a neurological condition that is incapable of learning, mainly due to a disorder of the nervous system.Some experts recognize dyslexia as a disease, while others deny the idea.

D A child with dyslexia has difficulty learning to read and write. This defect can be called a "disease of talent" because many scientists and celebrities, such as Albert Einstein, Henry Ford, Tom Cruise, Salma Hayk, have suffered from this disease.

Symptoms of dyslexia: Children with dyslexia have deficiencies in learning to read and write, math, motor skills, and concentration, and the symptoms are more pronounced in early school age. For example: -reading and writing very slowly compared to their peers term study;

-difficulty in seeing the letter as an image and understanding its meaning. (Because they remember the figure of letters, not letters)

- make both grammatical and spelling errors in writing .

Factors contributing to this deficiency are:

- as a result of injury to the right hemisphere of the brain;

-Generation from parents;

- Presence of infection in the mother during pregnancy;

-heartburn during pregnancy;

-Anemia in pregnancy.

Psychological problems of dyslexia:

-Emotional stability-rapid change of mood.

-Impulsiveness or braking conditions.

-Problems in speech comprehension.

-Indentifikatsiyal a fat problem.

-Constant fear and anxiety.

In some children with this condition or with low memory, reading skills are formed slowly.

Therefore, it is important for teachers to have answers to questions such as how students read, what they read, how often, for what purpose, when they understand and remember faith. The role of the reading matrix in this is invaluable. The motive for reading is the need. A young school student who has acquired reading skills will need to read at the beginning, i.e. mastering the sound system and the reading process is the emergence of words from letters. A student who has mastered the first reading (literacy) changes the motive of reading: what idea is hidden behind the words. During the reading process, the motives become more complex and the child reads to know something, an event; more complex needs arise, e.g. to know the motive of the hero's action to evaluate it; to find the main idea in a popular scientific text, and so on. Most importantly, the social experience begins to be formed by analyzing the actions of the heroes of the century and the events described in the play and enriching their ideas.

There are three stages in the formation of reading skills in the science of methodology: analytical, synthetic, and automation. In primary school, the analytical pathway phase by the child to the automation phase can take place provided that the teacher organizes the work on the basis of a specific regime;

1) reading exercises should be every day;

2) the texts chosen for reading should not be random, should take into account the psychological characteristics of children and the literary features of the texts;

3) the teacher should work on a regular basis to prevent reading errors;

4) a purposeful system should be introduced by the teacher to correct the mistakes made by children in reading;

5) There should be a multi-stage, special, organized reading training: whispered reading, clear expression of what is silent, "silent reading" (in terms of internal speech), yourself to read inside. The main approaches to choosing a method of teaching reading:

1) Phonetic approach

2) Linguistic method

3) The whole word method

4) The whole text method

5) Zeytsev's method

The phonetic method is an alphabet-based teaching system based on teaching reading, the central component of which is the teaching of letters or groups of letters in relation to their pronunciation. It is based on teaching the pronunciation of letters and sounds (phonetics) and when a child has enough knowledge, he moves first to the syllables and then to the whole words. Linguistic style helps in this. Linguistic style is the science of the nature of linguistics and the structure of language. Part of it is used in teaching reading. Children come to school with a large vocabulary, and

this method suggests starting with learning these and the same words that are used frequently, as well as being read and written. It is in this example that the child learns the proportions between letters and sounds.

The style that comes to the next level is the dead word method. Here children are taught to recognize words as a whole, without being broken down into components. No letters and sounds are taught in this method. The child is shown and pronounced the word . After learning 50-100 words, he is given a text in which these words are common. In Russia, this method is known as the Glen Doman method. Proponents of early development showed interest in this method in the 90s.

The next method is the dead text method. In some ways, this is similar to the whole word style, but more to the child's linguistic experience. For example, a book with a great plot is given. The child reads, encounters unfamiliar words, and has to guess their meaning using context or illustrations. Not only reading but also writing your own stories is encouraged. The goal of this approach is to make the reading experience enjoyable. In this case, the phonetic rules are not explained at all. The relationship between letters and sounds is established in a closed manner during reading. If a child mispronounces a word, it will not be corrected. The priority is a natural process, such as reading, mastering the spoken language, and children are able to master all the subtleties of this process. ...

We have given an example of the above methods. The role of modern technologies in shaping social experience through reading in primary school students is also invaluable. We can also see this in the example of game technology that is age-appropriate for small school-age students. Game technology maintains the child's cognitive activity and facilitates the complex learning process, helping the child to acquire and develop many qualities. I think that a good, smart and fun game activates children's attention, relieves psychological and physical stress, makes it easier to feel new material. As they learn to read, the game creates a need for students to read assignments, which helps them develop the ability to read whole words quickly, consciously.

"Photonigoh" game. After a while, the student should "take a picture" of the column of words and answer the question of whether there is a word that the teacher said in that column.

The purpose of the exercise: to develop the reading area, to develop visual comprehension of words.

Notebook
Pen
School
Pen
Break
Book
Scissors
Glue
Paper
Cardboard
City
Car
(Reader)
(Plasticine)

Who finds the redundant word faster :

1) birch , oak , pine , tulip , poplar

2) knife , fork , plate , cottage cheese , dish

"Without reading, there is no real education, there is no taste, there is no speech, there is no breadth of comprehensive understanding," wrote the English scholar A. Gertsen, and VASukhomlinsky . you cannot be happy without knowing. Whoever is deprived of the art of reading is an uneducated person, a moral ignoramus .

So, the conclusion qilsak- s starting school teaching experience through the use of innovative technologies and social development depends on the ability of the teacher's pedagogical skills and innovative integration. If we don't teach children to love a book, to work with it, to get the necessary knowledge in books, then we are not teaching them to study. They learn on their own, and we act as facilitators. Because i nnovatsion technology compared to the traditional high degree of independence, initiative, the group's interactions with students during the school children to develop social skills, research and creative activity, knowledge, experience ko ' has a positive effect on the mutual integration of nicknames and skills. At this point , the experience of winter learning is relevant, as its adaptation helps to overcome the different levels of preparation of students, delays in other topics, lack of interest in learning. The idea of the experiment is to adapt different ways of teaching reading in a traditional system in order to form children's interest in teaching reading. Unconventional teaching methods to reduce fatigue during the course of the child to keep his attention. The project materials will help primary school teachers find optimal ways to teach children to read, help parents reconsider their attitudes toward reading as it depends on what kind of society they live and work in. no matter what, reading serves as a key indicator of everyone's education.

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