



## IMPROVING READING SKILLS IN PRIMARY CLASS STUDENTS

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### ABSTRACT

This thesis discusses the methods of development of students' reading skills in primary reading classes, the components of the reading lesson, and the interdependence of these parts. The content and essence of the works carried out in expressive reading are explained.

**KEYWORDS:** Primary grade, conscious reading, correct reading, reading speed, expressive reading.

### INTRODUCTION

Most of the important tasks in the education of primary school students are performed in reading classes. The purpose of elementary reading lessons, especially first grade reading lessons, is to develop students' ability to read consciously, correctly, fluently, quickly and expressively. Reading lessons play a very important role in solid learning of the knowledge given on topics related to mathematics, the world around us, etiquette and other subjects, because a child can understand the content of the text well only if he reads correctly and fluently. There are four main components of a reading lesson that are closely related to each other. They are: conscious reading, expressive reading, accurate reading and speed reading. Among these parts, conscious reading is in the leading place. In the process of conscious reading, students should be able to achieve the following: be able to tell the original and figurative meanings of the words they read, the meaning of each sentence, be able to briefly describe the content of the section, be able to understand the meaning of the text they should be able to explain the content of the text, express their attitude towards what they read. In order to develop expressive reading skills in the student, it is necessary to teach him to read effectively in an average voice, observing the meaning of what he reads, paying attention to the stops, and so on.

### MAIN PART

In order to develop the correct reading skills, it is necessary to read without haste, without changing the position of letters, and to fully observe the rules of orthography. In order to increase the speed of reading, the conscious reading of students is of great importance. Mindful reading is reading the text with complete and clear understanding. Activities related to conscious reading teach students to deeply understand the content of the text being read, to think logically, and to expand their thoughts and skills. In order to improve the skill of conscious reading, questions and tasks are given at the end of the textbooks.

Students are gradually taught to be able to divide the text into parts, put a suitable title on it, draw pictures that reveal the content of each part, and find questions. First, work is carried out

with texts that are small in size and simple in content, and then with texts that are large in size and more complex in content. One of the tools that helps to make reading more conscious is to read correctly. When reading, without making mistakes, without breaking words, without omitting or replacing sounds and syllables, correctly pronounce the last syllables, i.e. suffixes, following the rules of orthography. Formation of correct reading skills is carried out in the whole process of reading. Correct and fast reading skills are formed only if reading is conscious. In the process of reading, it is especially important to teach children to monitor themselves, to develop a desire to read without mistakes, quickly and correctly, especially in the first grade reading classes. Reading speed depends on conscious, fluent reading. Increasing reading speed is achieved by reading syllable by syllable outside the text of multisyllabic and difficult-to-spell words. Increase reading speed by practicing reading words and sentences written in printed and written letters aloud, reading in chorus, reading internally, reading texts in roles. The more the child reads, the faster the reading speed will increase. The knowledge given in the reading lesson is deepened by making the child read more books outside of the classroom. In order to increase the reading speed of students, it is appropriate if the following activities are carried out during the lesson [1].

Before the start of the lesson, the teacher writes some sentences and words from today's text on the board in printed letters and temporarily closes it. Students open their books and look at today's text and the word written on the board or they try to find the word quickly from the text. Cards with questions or tasks written on them are distributed to the desks. With the permission of the teacher, children read the questions and tasks written on the cards and look for answers to these questions and tasks in the text. Conducting a "quick reading competition" gives special pleasure to children. It is said that every child should start reading the text at the same time and finish reading the text by a certain time. The children who read first are marked and sit down to prepare to retell what they have read. The winners of the competition will be awarded with a star. Expressive reading means to pronounce the words correctly, to understand the content of the work, to understand the feelings expressed in the work, the inner experiences of the characters, and the mental mood. Children are impressionable. The teacher narrates the work with emotion, achieves a deep impact on the children, and in some cases manages to keep it well in their memory, the content of the work and the work of the participants in it seem like a rule of life for them. In order for the content of the work to be fully understood by the students, the teacher himself must carefully prepare to read it expressively and tell a story. Expressive reading is an indicator of conscious reading, because a student who is able to understand the meaning of the text will also acquire expressive reading skills. Mindful reading helps to develop and strengthen expressive reading skills. As conscious, accurate, and fluent reading skills are developed, effective reading skills also grow.

Effective reading serves to arouse feelings in the student, to imagine events, and to give aesthetic pleasure. The content and skill of the work carried out in expressive reading is explained by 4 main conditions: students need to understand well what to tell (what idea, what content to express) based on what they read; students should have a lively and persuasive attitude to what they read in the work; a literary work requires students to read with a certain goal, their tendency to express content (thought, example, description of nature); listeners are

required to understand the thoughts of the student who is reading the text; all this is part of expressive reading [2].

Correct, conscious, fast and expressive reading are considered qualities of reading skills.

Acquiring reading skills is an important condition for successfully mastering all subjects taught at school. Reading is the main type of activity, and it creates a great opportunity for students to develop ideologically, politically, intellectually, aesthetically and verbally. This process requires systematic and purposeful work on the growth and improvement of reading skills.

Acquiring a reading qualification is a complex process, and its formation takes a long time. Psychologist T. G. Yegorov in his work "Ocherki psikologii obuchenia detey chteniyu" divides the process of formation of reading skills into three stages: analytical stage, synthetic stage and automated stage. The analytical stage corresponds to the period of literacy training, in which the ability to analyze words by syllables and letters and to read syllables is formed. For the synthetic stage, it is characteristic to read the word aloud. In this case, the perception of the word by sight and its pronunciation are basically compatible with the understanding of the meaning of the word. Reading is done by understanding the meaning of words. Pupils go to the synthetic stage in the 3rd grade. In the following years, learning will become automatic [5].

Work on the work in reading classes should be organized in such a way that the analysis of the content of the work is aimed at improving reading skills. Correct reading is reading without mistakes, without mistakes, and the sound of the word is without breaking the composition of letters and grammatical forms, without omitting the sound or syllable in the word, without adding another sound, without changing the position of the letters, pronouncing it clearly, putting the accent on the word correctly is reading. M. Odilova and T. Ashrapova state that "All the requirements set to the standards of literary pronunciation also apply to the ability to read correctly." Correct reading is again defined as follows: "Correct reading is a sound copy of the material without errors and smoothly." Therefore, correct reading is reading based on literary and orthoepic standards without violating the sound structure and grammatical form of the word.

Correct reading depends on the length and brevity of the word, the reader's vocabulary, i.e. how much he knows the lexical meaning of the word, and the syllabic and morphemic composition of the word. Students often make mistakes for the following reasons [7]:

1. Since there is no thorough synthesis between pronouncing a word and understanding its meaning, the child sees the sound side of the word first and is in a hurry to pronounce it. He ignores the meaning of the word.
2. If the word has many syllables, the child will make a mistake if he has not heard it before.
3. Makes a mistake due to not knowing the meaning of the word.
4. Makes the mistake of reading quickly.
5. Correct reading depends on the light and the fall of the light.
6. They have difficulty reading words with closed syllables in the middle and at the end of the consonant sound.

Preparation for expressive reading is conditionally divided into three stages:

1. To understand the exact content of the work, to analyze the behavior of the persons participating in it, to determine the idea of the work, that is, to understand the ideological and thematic basis of the work, its images as a whole with artistic means.

2. Determining where to stop (pause) in the text, the place of the logical emphasis, and the pace of reading.

3. To practice reading, read the text again to be able to voice the author's opinion, his attitude to the described events and participants.

## CONCLUSION

Analysis of the content and ideological direction of the work is carried out in connection with teaching expressive reading. In teaching expressive reading, the main task is to understand the content of the text, to express one's attitude to the events narrated by the author. The expressive reading of the work by the teacher is important for the formation of expressive reading skills in students.

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