Forming Reading Skill in Children: Stages and Exercises

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ABSTARACT

The article discusses the formation of reading skills, the process of reading, the stages of the formation of reading skills, the features of the formation of reading skills, methods and exercises for the formation of reading skills.

KEYWORDS: Primary school, educational and cognitive motive, formation of reading skills, ways of reading.

Primary school is a special stage in the life of any child, which is associated with the formation of the basics of his ability to learn, the ability to organize his activities. It is a full-fledged reading skill that provides the student with the opportunity to independently acquire new knowledge, and in the future creates the necessary basis for self-education in subsequent education in high school and after school.

Interest in reading arises when a child is fluent in conscious reading, while he has developed educational and cognitive motives for reading. Reading activity is not something spontaneous that arises on its own. To master it, it is important to know the ways of reading, the methods of semantic text processing, as well as other skills.

The process of developing reading skills

Reading is a complex psychophysiological process in which visual, speech-auditory and speech-motor analyzers take part. A child who has not learned to read or does it poorly cannot comprehend the necessary knowledge and use it in practice. If the child can read, but at the same time he does not understand what he read, then this will also lead to great difficulties in further learning and, as a result, poor performance at school.

Reading begins with visual perception, discrimination and recognition of letters. This is the basis on the basis of which the letters are correlated with the corresponding sounds and the sound-producing image of the word is reproduced, i.e. his reading. In addition, through the correlation of the sound form of the word with its meaning, the understanding of what is read is carried out.

In a complex reading process, there are 3 main points:

➢ perception of these words. The process of reading itself implies that the reader guesses by letter what words they stand for. Reading begins only when the reader, looking at the letters, can pronounce or recall the word that corresponds to the combination of these

letters. Accordingly, in addition to vision, memory, mind and imagination are involved in this process.

➢ Reading comprehension. Each word that we read can cause a certain change in our minds, which is due to the understanding of this word. For one word, some vivid image pops up in our minds, for another - a feeling, etc.

➢ Reading score. In the formation of reading skills, not only the fact itself ("I read the book") is important, but a critical assessment of the material read.

The motive for reading in children is always a need. At the first stage, it is the desire to learn to read; to master the very process of the emergence of the letters of the word. When this skill is mastered, another motivation arises: the desire to understand what exactly a particular text means. In the future, the motives become more complicated, and the child wants to find out some specific fact, understand the motives of the main character, determine the main idea in a popular science text, etc.

Stages of formation of reading skills

T. G. Egorov identifies several stages in the formation of reading skills:

➢ Mastery sound-letter designations.

➢ By syllable reading.

➢ Formation synthetic tricks reading.

➢ Synthetic reading.

The mastery of sound-letter designations occurs throughout the entire pre-letter and literal periods. At this stage, children analyze the speech flow, sentence, divide it into syllables and sounds. The child correlates the selected sound from speech with a certain graphic image (letter).

Having mastered the letter, the child reads the syllables and words with it. When reading a syllable in the process of merging sounds, it is important to move from an isolated generalized sound to the sound that the sound acquires in the speech stream. In other words, the syllable must be pronounced as it sounds in oral speech.

At the stage of syllable-by-syllable reading, the recognition of letters and the merging of sounds into syllables occurs without any problems. Accordingly, the unit of reading is the syllable. The difficulty of synthesizing at this stage may still remain, especially in the process of reading long and difficult words.

The stage of formation of synthetic reading techniques is characterized by the fact that simple and familiar words are read holistically, but complex and unfamiliar words are read syllable by syllable. At this stage, frequent replacements of words, endings, i.e. guessing reading takes place. Such errors lead to a discrepancy between the content of the text and the read.

The stage of synthetic reading is characterized by the fact that the technical side of reading is no longer difficult for the reader (he practically does not make mistakes). Reading comprehension comes first. There is not only a synthesis of words in a sentence, but also a synthesis of phrases in a general context. But it is important to understand that understanding the meaning of what is read is possible only when the child knows the meaning of each word

in the text, i.e. Reading comprehension directly depends on the development of the lexico-grammatical side of speech.

Features of the formation of reading skills

There are 4 main qualities of reading skill:

1. Right. By this is understood the process of reading, which occurs without errors that can distort the general meaning of the text.

2. Fluency. This is reading speed, which is measured by the number of printed characters that are read in 1 minute.

3. Consciousness. It implies understanding by the reader of what he reads, artistic means and images of the text.

4. Expressiveness. It is the ability by means of oral speech to convey the main idea of the work and one's personal attitude to it.

Accordingly, the main task of teaching reading skills is to develop these skills in schoolchildren.

All education in the primary grades is based on reading lessons. If the student has mastered the skill of reading, speaking and writing, then other subjects will be given to him much easier. Difficulties during training arise, as a rule, due to the fact that the student could not independently obtain information from books and textbooks.

Methods and exercises for the formation of reading skills

In educational practice, there are 2 fundamentally opposite methods of teaching reading - linguistic (the method of whole words) and phonological.

The linguistic method involves learning on those words that are most often used, as well as on those that are read the same way as they are written. This method is aimed at teaching children to recognize words as whole units, without breaking them into components. The child is simply shown and said the word. After about 100 words have been learned, the child is given a text in which these words are often found. In our country, this technique is known as the Glenn Doman method.

The phonetic approach is based on the alphabetic principle. Its basis is phonetics, i.e. learning to pronounce letters and sounds. As knowledge is accumulated, the child gradually moves to syllables, and then to whole words.

In addition, there are several other methods:

➢ Zaitsev's method. It involves teaching children warehouses as units of language structure. A warehouse is a pair of a consonant and a vowel (either a consonant and a hard or soft sign, or one letter). Warehouses are written on different faces of the cube, which differ in size, color, etc.

➢ Moore's method. Learning begins with sounds and letters. The whole process is carried out in a specially equipped room, where there is a typewriter that makes sounds and names of punctuation marks and numbers when a certain key is pressed. Next, the child is shown a combination of letters that he must type on a typewriter.

➢ The Montessori method. It involves teaching children the letters of the alphabet, as well as the ability to recognize, write and pronounce them. After they learn how to combine sounds into words, they are encouraged to combine words into sentences. The didactic material consists of letters that are cut out of rough paper and pasted onto cardboard plates. The child repeats the sound after the adult, after which he traces the outline of the letter with his finger.

➢ Methodology Soboleva O.L. This method is built on the " bihemispheric " work of the brain. By learning letters, children learn them through recognizable images or characters, which makes it especially easy for children with speech disorders to learn and remember letters.

There is no universal methodology for developing reading skills. But in modern teaching methods, a general approach is recognized when learning begins with an understanding of sounds and letters, i.e. from phonetics.

There are certain exercises that help build reading skills. Here are a few of them:

➢ Reading lines in reverse letter by letter. The exercise contributes to the development of letter-by-letter analysis. The meaning is simple - the words are read in reverse order, i.e. from right to left.

➢ Reading through the word. You do not need to read all the words in a sentence, but jumping over one.

➢ Reading dotted words. Words are written on the cards, but several letters are missing (dotted lines are drawn instead).

➢ Reading only the second half of the word. You need to read only the second part of the word, while the first is omitted. The exercise contributes to the understanding that the second part of the word is no less important than the first, thereby preventing the omission (or reading with distortion) of the endings of words in the future.

➢ Reading lines with the top half covered. A sheet of paper is superimposed on the text so that the top of the line is covered.

➢ Fast and repetitive. The child should repeat a line of a poem or sentence aloud as quickly as possible and several times in a row. Correct pronunciation is extremely important, so if necessary, you need to stop and correct the child.

➢ Find the words in the text. The child is faced with the task of finding words in the text as quickly as possible. First they are on display on the pictures , then voiced teacher .

➢ Buzzing reading. The text is read by all students aloud, but in an undertone.

A. Herzen wrote: "Without reading there is no real education, no, and there can be no taste, no style, no multilateral breadth of understanding." Indeed, mastering a full-fledged reading skill is the most important condition for academic achievement in the main subjects at school. At the same time, this is one of the main ways of obtaining information, which is vital for the speech, mental and aesthetic development of children.

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