

IMPROVING THE READING SKILLS OF YOUNGER STUDENTS IN EXTRACURRICULAR ACTIVITIES

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ABSTRACT

Extracurricular reading is an independent, teacher-organized reading of fiction and popular science literature by students. Reading activity is the activity of younger schoolchildren in reading, which manifests itself in a persistent need to turn to books, in a conscious choice of material for reading, in the ability to effectively apply acquired knowledge, skills and abilities in the reading process. To become a literate reader, a junior schoolchild must learn to adequately perceive a work of art, react not only to the eventful side of the text, but also to the artistic form, have a developed, active imagination, and get aesthetic pleasure from communicating with art. He must understand and extract useful information from the text, generalize what he read, convey information fully, briefly, selectively.

KEYWORDS: *Reading Activity, Junior Schoolchildren, Reading, Sustainability, Work Of Art, Extracurricular Activities.*

INTRODUCTION

A modern person is increasingly involved in search, creative activity, and this is possible in the presence of various skills, the formation of which begins in elementary school. During this period, the child's intellectual sphere develops as actively as possible, a change in the leading type of activity occurs, and the need for self-expression increases.

In the context of the introduction of the state educational standard of the second generation, the goal of teaching reading in primary school is the formation of the necessary level of reading competence of a younger student, the awareness of oneself as a literate reader, capable of using reading skills as a means of self-education, self-realization, including him in active research activities, creating an opportunity for successful independent assimilation of subjective new knowledge. The achievement of this goal determines the success of a student's education both at the primary and at subsequent levels of education. [1]

The problem of forming the reading skills of younger schoolchildren was considered in the works of R. Safarov, S. Akramov, and others. In modern psychological, pedagogical and methodological literature, issues of teaching reading are discussed in the works of such scientists as Tsukerman, G. Akramov, F. Khodzhaev and others.

Despite the fact that the theoretical aspects of the problem of forming the reading skills of primary schoolchildren are sufficiently disclosed in the scientific literature, in practice, teachers

face significant difficulties in teaching children to read and understand what they read, as evidenced by the results of international studies of student reading literacy (PISA, PIRLS) ...

An integral part of the educational process at school is the organization of classes in the areas of extracurricular activities. Extracurricular activities allow you to fully implement the requirements of the state educational standard, since it has some advantages over educational activities within the framework of the lessons: it is organized on a voluntary basis and has great opportunities for organizing various types of activities, allowing you to use traditional and innovative forms in an optimal combination. and methods of work. [2]

Extracurricular work on literature is the most important part of the work on introducing children to literature as the art of speech, awakening children's interest in verbal creativity and reading works of art, the formation of reading techniques and methods of understanding text, thereby helping students to better assimilate the program material, increase their overall linguistic culture. It is the extracurricular activities of children with a book that can form them as literate, qualified readers who are able to independently choose and read books, master the content of what they read, since when organizing it, one can take into account the individual interests and preferences of children, maintain and improve their reading motivation.

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It is difficult to overestimate the importance of extracurricular reading for the development and education of younger students. This is the acquaintance of students with children's literature, which is not covered by the school curriculum for literary reading, and the expansion of students' horizons, and the formation of reading skills, and the development of oral coherent speech. In the course of extracurricular reading lessons, students get acquainted with the library, learn to search for information on the Internet (not being able to find the text of a work in the library or at home, students resort to the help of the worldwide network). Extracurricular reading lessons can be combined with lessons in other subjects using integrated learning technology

Conducting extracurricular reading lessons has its own characteristics. First, how often and when should this lesson be taught? I am inclined to believe that extracurricular reading should not be taken out in extracurricular activities. This is not an activity, but a lesson, attendance and preparation for which are mandatory, not voluntary. Therefore, the extracurricular reading lesson should be in the grid of the lesson schedule. The frequency of their conduct depends on the class and on the work proposed for study. So in the first grade, extracurricular reading is 20-25 minutes from a literary reading lesson once a week. In grades 3-4, extracurricular reading is already a separate lesson once every two weeks, since the volume of works for reading is already quite large. Pupils read large works on vacation.

Second, how can you test and evaluate your extracurricular reading lesson preparation? 2-3 days before the lesson, as homework or immediately at the beginning of the extracurricular reading lesson, students receive a 5-15-minute test (sometimes in the form of a test) on the knowledge and understanding of the text of the work. Students love this type of work very much: it is an opportunity to get a good grade, and interesting questions, tasks, pictures for coloring, which help them remember the work, comprehend its main points, and express themselves creatively.

Reading activity is an independent and important type of intellectual and emotional activity. Reading activity is a complex structure, which includes three key stages: "pre-reading", the process of reading and "post-reading".

An important task is facing literature lessons - to prepare a qualified, competent reader who knows how to navigate in a large amount of native and foreign literature, who can understand and aesthetically appreciate a literary work of different times and peoples. To successfully solve the problem, you need to understand the concept of "reading culture", consider its main components, and then consciously and purposefully carry out work on the formation of a literate reader through the formation of reading activity from class to class.

In the methodological literature, reading culture is considered as a combination of interest in a book, a wide acquaintance with various literature, as well as special knowledge about the book and how to work with it, skills, abilities and habits that help to read the book with maximum benefit.

The allocation of reading activity as the basic content of elementary literary education emphasizes the specificity of a literary reading lesson in comparison with other subjects in elementary school (native language, mathematics, the world around them, etc.), in which children are taught not a system of knowledge, but precisely activities, i.e. ... skills, universal learning activities, modes of activity, etc. In other words, the elementary school forms in the child a qualified reader who, in relation to literary texts, adequately perceives a work of art, loves to reread and reflect on what he has read (before reading, during reading, after reading), reacts both to the event side of the text and to an artistic form, has a developed, active imagination, receives aesthetic pleasure from communication with art; and in relation to information texts, he understands and extracts the necessary information from the text, unites what he read, conveys information fully, briefly, selectively, uses the information received for his own purposes.

Based on the foregoing, reading activity is a purposeful process of comprehending and mastering books, which consists of three steps: "before reading", the process of reading, "after reading". Reading activity manifests itself in a persistent need to turn to books, in a conscious choice of material for reading, in the ability to effectively apply acquired knowledge, skills and abilities in the process of reading.

The structure of reading activity includes: perception of what is being read; comprehension of what is read; recreating the readable; reproduction of what is read.

As a result of reading different types of text, the reading activity proceeds in different ways. When reading both fiction and cognitive texts, students find and extract information from the text, integrate and interpret information, comprehend and evaluate the content of the text. When reading a literary text, students, in addition to the above, should fully perceive the figurative and expressive means of the language, recreate in their imagination the pictures of life depicted by the writer, and see the author's position in all elements of the artistic work. All these actions performed in the course of reading activity are usually called reading skills.

According to the International Program for the Assessment of Student Academic Achievement (PIZA), reading skills are cognitive strategies and ways of working with text that the reader uses to make their own way through the text and between the text [1].

On the basis of this program, let us single out the reading skills that younger students need to master for full-fledged reading activity when working with any kind of text [1]:

Ability to find and extract information from text;

Ability to integrate and interpret information;

Ability to comprehend and evaluate the content of the text;

Ability to navigate in various sources of information;

We define methods and techniques for the formation of reading skills. Teaching methods and techniques are applied in a living process, where conditions are constantly changing, and the same way of working is either a method or a technique.

We determine the nature of the teaching activity of the teacher and the educational activity of students: explanatory-illustrative, or information-receptive; problem statement method; heuristic, or partial search; reproductive; research.

When applying the method of creative reading, artistic perception is activated at the beginning of the study of the work and after its analysis. The techniques provide techniques that ensure the implementation of the creative reading method: posing an educational problem in the lesson, commented reading, expressive reading, conversation with students, various creative tasks. Types of educational activities of schoolchildren: reading, memorizing, listening, making plans, telling, creating reviews, viewing illustrations.

The method of creative reading is the first step on the path of cognitive activity. The creative reading method allows you to develop such reading skills as the ability to integrate and interpret information in the process of drawing up plans, viewing illustrations, the ability to connect the message of the text with your own beliefs and experience in the process of creating a review of the work.

The second step in the process of cognitive activity is the heuristic method. The technique of this method is a heuristic conversation. In the process, a logically clear system of questions is being built, when answering which, the student independently acquires knowledge, formulates tasks in the text, identifies the problem and looks for ways to solve it. The heuristic method involves the following activities: selection of material from a work of art, retelling with elements of text analysis, episode analysis, and character image analysis, drawing up a plan for a performance, for an essay, and posing a problem. A deeper analysis of the text is associated with the study of elements of the science of literature. Based on the types of activities, we can say that the heuristic method involves the development of the following reading skills: the ability to extract one or more fragments of information from the text, the ability to link separate information into a single whole, the ability to comprehend and evaluate the content of the text, the ability to distinguish between the main and secondary thoughts.

Next, we will consider the research method, which implies the development of the ability to independently analyze the text of a literary work. In this method, such a technique is used as the formulation of problematic questions and tasks with elements of research. With the research method, the student independently analyzes a work of art, evaluates a play or film. In the course of the analysis, such a reading skill develops as the ability to comprehend and evaluate the content of the text. Exploratory and heuristic methods are similar.

With the reproductive method, students receive knowledge, as it were, in a finished form, but not dogmatically. The development of students' thoughts is facilitated by the problematic presentation of the material. It is important not in itself to reproduce the finished material, but also to generalize, summarize knowledge. Activities: writing a plan or a summary of a teacher's lecture, working on a textbook, preparing a report based on ready-made materials. With this method, the following reading skills are developed: the ability to find and extract information from the text and the ability to interpret information.

The classification of teaching methods is based on the joint activities of a teacher and a student in choosing a method for comprehending literature. He distinguishes three methods. The first method is the method of artistic interpretation, which consists in the fact that the teacher is the director and the student is the reader-interpreter. This method is creative.

The next method is the critical-journalistic method, which offers a certain character of mastering literature. When using this method, a certain type of reader is formed - a reader-critic who has motivated assessments. The teacher plays the role of the editor-critic. The third method, the literary search method, presupposes the development of school literary studies and certain research opportunities.

Classification of methods for the formation of reading skills according to the source of knowledge acquisition are divided into verbal, visual, practical.

One of the verbal methods of developing reading skills is conversation. In the course of the conversation, children develop an interest in a literary work, in various genres of the work, in the work of different authors, as well as in the reading process itself.

The use of the conversation method for the formation of reading skills gives the kids the opportunity to share impressions, emotions, discoveries. A child of primary school age, when communicating with a book, becomes a co-author, an accomplice in events. He perceives in a special way what is happening in the text based on his own experience and understanding, and he wants to share his opinion, he wants others to know about him. The method-conversation is faced with the task of preparing the student for the perception of the text, to make his perception deeper, as well as to promote understanding of the text. This method develops an interest in reading, teaches you to argue and emotionally express your point of view. As a result of the application of this method, the ability to comprehend and evaluate the content of the text develops.

The analysis of literary text also applies to verbal methods. It is a complex type of work that is necessary for younger students, as it teaches them to ponder and peer into the text, see the depth of the content, comprehend the author's thought and follow it.

There is an opinion that text analysis is not needed when teaching reading to primary schoolchildren, since it destroys the primary perception of the text and the emotions that arise in the reader during the initial acquaintance with it. But in defense, we can say that the analysis of a literary text is a very important type of work with a work, since it contributes to a deep understanding of the meaning of the work, the artistic features of the text and the creative individuality of the author.

By visual methods of forming reading skills, we can include such methods as demonstration of posters, charts, tables, diagrams, models, watching movies. As a result of the application of practical methods, the ability to extract information from the text in an explicit and implicit form, the ability to connect separate information into a single whole, and to establish cause-and-effect relationships are developing.

Verbal, visual and practical methods of forming the reading skills of primary schoolchildren are closely related to each other and complement each other.

The formation of the reading skills of primary schoolchildren in literary reading lessons can be carried out in various forms of lesson and extracurricular activities. There are different forms of lesson: traditional conversation lesson; game lesson; excursion lesson, travel lesson; research lesson; a lesson in literary creativity (composing your own stories, fairy tales; preparation for oral creativity, etc.).

The activities of younger students in a literature lesson can take place in the form of group and individual work. Work can be done in pairs, in small and large groups.

Let's consider in detail several forms of lessons.

The lesson-game implies the use of theatrical, role-playing and didactic and other games in literature lessons. In the lesson-game, such methods of work as expressive reading, dramatization and dramatization of a work, oral illustration are used. In such creative methods of work, there must certainly be creativity.

When working with younger students, cognitive and didactic games are most often used, since students actively and with pleasure participate in them. During the game, students show their intellectual qualities and acquire new knowledge. The game takes place without violence and takes into account the interests of children. During the game, students develop auditory, visual and tactile sensations, and also get acquainted with various information. Of the didactic games, the most popular are story games: travel or route games through stations. You can travel around the country of fairy tales, according to a literary work, in your native country.

Since the element of rivalry is inherent in younger schoolchildren, it will be most expedient to hold didactic team games.

Elementary school students enjoy participating in these kinds of games. The game contains the following elements of activity: game task, game motives, educational problem solving. The educational task is not set directly, but arises in the process as a game task for the student himself, and the methods for solving this problem are educational. The pedagogical goals is veiled in the play task and play motives and is a powerful impetus in the development of cognitive interests. Playful motives in the process of this activity, which play the role of the first impulse, acquire true meaning, being replaced by cognitive motives.

In a role-playing game, the student must choose a specific role for himself and perform certain actions in an imaginary situation, recreating the actions of a specific hero. In the process of role-playing, students learn to distinguish between the content and the plot of the work. The plot of the game can be varied and change at any time. It is the condition in which the student should be during the game. The content of the game implies a deep penetration of the child into the

activities of adults; it can reflect either the external aspect of human activity, or the attitude of a person to his activity and other people. The content expresses the social meaning of human labor.

Role-playing is best done in generalization lessons. When composing a role-playing game, the teacher composes a plot and subordinates it to the goals and content of the game. In a generalization lesson, the goal of the game may be to consolidate the knowledge gained in previous lessons and develop reading and speech skills, in which case the content of the game may be to help the hero of the work in trouble. In this case, the plot of the game is built according to the following principle: students receive a letter from a literary hero with a specific request for help. The character students re-create the situation described in the letter and act out it using their homework. The content and character of the background, which each participant receives, is determined by the plot. The participants in the game receive their roles and tasks in advance, which become the basis for improvisation in the game.

Role-playing puts students in situations in which a deep understanding of the characters' characters and the relationship between the heroes of the work is required.

The theatrical play introduces students to professional activities, as a result of which students' understanding of the culture and the world in general is broadened. In the process of theatrical play in the classroom, students reveal their literary talents and abilities, students also comprehend the author's attitude to the characters and events described in the work, and the communicative skills of younger students are formed. To achieve the set goals, it is necessary to implement specific tasks: to motivate play activities, to activate the emotional perception of a literary work; introduce students to different activities and different types of art; create communicative situations.

In a research lesson, the teacher helps younger students master the elements of literary analysis, thereby imitating research activities. The educational task in such lessons is posed as a proposal to engage in scientific activities, for example, to identify features of similarity and differences between one work and another. The role of a researcher for a junior schoolchild seems rather boring, since one has to engage in analytical activities. Lesson research will allow the student to happily do things that he would not normally do - fill out tables, choose examples, etc.

When organizing work in small groups, the teacher must determine the principles of group formation: by the similarity or variety of types of thinking. Depending on the principles by which the groups are formed, you should select material for group work. So, if the group includes children-thinkers, then it is advisable to offer them tasks of an analytical nature; artists, in turn, have creative tasks. You can do the opposite: analysts do creative work, and artists do analytical work. In this case, children need to make a lot of efforts, but in this way we stimulate the harmonious development of schoolchildren. If the group is mixed, then it should be offered synthetic tasks that require the manifestation of both analytical and creative abilities.

The tasks for all groups can be either the same or different. In addition, it should be borne in mind that for each member of the group there must be a task that he will be able to complete.

Naturally, a lesson-game in some cases can be combined with a lesson-work in groups (for example, a team game across stations). Group work can also take place in a conversation lesson, but especially often in a research lesson.

Thus, we can conclude that for the formation of the reading skills of primary schoolchildren, there are different methods and forms of work that contribute to the formation of a literate reader.

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