

# *Psychological, Pedagogical and Methodological Basis of Formation of Conscious Reading in Primary School Students with Deficiencies in Intellectual Development*

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**Abstract** – This article examines and analyzes the scientific, pedagogical, methodological study of the process of acquiring reading skills in humans, the basics of the method of conscious reading, the stages of formation of reading skills, the quality of reading skills, the formation of conscious reading in intelligent students.

**Keywords** – *Reading Skills, Reading Techniques, Mastery Of Reading, Correct Reading, Fast And Fluent Reading, Conscious Reading, Expressive Reading.*

One of the current problems of modern schools is the problem of increasing the efficiency of the educational process. The solution to this requires improving the methods and forms of organization of training, the introduction of innovations, the introduction of more effective ways of forming knowledge that take into account the existing capabilities of students and the conditions of educational activities.

Teaching mentally retarded students to read correctly, fluently, consciously, expressively is one of the main tasks of a specialized auxiliary school primary education. These tasks are extremely relevant, and reading skills play a major role in the process of education and upbringing and in human development. Reading is what elementary school mentally retarded students are taught, how they are brought up and developed, it is all done through this reading. Reading skills and abilities are formed not only as the most important manifestation of speech and mental activity, but also as skills that are used by students with intellectual disabilities in all subjects, extracurricular and extracurricular life, given the complex nature of the acquisition of knowledge and skills in the educational process.

Nowadays, reading ability is considered to be one of the highest intellectual functions, it is considered as a purposeful activity that can change the worldview, deepen understanding, recreate the experience, influence the behavior, effectively improve the person. Successful mastery of conscious reading ensures the full development of mentally retarded students, develops cognitive processes, that is, the difficulties encountered in the learning process are overcome through the development of psychological processes (attention, memory, thinking, speech).

I.Kanta, N.Berdyaeva, L.Tolstoy, V.Rozonova, K.D.Ushinsky, I.Bunakova, VASukhomlinsky are the philosophers who carried out philosophical scientific researches on the problem of conscious reading. T.V.Axutina, L.S. Vygotskiy, N.I. Jinkin, A.A. Leontev, S.L. Rubinstein, F.A. According to Soxin and other research scholars, conscious reading is the highest form of mental activity that determines the level of speech and mental development.

The psychological act of conscious reading, its developmental mechanisms and features in children L.S. Vygotskiy, B.G.Ananov, A.A. Leontev, S.L. It has been

studied in the research works of Rubinstein, R.I. Lalaeva, T.G. Egorov and others. Reading is one of the most complex psychophysiological processes. The act of its formation involves the analyzers of vision, speech-movement, speech-hearing. According to BG Anan'ev, at the heart of the reading process are the most complex mechanisms of "interaction between analyzers and temporal connections of two signaling systems." All researchers emphasize the need for special training to develop speech, given the complex structure of the process of acquiring reading skills.

1. Children with developmental disabilities: Reader / Comp. V.M. Astapov. - M.: Intern. ped. acad., 1995. - 416 p.
2. Anan'ev B.G. Analysis of difficulties in the process of children mastering reading and writing.- News of the APN RSFSR, vol. 70, p. 106. Lalaeva R.I. Violation of the process of mastering reading among schoolchildren - Moscow: Education, 1983 - p. 136.

From a psychological point of view, reading is a process that consists of reading techniques and understanding reading. Reading comprehension or memorization is related to reading technique as a goal and a tool. Comprehension during reading is the process of entering the text by establishing connections between its elements, which is one of the types of human mental activity. Through reading, the reader not only receives ready-made information, but also compares the meaning and content of the text he is reading with his experience, available information and knowledge.

The following factors affecting the student's comprehension of what was read were identified: the abundance of information, the compositional and logical structure of the text, the organization of the focus on text comprehension, the individual psychological characteristics of the reader.

Conscious reading in pedagogy is such a quality of reading that it achieves an understanding of the informational, semantic and ideological aspects of the text. This skill is the most important for reading, because if a person does not understand what he is reading, the whole meaning and content of the reading process is lost. With this in mind, the teacher's task is to help students correctly interpret and understand the text they are reading, to teach them to make semantic connections in the text, to help them understand the ideological meaning of the text. All the work done in the reading lesson is aimed at solving exactly the above problems. To do this, the teacher must use a variety of innovative methods: dialogue, storytelling, explanation,

visual aids, images, illustrations, video demonstrations, excursions, etc., to prepare students for conscious comprehension of the text.

It is important to work on words and phrases that are unfamiliar and difficult to remember, to analyze the figurative means of a work of art, to analyze the text, to combine the content of the read text, to make different types of plans, to re-read the text, and to summarize conversations.

According to RI Lalaeva, conscious reading is a complex psychophysiological and psycholinguistic process. According to AK Aksenova, conscious reading is one of the types of speech activity, which is the translation of the alphabet code into sound and comprehension of the received information.

1. Lalaeva R.I. Speech therapy work in correctional classes / R.I. Lalaeva, Moscow: Vldos, 1999, 260 p.
2. Aksenova A.K. Methodology of teaching Russian in a correctional school / A.K. Aksenova. - M.: VLADOS, 2004.-- 316 p.

Based on the perception of the visual model of the word and the subsequent interaction of letter characters with sounds, the word is repeated, in this reproductive process the sound image is correlated with the value, i.e. the person understands the texts he reads.

Well-known psychologist TG Egorov in his essay "Psychology of teaching children to read" considers reading as an activity consisting of three interrelated actions. These are: perceiving the letters of the alphabet, hearing their sound, i.e. understanding what they are showing and what they are reading. In an elementary school student who is just learning to read, these actions continue in sequence, resulting in the accumulation of correct reading experience and the synthesis of these components. The faster the synthesis between reading skills and the so-called comprehension processes is flexible, the more perfect reading skills will last, the clearer and more expressive they will be. Based on the above considerations, the reader does not object to the reading technique (i.e., the mechanism of letter perception and sound production) and the comprehension of the text being read.

SP Redozubov wrote about it: and now there are teachers who divide reading lessons into two types: reading "technique" lessons and conscious and expressive reading lessons. Such a distribution of reading lessons is incorrect for didactic purposes because each reading lesson should be a lesson that teaches conscious and expressive reading skills.

The foundations of the method of mastering conscious reading were laid by K.D. Ushinsky. He recommended looking at works of art as a "mirror through which we should show children this or that side of life" and stressed that "it is not enough for children to understand a work of art, they have to feel it". These rules of K.D. Ushinsky's methodology speak to the reader about the importance of the cognitive value and aesthetic impact of reading. K.D. Ushinsky also included work on the development of thinking skills and mastery of grammatical norms in conscious reading tasks.

1. Essays on the psychology of teaching children to read [Electronic resource] / Egorov // Professional library of the school librarian. Series 1 .— 2013 .— No. 5-6 .— P. 133-137 .— Access mode: <https://rucont.ru/efd/441326>. Egorov T.G. Essays on the psychology of teaching children to read. - M., Uch
2. Redozubov, Sergey Polikarpovich. Methods of teaching reading and writing in elementary school: [microform]: selected works / S. P. Redozubov; ed. N. S. Rozhdestvensky; Acad. ped. Sciences of the RSFSR, Institute of Society. and polytechnic education. - M.: RSL, 2008.
3. Pedagogical encyclopedia. - M .: Soviet encyclopedia. -T.2. 1968 .-- 114 p.

He recommended a different approach to reading popular science articles and works of art in reading lessons, developed the principles of interviews, depending on the type of work, gave clear instructions on the peculiarities of working on folklore and mythological works.

He recommended the use of precision in observing the environment, the life of nature, and in reading, and stressed that this is the basic principle of teaching a reading lesson. It was agreed that the system developed by KD Ushinsky was called "explanatory reading". Followers of K.D. Ushinsky expressed their views on the need to change reading techniques and figurative exercises in re-reading in order to introduce a new system of interesting lessons that enrich the student with knowledge and develop his personality.

Methodological rules have been developed that define the approach to text analysis for mastering reading skills in primary school. These rules are as follows:

1. Analyzing the content of the text, the formation of correct, fluent, conscious and expressive reading skills are combined under a single process (tasks aimed at understanding the

content of the text, which together help to improve reading skills).

2. Identifying the ideological and thematic content of the text, its images, plot line, composition and visual aids will serve the maximum development of students as individuals, as well as ensure the development of students' speech.

3. Relying on the life experience of students is the basis for a conscious understanding of the content of the text and is a necessary condition for its correct analysis.

4. Conscious reading is seen as a means of increasing students' cognitive activity and expanding their knowledge of the realities that are happening around them.

5. The analysis of the text should ultimately be able to evoke thoughts, feelings, needs, stimulate the desire to speak, to connect his life experience with the facts cited by the author.

One of the most important tasks of an elementary school teacher is to form conscious reading skills in students, which is the basis of all subsequent educational work.

L.V. Klimanova Teaching reading in primary grades / L.V. Klimanov, School, 1999.-№18

There are three stages in the formation of reading skills. These are: analytical, synthetic and automation stages.

1. The analytical phase is characterized by the fact that all three components of the reading process in the student's activity are "broken" and require special actions from the student to perform specific operations: see a vowel, combine it with a syllable - reading aloud, learning the word to understand it, remembering it, and pronouncing it fluently. Conjunctive reading is the first stage in the formation of reading skills in a child, i.e. the analytical stage usually coincides with the period of literacy. At the same time, the teacher should keep in mind that each child has a specific rate of acquisition in general development and especially in mastering reading skills.

2. In the synthetic stage, all three reading components are synthesized, i.e., comprehension, narration, and comprehension of the read text occur simultaneously. At this stage, the child begins to read with all the words, the main sign that the student is moving to this stage is the presence of intonation during this reading. It is important that the reader not only understands the individual units of the text, but also connects them with the integral content of the text being read. The intonation at the time of reading arises in the mind of the reader provided that the general content of the text being read

is preserved. This usually happens in 2-3 years of elementary school.

3. The automation phase is described as a phase that leads to the automation of reading techniques and is not recognized by the learner. His intellectual endeavors are aimed at understanding the content and form of what is read: the idea of the text, its structure, its artistic means, and so on. The automation phase is characterized by the student's desire to read independently. The main sign that students have mastered the ability to read automatically is characterized by a direct emotional response to the text they read independently, the teacher's willingness to share the student's impressions and discuss what they have read without additional questions.

Reading skills are described in the native language methodology. Its four qualities are highlighted. These are: accurate, fluent, conscious, and expressive reading.

Shchepetova N.N. Method of reading in elementary school / N.N. Shchepetova, Moscow: Education, 1955, 223 p.

Proper reading is a smooth reading without distortions that affect the meaning of the text being read. Proper reading means reading with the right emphasis on words without breaking the sound system in the word. As mentioned above, mentally retarded students make a large number of mistakes: they read letters, syllables, words mixed up or omitted, they do not read until the end by swapping words, dropping additions, moving from one line to another, losing places they read.

To develop correct reading skills, it is effective in grades 2 - 3 - 4, where mentally retarded students move on to understanding letters, syllables, and words. During this period, they can read small texts.

Fluent reading is the reading speed that determines reading comprehension. This speed is measured by the number of print characters (usually the number of words per minute) read per unit time. The process of achieving reading speed in mentally retarded students takes a long time. Only by 6th grade, the majority of mentally retarded students are able to read at the pace of conversational speech.

Preparation for mastering these skills begins in 4th grade, when students begin to read words in full. Effective exercises with mentally retarded students in grades 2 - 3 will begin to bear fruit by the 4th grade.

Conscious reading is such a quality of reading that conscious reading about it in recent methodological literature is interpreted as understanding the author's intention, understanding the artistic means in the text, and expressing his or her views on the text being read.

Conscious reading means reading consciously. Preparation for comprehension of the text, work on the dictionary, expressive reading of the work to students, teaching students, re-reading, analysis of the text with students, planning based on the title of the text, retelling, analysis of the characters, identification of positive and negative characters in the text is done for the purpose of teaching conscious reading.

Expressive reading is a type of reading in which the content and emotions are revealed through expressive reading of the text.

Linguists describe intonation as follows: "It reveals the emotional semantic aspects of speech resonance, as well as the high tone, rhythm of speech, tempo of speech, the power of resonance, internal spatial pauses, the general timbre of speech."

Specialized auxiliary school students should master all components of speech intonation, which will depend on different district thinking. The types of work that can be done to develop this skill include:

1. Smooth pronunciation of sounds, syllables, words, rapid utterances during articulatory gymnastic exercises;
2. Choral reading - means to keep the volume at the same level, to master the tempo and tone of the teacher's speech. In such exercises, the sentences in the text that the teacher wants, the poems used in the physical minutes, can serve as material.
3. Imitate in an expressive reading pattern. Such an approach is the main method in the primary grades of special schools. In this case, the teacher reads the expressive reading as an example. Mentally retarded students should not only hear the text, but also observe the facial expressions and gestures of the person reading it. It is well known that because the syllables cannot be read expressively, the teacher also asks the sentences to be pronounced in a chorus or individually.
4. Read the text staged. Although these methods are complex, they are considered to be more effective and teach speaking skills to expressive reading. This method is used many times only after the children have mastered the content of the text, the speed of reading. During the preparatory work, the

attention of the mentally retarded students is drawn to the words of the author in the dialogue, and the student is asked to read in this role. The word author poses a number of challenges for mentally retarded students. In Grade 3, the teacher takes such texts from the textbook and writes them on cards or on the board. The words that each person says are written on cards of different colors. Each student is given colored dashes according to the color of the role assigned to them. After the first reading, the students who read best give their colored lines to the other students.

5. A method of conducting exercises in special exercises to develop the ability to use several types of intonation means with understanding has been developed. It should be noted that the teaching of expressive reading to mentally retarded students should be prepared from the 1st grade onwards. Different intonation components are formed during question-answer.

The curriculum of specialized auxiliary schools stipulates that in the third and fourth years of education, students have acquired correct and conscious reading skills, that is, they can read words that are inconsistent in pronunciation and spelling. In mentally retarded learners, such skills and abilities are generated by the many complexities associated with graphically changing the shape of a word.

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