PSYCHOLOGICAL BASES OF A METHOD OF TRAINING TO READING IN PRIMARY SCHOOL

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Abstract. This article research of reading by means of which children receive the information most part, plays a huge role in the course of mastering of knowledge. Its value all increases in conditions of the existing education system assuming development of differentiation and an individualization of training and increase of relative density of self-education of schoolchildren. In these circumstances especially important ability correctly to use reading as means of reception of new knowledge. Confident possession of skills of reading is one of the basic conditions of success of children in the doctrine. However reader's skills of today's schoolchildren cause serious alarm in teachers and at parents.

Keywords: reading, mastering skill, sound alphabetical, letters, syllables, words, visual, speech the impellent, speech the acoustical analyzers

Reading by means of which children receive the information most part, plays a huge role in the course of mastering of knowledge. Its value all increases in conditions of the existing education system assuming development of differentiation and individualization of training and increase of relative density of self-education of schoolchildren. In these circumstances especially important ability correctly to use reading as means of reception of new knowledge. Confident possession of skills of reading is one of the basic conditions of success of children in the doctrine. However reader's skills of today's schoolchildren cause serious alarm in teachers and at parents.

Reading - difficult physiological process. In its certificate take part visual, speech the impellent, speech the acoustical analyzers. At the heart of its process, the most complicated mechanisms of interaction of analyzers and time communications of two alarm systems (Levina, 2000; Zaytsev, 2001).

The first operation of reading is the visual perception of graphically presented information (letters, syllables, words). At training to reading the child first of all gets acquainted with visions of letters. Storing of all letters of the alphabet and ability to learn to (identify) each of them is an indispensable condition of mastering by skill of reading. During reading of an eye reading moves along a line short and fast jumps. Between jumps there are pauses, or motionless fixings of objects. The beginning reader does such 10-12 fixings at line, skilled usually enough 3-4 fixings. In the beginning of reading of an eye fix any information (a letter, a syllable) and remain motionless during some time. At this particular time the image is perceived. Further there is a jump, (moving eyes to the right along a line before fixing of the following image, and so till the end of a line. During reading of an eye by means of jumps and fixings reach the end of a line and then make fast regressive jump to the left, to the beginning of the next line, and all repeats at first. Regressive movements of eyes (returning a look from right to left) are necessary on only at transition to the next line, but also for return to already read to specify, checkup understanding of sense, to rectify the committed errors. Frequency of regresses in movements of eyes depends on level of automation of skill of reading: the reader is more skilled, the less than visual regresses it in the course of reading, and, on the contrary, the makes less reader's experience, the more often return to already read. Besides, the quantity of regressive movements of eyes depends on characteristics of the readable text - complexities, novelty, and the importance for reading (Rusetskaya, 2007).

Besides regressive movements, at reading are marked and movements of eyes which allow to "run" forward under the text (Rusetskaya, 2007).

Described eye the impellent reading mechanisms the skilled reader are not realized and do not demand from it any efforts. However, before to become not realized, that is automated, these operations pass a stage of any, realized mastering. The child, being trained to read, for the first time gets to a situation when movements...
of eyes should be supervised and submit to topological properties of the readable text: it is necessary to be able to allocate the text beginning, to track a line from left to right, precisely to pass from one line to another without admissions and repetitions.

Mastering skill of reading, children naturally pass certain stages which in certain degree differ under the psychological maintenance (Rusetskaya, 2007).

Egorov T.G. allocated following steps of mastering with reading (2003):
- a) mastering the sound alphabetical designations;
- b) on the syllabic reading;
- c) step of formation of synthetic receptions of reading;
- d) step of synthetic reading.

Each of these steps is characterized by originality, the qualitative features, certain psychological structure, the difficulties, problems and mastering receptions (Kolashnikova, 2004).

**Mastering step of sound alphabetical designations.**

Mastering sound alphabetic is carried out by designations during all to the ABC-book and ABC-book the periods. At the same time the psychological structure of this process to the ABC-book the period and in the beginning of ABC-book will be other, than in its end (Kolashnikova, 2004).

At a mastering step of letter sounds designations children analyze a speech stream, allocate offers and words, and divide into syllables and sounds. Having allocated a sound from speech, the child correlates it to a certain graphic representation, a letter. Then in the course of reading it is carried out synthesis of letters in syllables and words, a parity of the read words with words of oral speech. Allocation of a sound from speech the child should in all variety of its sounding, catch some basic quality of variants of a sound, i.e. allocate a phoneme. Only provided that in the course of training to reading representations about a phoneme, about conformity of a letter with a phoneme are formed. In this case, when process of mastering by a letter begins with perception of its vision, mastering and its parity with a sound has mechanical character (Kolashnikova, 2004).

To distinguish a studied letter from all other letters, that number and on a tracing, it is necessary to carry out, first of all, the optical analysis of each letter on elements making it. The difference of letters consists in a various spatial arrangement of the same elements, mastering of an optical image of a letter probably only at sufficient development of spatial representations in the child (Rusetskaya, 2007).

Thus, successful and fast mastering of letters probably only at sufficient formation following functions (Kolashnikova, 2004):
- phonemic perception;
- the phonemic analysis; spatial representations;
- possibilities of storing of a vision of a letter.

Rate of reading at this step very slow, it is defined, first of all, by character of readable syllables. Simple syllables (ma, ra) are read faster, than syllables with confluence of consonants (sta, kra). [3] Process of understanding readable is characterized by certain features. So, the understanding of the readable kept away in time from visual perception of a word. Word comprehension is carried out only after the readable word is said aloud. But the read word not always is realized at once, i.e. corresponds with a familiar word of oral speech. Therefore the child to learn the read word often repeats it (Egorov, 2003; Lalaeva, 2001).

**Step of syllabic reading.**

At this step the cognizance of letters and merge of sounds in a syllable is carried out without difficulties. Syllables in the course of reading quickly enough correspond with corresponding sound complexes. Reading unit is the syllable. Rate of reading at this step slow enough - in 3.5 times more slowly, than at the subsequent steps (Kolashnikova, 2004).

Already the semantic guess takes place, especially at reading of the end of a word. The aspiration to repeat just read word is characteristic. Long and difficult words especially often repeat. This result from the fact that the word spelt, is artificial divided into parts not similar to a corresponding word of oral speech. Therefore it is learnt, comprehended not at once. By repetition the child tries to learn the read word, to correlate it with a certain word of oral speech known to it. Repetition of words at offer reading speaks often and aspiration to restore the lost semantic part. Process of understanding of the text still lags behind in time process of visual perception read, does not merge with perception process, and follows it. Thus, at this step still there is a difficulty of synthesis, association of syllables in a word, especially at reading of long and
difficult words on structure, difficulty in an establishment of grammatical links between words in the offer (Rusetskaya, 2007).

**Step of formation of complete receptions of perception.**

It is transitive from analytical to synthetic receptions of reading. At this step simple and familiar words are read completely, and words unfamiliar and difficult on the sound syllabic to structure are spelt still (Egorov, 2003; Lalaeva, 2001).

This step the considerable role is played by a semantic guess. Leaning against sense before read and being unable quickly and check precisely it by means of visual perception, the child often replaces words, the terminations of words, i.e. at its guessing reading is observed. As a result of guessing there is a sharp divergence read and printed, there is a considerable quantity of errors. The reading inaccuracy, leads to frequent return before read for correction, specification or control. The guess takes place within the offer, instead of the general maintenance of the text. More at this step synthesis of words in the offer is. The rate of reading increases (Egorov, 2003; Lalaeva, 2001).

**Step of synthetic reading.**

This step is characterized by complete receptions of reading: words, groups of words. The reading technical aspect already does not complicate the reader. The main task - comprehension read. Processes of comprehension of the maintenance prevail over perception processes. At this step the reader carries out not only synthesis of phrases in a uniform context. The semantic guess is defined both the maintenance of the read offer, and sense and logic of all story. Errors are rare at reading as the guess is supervised by developed enough complete perception. Rate of reading fast enough.

The further perfection of process of reading is carried out in a direction fluency and expressiveness development.

**References**


