



## PSYCHOLOGICAL, PEDAGOGICAL AND METHODOLOGICAL PRINCIPLES OF FORMING CONSCIOUS READING IN PRIMARY SCHOOL STUDENTS WITH MENTAL IMPAIRMENT

**Journal Website:**  
<https://masterjournals.com/index.php/crjp>

**Copyright:** Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

**Submission Date:** May 07, 2024, **Accepted Date:** May 12, 2024,

**Published Date:** May 17, 2024

**Crossref doi:** <https://doi.org/10.37547/pedagogics-crjp-05-05-06>

**Xamrayeva Iroda Sayfullayevna**

**Associate Professor At Department Of Oligophrenopedagogy At Tspu, Uzbekistan**

### ABSTRACT

In this article, the process of acquiring reading skills in people, the study of the processes of acquiring reading skills from a psychological, pedagogical, methodological point of view, the basics of the method of mastering conscious reading, the stages of the formation of reading skills, the quality of reading skills, the scientific research of scientists on the formation of conscious reading in intellectually disabled students was studied and analyzed.

### KEYWORDS

Reading skills, reading techniques, mastering reading, correct reading, fast and fluent reading, conscious reading, expressive reading.

### INTRODUCTION

One of the urgent problems of today's modern schools is the problem of increasing the efficiency of the education and training process. The solution to this requires the improvement of the methods and forms of organizing educational activities, the introduction of innovations, and the introduction of more effective methods of knowledge formation 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 the specialized auxiliary school of primary education. These tasks are extremely relevant, and reading skills play a major role in the process of education and upbringing and human development.



Reading is what is taught, how to educate and develop elementary school students with mental retardation, all through reading. Reading skills and abilities are not only the most important form of speech and mental activity, but also the complex nature of acquisition of knowledge and skills in the educational process, in the mastery of all academic subjects of mentally retarded students, are also formed as skills that have a characteristic that they use in all situations of their extracurricular and extracurricular life.

Currently, reading is one of the highest intellectual functions, and it is considered as a purposeful activity that can change the worldview, deepen understanding, recreate experience, influence behavior, and effectively improve the personality. . Successful mastering of conscious reading ensures all-round development of students with mental retardation, develops cognitive processes, that is, difficulties encountered in the educational process are eliminated by developing psychological processes (attention, memory, thinking, speech).

The scientists who carried out practical research on the problem of conscious reading from a scientific-theoretical point of view are I.Kanta, N.Berdayeva, from a philosophical-pedagogical point of view L.Tolstoy, V.Rozonova, K.D.Ushinsky, I.Bunakova, V.A.Sukhomlinskyi. T.V. Akhutina, L.S. Vygotsky, N.I. Jinkin, A.A. Leontiev, S.L. Rubinstein, F.A. According to Sokhin and other research scientists, conscious reading is the highest form of mental activity that determines the level of speech and intellectual development.

Psychological act of conscious reading, mechanisms and features of its development in children L.S. Vygotsky, B.G. Ananyev, A.A. Leontiev, S.L. Rubinshtein, R.I. Lalayeva, T.G. Yegorov and others were studied in scientific research works. Reading is

one of the complex psychophysiological processes. Analyzers of vision, speech-movement, speech-hearing participate in the act of its formation. B. G. Ananiev said that the most complex mechanisms of "interactions between analyzers and temporal connections of two signal systems" lie in the center of the reading process. All researchers emphasize the need for special education for the development of speech, taking into account the complex structure of the process of acquiring reading skills.

From a psychological perspective, reading is a process of reading technique and reading comprehension. Reading comprehension or memorization is related to reading technique as a goal and a means. Comprehension during reading is one of the types of human mental activity, the process of penetrating the text by establishing connections between its elements. By reading, the student not only takes ready-made information, but also compares the meaning and content of the text he is reading with his experience, existing information and knowledge.

The following factors affecting the student's understanding of what he has read were identified: the amount of information, the compositional and logical structure of the text, the organization of the center of attention in the perception of the text, and the individual psychological characteristics of the student.

In pedagogy, conscious reading is such a quality of reading that the understanding of the informational, semantic and ideological aspects of the text is achieved. 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 task of the teacher is to help students to correctly interpret and understand the text they are reading, to teach them to establish semantic connections in the text, and to help



them understand the ideological meaning of the text. All the work carried out in the reading class is aimed at solving the above-mentioned problems. To do this, the teacher should use various innovative methods: through conversation, story, explanation, visual aids, images, illustrations, video materials, excursion, etc., he prepares students for conscious perception of the text.

Working on unfamiliar and hard-to-remember words and phrases, analyzing the figurative means of a work of art, analyzing the text, combining the content of the read text, making different types of plans, re-reading the text, and summarizing conversations is important.

R.I. Lalayeva says that conscious reading is a complex psychophysiological and psycholinguistic process. According to A.K. Aksenova, conscious reading is one of the types of speech activity, which is the translation of the alphabetic code into sound and the understanding of received information. Based on the perception of the visual model of the word, and then the word is repeated based on the correlation of letter symbols with sounds. understanding occurs.

The famous psychologist T.G. Yegorov in his work "Essay on the psychology of teaching children to read" considers reading as an activity consisting of three interrelated actions. These are: to perceive the letters of the alphabet, to hear their sound, that is, to understand what they show and what they read. In a primary school student who is just learning to read, these actions continue in sequence, as a result of which the experience of reading the text correctly is accumulated and these components are synthesized. The faster the synthesis between reading skills and concepts, called comprehension processes, is flexible, the more perfect reading skills will be sustained, clear, and expressive. According to the above points, the reader does not oppose the reading technique (that is,

the mechanism of letter perception and sound production) and understanding of the text being read.

S.P. Redozubov wrote about this: and now you can meet teachers who divide reading lessons into two types: reading "technique" lessons and conscious and expressive reading lessons. This distribution of reading lessons is wrong for didactic purposes, because every reading lesson should be a lesson that teaches the skill of conscious and expressive reading.

K. D. Ushinsky created the basics of the method of mastering conscious reading. He recommended to look at works of art as "a window through which we should show children one or another side of life" while reading and emphasized that "it is not enough for children to understand a work of art, they must feel it." These rules of K. D. Ushinsky's methodology tell the student about the importance of cognitive value and aesthetic effect of reading. K. D. Ushinsky also included working on the development of thinking ability and mastering grammatical norms in the tasks of conscious reading. He recommended a different approach to reading scientific and popular articles and reading works of art in reading classes, developed the principles of conducting conversations depending on the type of work, the specific features of working on folklore and legendary works. gave clear instructions. He recommended observing the environment, natural life, and using accuracy while reading, and emphasized that this is the main principle of teaching the lesson of reading. The system created by K. D. Ushinsky was accepted to be called "explanatory reading". Followers of K. D. Ushinsky expressed their opinion about the need to change the reading technique 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 determine the approach to text analysis for mastering reading skills in primary school. These rules are as follows:

1. Analysis of the content of the text, formation of correct, fluent, conscious and expressive reading skills are united under a single process (tasks aimed at understanding the content of the text, at the same time, help to improve reading skills).
2. Clarification of the ideological and thematic content of the text, its images, plot line, composition, and visual aids will maximally serve the general development of students as individuals, and also ensure the development of students' speech.
3. Relying on students' life experience is the basis for conscious perception of the content of the text and is a necessary condition for its correct analysis.
4. Conscious reading is considered as a means of increasing students' cognitive activity and expanding their knowledge about the realities that are happening around them.
5. The analysis of the text should eventually awaken thoughts, feelings, needs, stimulate the desire to speak, and be able to connect the author's life experience with the facts.

One of the most important tasks of a primary school teacher is the formation of conscious reading skills in students, which is the basis of all further educational activities.

Three stages of formation of reading skills are distinguished. These are: analytical, synthetic and automation stages.

1. The analytical stage is characterized by the fact that all three components of the reading process in the student's activity are "broken" and requires the

student to perform specific actions: seeing a vowel, combining it with a syllable - knowing where to read fusion, non-fusion letters, reading the letters aloud, learning the word to understand it, memorizing it and pronouncing it fluently. Reading in syllables is the first stage in the formation of reading skills in a child, that is, the analytical stage usually corresponds to the period of literacy. At the same time, the teacher should keep in mind that each child's general development and especially the acquisition of reading skills has its own speed.

2. At the synthetic stage, all three components of reading are synthesized, that is, perception, pronunciation and understanding of the read text occur simultaneously. At this stage, the child begins to read whole words, the main sign of the student's transition to this stage is the presence of intonation during 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 he is reading. Intonation during reading occurs with the condition that the general content of the text being read is preserved in the reader's mind. This usually happens in 2-3 years of primary school.

3. The automation stage is described as a stage that brings the reading technique to automaticity and is not recognized by the student. His intellectual efforts are aimed at understanding the content and form of what is read: the idea of the text, its structure, artistic means, etc. The automation stage is characterized by the student's desire to study independently. The main sign that students have acquired automatic reading skills is characterized by a direct emotional reaction to the text they read independently, a desire to share the student's impressions and discuss what he has read without additional questions from the teacher.





Reading skills are described in the mother tongue methodology. Its four qualities are distinguished. These are: correct, fluent, conscious and expressive reading.

Correct reading is smooth reading without distortions that affect the meaning of the text being read. Correct reading means reading with the correct stress on the words without breaking the sound system in the word. As we mentioned above, students with mental retardation make a large number of mistakes: they mix up or leave out letters, syllables, words, replace words and do not read to the end, they drop additions, move from one line to another, lose the place they read.

Effective in grades 2-3-4 to develop proper reading skills, students with intellectual disabilities move on to letter, syllable, and word recognition. During this period, they can read small texts.

Reading fluency is the reading speed that determines reading comprehension. This speed is measured by the number of characters read per unit of time (usually the number of words per minute). It takes a long time for students with mental retardation to get up to speed. Only by the 6th grade, the majority of students with mental retardation can read at the pace of conversational speech.

Preparation for mastering these skills begins in 4th grade, when students begin to read words in their entirety. The effective exercises conducted with mentally retarded students in the 2nd - 3rd grades begin to give their results by the 4th grade.

Conscious reading is such a quality of reading that in recent methodical literature, conscious reading is interpreted as understanding the author's intention, understanding the artistic means in the text, and expressing one's views on the read text.

Mindful reading means reading with understanding. Preparing for the comprehension of the text, working on the vocabulary, expressively reading the work to the students, teaching the students, re-reading and analyzing the text together with the students, making a plan based on the text headings, retelling, analysis of the characters of the work, identification of positive and negative characters in the text is carried out in order to teach the conscious reading of the text.

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

Linguists describe intonation as follows: "It shows the emotional content of the speech, as well as the height of the tone, the rhythm of the speech, the tempo of the speech, the power of resonance, internal spatial pauses, and the general timbre of the speech."

Students of a specialized auxiliary school should master all components of speech intonation, of course, this will depend on the thinking of different districts. The types of work carried out in the development of this skill are as follows:

1. Fluent pronunciation of sounds, syllables, words, rapid utterances during articulatory gymnastic exercises;
2. Singing as a chorus means keeping the volume of the voice at the same level, mastering the tempo and tone of the teacher's speech. In such exercises, sentences from the text that the teacher wants, poems used in physical moments can serve as material.
3. Imitation in an expressive reading pattern. This approach is the main method in the primary classes of special schools. In this case, expressive reading is taught by the teacher himself as an example. Students with mental retardation should not only listen to the text, but also follow the facial expressions and



gestures of the person reading. It is known that because it is impossible to read the syllables expressively, the teacher asks to pronounce the sentences in chorus or singly.

4. Reading the text in a role-play. Although these methods are complex, they are considered very effective and teach the skills of conversational speech to expressive reading. This method is used by children only after they have learned the content of the text and the speed of reading after many times of preparation. During the preparatory work, students with mental retardation are asked to focus on the words of the author in the dialogue and read it, assuming the role of the student. The word author creates a number of difficulties for students with intellectual disabilities. In the 3rd grade, the teacher takes such texts from the textbook and writes them on cards or on the board. The words of each person are recorded on cards of different colors. Each student is given a colored line according to the color of the role assigned to him. After the first reading, the students who read best give their colored strips to the other students.

5. A method of carrying out the formation of the ability to use several types of intonation tools with understanding in special exercises has been developed. It should be mentioned that it is necessary to prepare students with mental retardation for expressive reading starting from the 1st grade. Different intonation components are formed during questions and answers.

In the program of specialized auxiliary schools, students in the third and fourth year of education must acquire the skills of correct and conscious reading, that is, they do not match each other in pronunciation and writing, they are different. It is expected that they read the resulting words without mistakes. In students with

mental retardation, such skills and abilities are formed with many complexities related to the graphic change of the form of the word.

## REFERENCES

1. Аксенова А.К. Методика обучения русскому языку в коррекционной школе / А.К. Аксенова. - М.: ВЛАДОС, 2004. – 316 с.
2. Ананьев Б. Г. Анализ трудностей в процессе овладения детьми чтением и письмом.- Известия АПН РСФСР, вып. 70, с. 106. Лалаева Р.И. Нарушение процесса овладения чтением у школьников - Москва: Просвещение, 1983 - с.136.
3. Климанова Л.В. Обучение чтению в начальных классах/ Л.В. Климанова, Школа,1999.-№18
4. Лалаева Р.И. Логопедическая работа в коррекционных классах /Р.И. Лалаева.- М.: Владос, 1999.- 260 с.
5. Редозубов, Сергей Поликарпович. Методика обучения чтению и письму в начальной школе: [микроформа] : избранные труды / С. П. Редозубов; под ред. Н.С. Рождественского; Акад. пед. наук РСФСР, Ин-т общ. и политехнического образования. - М. : РГБ, 2008.
6. Щепетова Н.Н. Методика чтения в начальной школе/ Н.Н. Щепетова.- М.: Просвещение, 1955.- 223 с.
7. Дети с нарушениями развития: Хрестоматия / Сост. В.М.Астапов.- М.: Междунар. пед. акад.,1995.-416 с.
8. Очерки психологии обучения детей чтению [Электронный ресурс] / Егоров // Профессиональная библиотека школьного библиотекаря. Серия 1. 2013. № 5-6. - С. 133-137. - Режим доступа: <https://rucont.ru/efd/441326>. Егоров Т.Г. Очерки психологии обучения детей чтению.- М., Учпедгиз, 1953.Сс.30-31; 32-35
9. Педагогическая энциклопедия.- М.: Советская энциклопедия. -Т.2. 1968. – 114 с.