

TYPES OF READING IN PRIMARY SCHOOLS

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Buxoro shahar olimpiya va milliy sport turlariga
ixtisoslashtirilgan maktab internati o'qituvchisi

ABSTRACT

One of the basic reasons why reading is important is that it helps you grow mentally, emotionally, and psychologically. Every book provides you an opportunity to learn and explore new ideas. Reading books increases your knowledge and makes you smarter.

But the importance of reading is not limited to just these benefits. You will be amazed to know how beneficial reading books can be for you. And that is exactly what you will get to know here in this article.

Key words: fluency, understanding, symbols, four language skills, pre-reading, activities, using pictures, comprehension, punctuation, ability.

INTRODUCTION

What is reading?

Reading is the process of looking at written symbols and letters and understanding the meaning of them.

To be able to read, we need to be able to:

- identify the words we see (word recognition);
- understand what they mean (comprehension);
- connect words and their meaning so that reading is automatic and accurate (fluency).

It's one of the four main language skills alongside listening, speaking and writing. Reading is usually the third language skill that you learn in your native language - it comes after listening and speaking. When we read, we look at written symbols (letters, punctuation, spaces) and use our brains to convert them into words and sentences that have meaning to us.



Reading skills are one of the most important literacy skills that are taught in primary education. However, it is also important that children should learn that reading can be an enjoyable experience.

Reading is an important skill to possess especially when learning the English language. Firstly, it is important because of the fact that to be able to write people need to know how to read. Secondly it is important for people if they plan to visit the country where the language is spoken because then they will have to be able to read, for example, various directions, menus, and tourist brochures. Thirdly, knowing how to read is important if students are planning on getting an education beyond elementary school because that requires reading. This last point applies especially in Iceland where the majority of textbooks for university are in English. Because of how important the skill reading is it is crucial that teachers seek appropriate means in order to keep students interested. As with the other skills, games can provide diversity and help keep subjects fun and interesting.

Based on all of the information above it seems clear that games can and should be used as a teaching method when teaching languages. One reason why games could work well as a teaching method is because of the change that has occurred in teaching, where students have been becoming much more active in the whole learning process. Besides giving students a chance to be more active, games usually place the teacher in a background role, and therefore allow the students to take on more responsibility. It has also been made clear that games help create diversity and that can be very helpful in sustaining interest amongst students in the school. We have also learned that by creating diversity teachers are reaching out to a broader group of students and that is very important because students are individuals that differ from each other in so many ways.

The first stage of development is the **pre-reading stage**. The responsibility of the teacher is to encourage reading interest with enjoyable experiences and activities, with an emphasis on oral expression. The principal goal at this stage is to ensure that the learner is socially, mentally, emotionally and physically ready to learn to read. Spatial development is important at this stage. The pupil is taught to recognize spaces between words and the descending order of the lines in a text. He or she learns to read from left to right usually, or from right to left for instance in Arabic (Carter, 2000). Oral expression is the focus of instruction, and the development of sight



vocabulary which is taught using sentences, signs, labels, etc. Simple ideas are expressed and organized in order to create sentences. The formation of words, starting with consonants, and the recognition of rhymes by word endings, are all taught.

Examples of children's activities

Telling stories: reading stories with lots of expression, in order to capture the attention of the children. The teacher asks questions about what is going on in the story as the reading goes along, to make sure that they understand the meaning of the story.

Drawing pictures and afterwards sharing the meaning/content of the picture with the class: the pupils may draw a picture of something of their choice and then explain to the class what is going on in the picture. The picture may be a simple scene (such as a family eating dinner) or it may be a full story. This depends on the pupil. Looking at a painting, a photograph or a drawing, analyzing the image and choosing a title: this may be done collectively, as a class, or in smaller groups if the class size is very large. Pupils should be able to explain why they chose a specific title. Using pictures and songs to arrive at a list of words: poems and jingles may be used to recognize rhyme endings. Jingles may be also be used to introduce the alphabet.

Example of using a poem to arrive at a list of words

Poem Before learning the poem, pupils are asked to repeat sounds of three words in the poem. Then, the teacher teaches them the poem or jingle (without looking at the words). After pupils have learned the jingle, they will study the written text of the poem to see the words' relationship between what they say and what is written. The three words that are used are the three words used at the beginning.

Everybody knows that reading is the process of constructing meaning through the dynamic interaction among: – the reader's existing knowledge, – the information suggested by the written language, and – the context of the reading situation. Four general purposes of reading are: – to gain information – to perform a task – to experience and enjoy literature – to form opinions When you read, it is important to have a strategy or a plan for reading effectively. If you do not have a plan, you may be easily distracted or may not focus on the right things in the text. As a result, when you are finished reading, you may not understand very much of what you have read. Also, you may not have developed your English very much, either. When you read,



you must be actively involved in the reading process in order to understand most effectively. [1] Questions are very helpful when you read a text. Most of the time, people read first, and then look at questions at the end of the text. However, this is not the best way to read. If possible, read the questions provided for you FIRST. This will help you know what specific information to look for. Questions (those that are provided with text and those provided by your teacher) are designed to focus on the main points. Therefore, if you read to answer these questions, you will be focusing on the main points in the text. This helps you read with a goal in mind — answering specific questions. Once you have some idea of what the text is about and what the main points might be, start reading. Do not be afraid if the text has many words you cannot understand. Just read!

Follow these suggestions:

- Do not use your dictionary the first time through the text.
- Try to understand as much as you can from the context.
- Take notes as you go.
- Make a note of places that you do not understand, or words that are unclear. – Go through the text a second time.
- Try to answer the questions.

The important thing is to have some clear objectives before you begin to plan the lesson. [2]

The following **three** objectives are possible to be achieved in one lesson:

- To improve reading skills: According to some teachers, the best way to teach reading is to break the reading skills down into separate sub-skills by looking at what a good reader does when he goes about reading something, teach these separately and then put them all together. The other big group is skeptical and believes that there is no chance of putting all the sub-skills together and at the end they add up to the complete picture. In my opinion, if a student is able to use his reading sub-skills in the mother tongue, then the only problem is the English language. On the other hand, if they are still read badly and with difficulties in the first language, then it takes twice as much time to perform the given task. To study language: The teacher focuses the students' attention on vocabulary, morphology, syntax, and discourse



features. Although studying language for the sake of studying language is fairly pointless outside universities, there is little doubt that students need a very good command of language if they are going to be able to read. To read for content: The students focus on the facts or ideas contained in the text. Extracting meaning is obviously essential in order to achieve this objective. This is usually why we read in real life. The first two objectives, developing reading skills and studying language, are really only tools for achieving this broader educational objective. However, many textbooks contain uninspiring texts and you should consider supplementing them with other texts. This correlation, however, does not mean that teaching vocabulary will increase readers' comprehension, for that is a causal conclusion. As it turns out, however, when reading educators conducted experiments in which vocabulary was either taught to students or not, comprehension improved as a function of vocabulary instruction. Subsequent comprehension tests. One counterargument to this advice to teach vocabulary is that children learn vocabulary incidentally — that is, they learn the meanings of many words by experiencing those words in the actual world and in text worlds, without explicit instruction. [3]

In conclusion we can say that reading comprehension can be affected by world knowledge, with many demonstrations that readers who possess rich prior knowledge about the topic of a reading often understand the reading better than classmates with low prior knowledge. That said, readers do not always relate their world knowledge to the content of a text, even when they possess knowledge relevant to the information it presents. Often, they do not make inferences based on prior knowledge unless the inferences are absolutely demanded to make sense of the text.

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