



Methods of Teaching Reading in Russian in The Karakalpak School

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Article History	Abstract
Received: 06 June 2023 Revised: 05 Sept 2023 Accepted: 01 Dec 2023	<i>The article discusses the effectiveness of methods and techniques for teaching reading in Russian in the Karakalpak school. Recommendations are given to teachers when setting goals and objectives for teaching conscious reading. Consciousness of reading consists in a clear and accurate understanding by the student of the text being read. A good way to sensible good reading is a clear and accurate understanding of what is read by the listeners. The basic requirements and conditions for the correct reading of students are also given. The main mistakes of students and teachers in teaching and mastering correct reading. When reading, the student must understand every word, every phrase, every sentence, in order to correctly and accurately understand the main thoughts expressed as a whole in the work, since the ultimate goal of reading is understanding the whole work.</i>
CC License CC-BY-NC-SA 4.0	Keywords: Method, Technique, Teaching To Read, Karakalpak School.

1. Introduction

“Currently, large-scale transformations are being carried out in our country in all spheres and industries. At the same time, special attention is paid to even greater affirmation of noble values and traditions in our lives, in particular, to improving the culture of reading, which is of great importance for the growth of spiritual and intellectual potential, expanding the worldview of our people, especially the younger generation, and educating harmoniously developed personalities in the spirit of love. and devotion to the motherland.

At the same time, high-quality publication of books that meet the spiritual and artistic and aesthetic needs of our people, especially young people, timely delivery of book products at affordable prices to places, including educational institutions, translation of the best examples of national and world literature, remain important tasks. the formation of a love of books in the younger generation from early childhood, the skills of reading e-books, increasing the culture of reading in our society».

Today, the school is faced with a responsible task - the education of the younger generation, faithful to the national ideas, the ideas of independence. This task includes instilling in children a sense of patriotism, love for the Motherland, a sense of friendship, education of honesty, truthfulness, courage, initiative, love for work and science, respect for elders and a desire to work for the benefit of society. One of the most important and necessary prerequisites for this task is learning to read.

Methodically, in relation to school education, the tasks of reading can be formulated as follows:

- the school should instill in the student the skill of a conscious attitude to what is read;
- the school must equip the student with the “ability to read”, i.e. to instill in the student a strong reading technique;
- the school should give an elementary acquaintance with the book;
- the school should instill in the student the skill of independent reading and love of reading;
- the school should instill in the student the skill and ability to apply knowledge gained through reading in practice;

The school should use reading as an educational factor.

These tasks pursued by reading cannot be solved in isolation from one another. It is impossible, for example, to teach first the technique of reading, and then the understanding of what has already been read. They must be addressed jointly and in close connection with one another. Such a connection between various aspects of reading also determines a certain order of mastering one or another skill. So, for example, one cannot talk about students' independent reading skills before they acquire reading skills under the guidance of a teacher. Hence the need for a strict system in the delivery of reading work at school, so that all the tasks set above can be solved most easily and quickly.

What qualities of reading in Russian should we seek and demand from students in Karakalpak schools when Russian is not their native language? Can we set other requirements here than those that are set for reading in the native language?

Good reading in one's native language is required to be conscious, correct, fluent and expressive. Can any fundamentally different requirements be set for reading in Russian in Karakalpak schools?

Obviously, there can be no fundamentally different requirements for reading. Obviously, students in Karakalpak schools need to be taught correct, conscious, fluent and expressive reading in Russian.

Consciousness of reading consists in a clear and accurate understanding by the student of the text being read. A good way to intelligently read well is to have a clear and accurate understanding of what the listeners are reading. The opposite of conscious, intelligent reading is rote reading, without proper understanding or with "approximate" understanding.

Consciousness is the first and basic requirement for reading. Reading must be conscious from beginning to end, from the first to the last word, from the first steps of learning, from the first lessons. The requirement to read and understand what is read cannot be separated from one another.

From what, from what elements, the consciousness of reading - understanding is formed?

Reading awareness develops:

- 1) from an accurate understanding of the individual words of the text being read, used in their direct meaning;
- 2) from an accurate understanding of phrases, since accurate knowledge of individual words is revealed only in a certain context, in a phrase;
- 3) from an accurate understanding of the meanings of words used in a figurative sense;
- 4) from an accurate understanding of the thoughts of each individual sentence;
- 5) from the ability to assimilate the correlation of thoughts in the whole work.

Therefore, when reading, the student must understand every word, every phrase, every sentence, in order to correctly and accurately understand the main thoughts expressed as a whole in the work, since the ultimate goal of reading is understanding the whole work.

Correct reading is the most important requirement and a necessary condition for reading. The concept of correct reading consists of a number of features that differ in terms of accessibility and difficulty for assimilation and therefore require a certain gradual implementation of the selection of material for reading. The initial requirements for correct reading will be as follows:

- 1) read words freely, without spelling, without repeating syllables, without omissions and distortions of sounds, without "swallowing" the endings of words;
- 2) correctly put stress in words;
- 3) pronounce words according to the rules of their accepted pronunciation;
- 4) to read a connected text not in separate, as it were, isolated words, but to observe the phrasing of speech, i.e., to define stops not only by the boundaries of words, but also by the boundaries of phrases and whole sentences, as is the case in colloquial speech.

In the future, the initial requirements for correct reading will be expanded and deepened by the following requirements:

- 5) observe in reading the basic rules of Russian literary pronunciation;
- 6) observe logical stresses and the main pauses determined by punctuation;

7) develop gradually while reading and expand the "field of vision" so that the reader's eyes are not "attached" in order to each letter and word read, but slide freely along the lines, covering more or less significant parts of the text;

8) switch attention in reading from external, visual perception to internal, logical, i.e. learn to follow not the letters, but the meaning of what is read. Under these conditions, reading will be correct, normal. It is to this reading that pupils must be accustomed, and some of the habits of correct reading will be instilled successfully only under the condition of strict gradualness.

The speed, or, as the methodology is more commonly called, the "fluency" of reading is its necessary speed for the proper topic. Already from the very beginning of reading, some necessary speed will be required for understanding what is being read. So, for example, if a student reads even the simplest sentence (A woman went out into the field to harvest and hid a jug of milk in the bushes) very slowly, drawing out the words, he will not collect his thoughts by the end of reading it, but "lose them along the way", i.e. will not understand what he has read. On the other hand, if the same sentence is read very quickly, without a break, then again, the reader will hardly understand everything deeply enough, and the listeners may not understand at all.

What kind of speed (topics) is required for good reading? Here it is necessary to keep in mind the features, on the one hand, of loud reading, i.e. reading to yourself.

Skills of normal speed reading aloud are developed gradually at school. Programs for the elementary Karakalpak school provide for readings in the fourth grade, approaching the pace of conversational speech. And until that time, there will be some more slow-motion reading.

There is no fixed speed limit for silent reading. The more a person reads, the more he gets used to reading faster. When reading in the Karakalpak language, it is not rare that reading to oneself goes two, three, even four times faster than reading aloud.

The expressiveness of reading is understood as the use of the means of voice to convey all the shades of thoughts and feelings expressed in the text. In other words, expressive reading can be called one in which intonation means of speech are widely used. The first condition for expressiveness is the correctness and meaningfulness of reading.

In addition, the following means are used for expressiveness of reading:

- 1) acceleration and deceleration of the pace (slow and fast);
- 2) strengthening and weakening of the voice (louder-quieter);
- 3) rise and fall of tone (higher-lower);
- 4) the use of facial expressions and gestures to some extent.

The Karakalpak school cannot, of course, set the goal of developing artistic and artistic reading in Russian for students, but the elementary requirements of expressiveness must be presented to students. The minimum elementary requirements for the expressiveness of reading can be represented in the following list:

- 1) reads as he speaks;
- 2) reads in his own voice;
- 3) reads simply, naturally;
- 4) observes punctuation marks in reading;
- 5) pronounce words clearly and distinctly;
- 6) when you read other people's words, try to speak in the voice of the person you are reading for;
- 7) when you read the words of different people, change your voice as it suits the character of each person;
- 8) measure the strength of the voice with the text (content) read with the audience, be able to strengthen and weaken the voice when necessary;
- 9) try to convey with your voice not only thoughts, but also feelings that are expressed in readable sentences;
- 10) observe grammatical, logical and emotional stresses;

- 11) observe proper stops (pauses) when reading not only by punctuation marks, but also by meaning;
- 12) learn to control your breathing;
- 13) keep the natural position of the body and organs of speech while reading. These elementary requirements of expressiveness should be presented to students for reading any text.

To master the technique, or mechanism, of reading means to acquire the skills of correct, fluent and expressive reading. In order to help students master these skills, the teacher must know the most common methods of teaching reading and apply them in a particular system. In addition, in scientific cases, he must select or prepare the very material for reading in such a system so that the assimilation of the reading technique by students goes faster and comes easier.

Three methods can be considered common, constantly practiced and complementary to each other for this purpose:

- 1) an example, a sample of the teacher's reading;
- 2) the teacher's explanations of how to read, his instructions and corrections of students' mistakes by him, as well as the reading rules reported by him;
- 3) the practice of reading by the students themselves, guided and checked by the teacher.

The first in time of application and the most potent in essence is the method of showing a reading sample by the teacher himself when teaching the technique of reading.

This technique in the form of exemplary teacher reading should be applied at all stages of teaching Russian reading in the Karakalpak elementary school. Starting with the reading of syllables and words and ending with the expressive reading of whole works of art or passages from them, the teacher is obliged to show the first example, a model of how to read in Russian.

The teacher reads with all the skill he is capable of. Loud, distinct, clear, correct, as expressive as possible. Pupils listen attentively, look, remember, adopt all the qualities of the teacher's reading, first by direct imitation, and then consciously, on the basis of mastering the rules of good reading.

Listening to the teacher's reading can take place in two ways:

- 1) students listen with closed books
- 2) with open books, follow the reading of the text.

Listening to reading with closed books is necessary at the initial stage of learning to read. At the same time, students should not only listen, but also look at the teacher: how he, pronouncing this or that sound, syllable, word, puts together the organs of speech - lips, teeth, tongue, what facial expression he has, what gestures, etc.

Thus, the most complete and deep understanding of what is read occurs and the adoption of the teacher's reading method is facilitated as much as possible. Until the students have mastered the speed of reading enough to keep up with the reader, it will be more expedient to force them to listen with their books closed. And in the future, it is better for the teacher to conduct the first reading, especially of a literary text, with the students' books closed, so that nothing distracts from their perception of new words and sounds.

Listening to students reading with open books and simultaneously reading the text with the eyes of the teacher aloud also have their positive aspects. With such listening to reading, individual words are better remembered and subsequent reading of the students themselves is facilitated. Listening with open books at first is usually practiced after the first reading with closed books, i.e. when rereading the text. In these cases, the teacher sometimes slows down the pace of his reading a little so that the students have time to follow him.

Thus, sometimes students listen to the teacher's reading with closed books, sometimes they follow the reading from their books. Generally speaking, in Karakalpak schools, it would be more expedient for the teacher to read the work for the first time with the students' books closed, as this helps to more easily assimilate not only the elementary correctness of reading, but also its more subtle side - expressiveness.

And in another case, such a situation should not be allowed when part of the students listens to the teacher's reading with closed books, while the other follows the books.

The second common technique in teaching reading technique is various explanations and instructions from the teacher on how to read. Carefully following the reading of the students, the teacher should quickly come to their aid in case of any difficulty, patiently and sensibly explain everything necessary.

Moreover, the main difficulties must be foreseen and warned in advance. So, at the beginning of learning to read, one will have to resort to explaining the articulation of individual sounds and syllables when reading: how to hold the tongue, lips, how to make a mouth, etc. You will constantly have to resort to explanations, both of the meaning and sound (pronunciation) of new difficult words, with their preliminary recording on the board, division into syllables, placement of stresses, etc. Explanations can be accompanied by a show, an example, a drawing - visibility will help a deeper, more accurate understanding of them.

Sometimes special processing of the text itself to be read may be required: explanation or placement of stresses, separation of underlining, etc. Such text processing is carried out on a blackboard or on a special visual aid prepared in advance.

Separate explanations of the teacher, as they accumulate, are generalized in the form of reading rules, which the students will already fulfill consciously, and not only mechanically or by simply imitating the teacher. So, gradually mastering the technique of reading in Russian, students will also accumulate some theoretical information about the rules of Russian reading. It is useful to write down this information or the rules themselves in notebooks.

Despite the importance of demonstration reading techniques and the teacher's explanations, one must still reckon with the fact that no good explanation and no good example will in itself give the ability to read. Acquire the skill of reading and nothing else. And at the same time, one can acquire the skill of correct reading only with the help of correct reading.

Hence, the main method of teaching Karakalpak students to read in Russian should be the practice of reading by the students themselves, since it is clear that without the practice of reading, the student will not learn to read.

Therefore, the teacher should organize the work in such a way that the students practice reading in Russian as much as possible, moreover, in correct reading, under his guidance and supervision.

To organize a methodology for teaching reading, in essence, means to correctly organize the readings of the students themselves, to establish such types and methods of reading, such forms and methods of assistance, so that the reading of the students takes place in the most methodologically favorable conditions and leads to the best results in the sense of mastering its technique.

Errors in reading should be corrected systematically and constantly, and not from case to case. As a general rule, every mistake in reading should be corrected immediately after it is made. The usual method of correcting errors in reading words and expressions is that the teacher, stopping the reader, pronounces this word or expression correctly, the student repeats the correct pronunciation of the teacher and continues reading. Sometimes the teacher offers to correct the mistake, i.e. say the words or expression correctly, as it should, to one of the students.

In those cases where, for example, an error in reading occurred due to haste or inattention in reading, and in general when the reader himself can correct the error, he should be given this opportunity and offered to correct it himself.

With a large confluence of errors or their frequent repetition, it will be necessary to stop reading and correct them more thoroughly: with an explanation, rereading, involving the entire plan in correcting errors. These are the techniques for correcting errors in reading. The rationale is now based on certain types and methods of class reading, which can be used by the teacher to develop the proper technique of reading in Russian in students.

4. Conclusion

The student must learn to read correctly already in the alphabetical period within the texts made up of the lexical stock of words acquired in conversational lessons. The next, post-literal period, for about half a year, should be devoted mainly to the development of reading techniques in students, of course, on the basis of the conscious content of what is being read. The methodology does not set the task of a very significant expansion of the vocabulary of students during this period, the teacher should focus on teaching students to read a correctly familiar text. It is clear that during this period there will be mainly loud reading (reading aloud). Reading to oneself at this stage can only be acceptable as an auxiliary technique, as a preparation for reading out loud.

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