

Working on Reading Consciousness in Elementary Classes

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Abstract: At the preparatory stage, in order to include children in the topic of reading, it is recommended to use additional means: reading small folklore genres, for example, riddles, on the topic; show of reproductions of paintings, slide show, photo; listening to musical works or excerpts from them. The attraction of such means to prepare for the perception of the work creates a special emotional atmosphere that contributes to a deeper penetration into the text.

Key words: reading, consciousness, primary classes, retelling, folklore, conversation, teacher's story.

Awareness in general can be defined as reading comprehension. However, in the methodology, this term is used in two meanings:

- in relation to mastering the reading process itself (reading technique);
- in relation to reading in a broader sense (T. G. Ramzaeva).

When they talk about consciousness and the first meaning, they mean how consciously the child will perform the necessary operations that make up the sounding of printed signs; finds vowels, correlates them with syllables-fusion, sees consonants outside of fusion and realizes to which syllable-fusion they should be wished.

The term meaningful reading in the second meaning functions in the methodology at different levels of the reading process itself.

The first level, often coinciding with the analytical stage of the formation of reading skills, involves understanding most of the words used in a direct or figurative sense; understanding individual sentences and their relationship with each other; understanding the meaning of individual parts of the text, their internal connection and interdependence, and, finally, understanding the general meaning of the entire text.

The second level of conscious perception of the text is based on the first and involves understanding the subtext of the work, that is, clarification of its ideological orientation, figurative system, artistic means, as well as the position of the author and his own attitude to what is read ...

One can also talk about a third level of non-conscious reading, when an individual is aware of his reading interests and has skills that can satisfy them, in other words, he consciously determines the reading circle, focusing on his capabilities. Thus, in the modern methodology, the point of view has been established that the conscientiousness of reading presupposes:

- comprehension of the meaning of each language unit of the text;
- understanding of the ideological orientation of the work, its figurative system, pictorial and expressive means, that is, the position of the author and his own attitude to what he read;
- awareness of oneself as a reader.

In the classroom, in the reading class, all the efforts of the teacher should be aimed at ensuring that a dialogue takes place between the author of the literary work being read and the students. An inexperienced reader needs help:

- prepare for the perception of the text (1);
- to understand the form and content of the work (2);
- to develop your own attitude to what you read, thereby entering into a dialogue with the author (3).

The requirements for the analysis of a work of fiction (2) will be presented below. Consider the types and methods of work aimed at preparing for the perception of the work (1). It is important from the first steps in learning to read to form in children the type of correct reading activity, that is, to teach them to think about the work before reading, during reading and after reading. The teacher compensates for the inexperience of the little reader who does not know how to prepare himself for reading, firstly, by certain types of work with children, and secondly, by organizing their independent activity, which prepares children for the perception of the work. Thus, all the methods of work used at the preparatory stage of the lesson can be divided into two groups:

- compensating for the lack of formation of the type of correct reading activity;
- forming the type of correct reading activity. The first group of techniques includes a conversation between a teacher and children, a teacher's story, and vocabulary work. The second is a preliminary examination of the illustrations, work with the title of the work, and the isolation of orienting words from the text.

Besseda is used if children already have certain knowledge on the topic of reading and they have minimal reading experience on this topic. For example, in the third grade, children will have to read the fables of I.A.Krylov. Of course, in the introductory conversation, the teacher actualizes the existing knowledge of the children, referring to their reading experience acquired in the second grade. In the conversation, one should also rely on the personal life experience of children. For example, before reading L. Tolstoy's story "Kitten", it is appropriate to invite students to talk about their pet, how they take care of it, how they treat it.

Sometimes a combination of conversation and teacher's story is needed. In the IV grade of the I – IV system, children get acquainted with a new folklore genre for them - it was different. When preparing for the perception of the texts of epics, it is appropriate to remember with the children what they know about oral folk art, what genres they read, how they are interesting, what are their specific features. After such a conversation, which actualizes the knowledge of children, the teacher can tell about the epic as a special folklore genre.

Word work is a type of activity that is necessarily present in a reading lesson / In the structure of a lesson, vocabulary work takes place at the preparatory stage, or at the stage of analyzing the work. It is important for the teacher, firstly, to know what elements vocabulary work is composed of, and, secondly, to be able to select words for each named stage of the lesson. The components of vocabulary work are as follows:

- lexical robot; - work to prevent erroneous reading;
- work on pictorial and expressive means;
- spelling work (takes place in the Russian language lesson).

The following are selected for the preparatory stage:

1) hard-to-read words, that is, words are long or with a confluence of consonants (see the recommendations in the subsection "Working on the correctness and fluency of reading"). In grades III – IV, when the reading skill of children corresponds to the synthetic stage or even the stage of automation, this component of vocabulary work becomes unnecessary;

2) words, the lexical meaning of which is unknown to children, and his ignorance may lead to a misunderstanding of the general meaning of the text. For example, if third-graders do not know what the mast of a sailing ship is, they will not be able to understand the whole drama of the situation described by L. N. Tolstoy in the story "The Leap". However, we must not forget that the lexical meaning of a word is fully manifested only in the text, so there is no point in explaining to children all incomprehensible words before reading it. The lexical meaning of most words should be clarified in the process of analysis and combined with work on the figurative and expressive means of the language of the work.

To explain the meaning of words, the following techniques can be used: - Explaining the meaning of a word by choosing synonyms;

- explanation of the meaning through the antonym;
- explanation of the meaning through a detailed description;
- explanation of the meaning of a word by showing an object or its image;
- explanation of the meaning of a word through its derivational analysis;
- finding out the meaning of a word from a footnote in a book for reading or from an explanatory dictionary.

Before choosing a way to explain a word, the teacher must clarify for himself the lexical meaning of the word in the explanatory dictionary in order to be able to explain it to children most accurately and in an accessible form. At the preparatory stage, in order to include children in the topic of reading, it is recommended to use additional means: reading small folklore genres, for example, riddles, on the topic; show of reproductions of paintings, slide show, photo; listening to musical works or excerpts from them. The attraction of such means to prepare for the perception of the work creates a special emotional atmosphere that contributes to a deeper penetration into the text.

It is easy to see that in the listed types of work an active role belongs to the teacher: he offers questions for conversation, informs children of any new information, selects words for preliminary vocabulary work, as well as works of fine or musical art. The student is involved in joint activities with the teacher, but his role is passive. Techniques that form the type of correct reading activity assume an active role for the student.

At the final stage of working with the text, techniques should be used to help the child realize his own attitude to what he read (3). Let's name some of them: reading by roles, retelling, expressive reading. All activities are offered to students after analyzing the work (it will be discussed in the following paragraphs). Reading about roles is convenient to use when working with texts, rich dialogues, as well as when reading genres such as a fairy tale, a fable. To carry out this type of activity in the lesson, children need to be prepared for it; choose an episode that can be read by roles; then, together with the children, name the characters participating in the selected episode, determine how many students are needed to read the scene by roles. Only then can the children be asked to find the words of each character, discuss the intonation of their remarks and prepare for reading. In conclusion, the episode is read by role by the students called to the board.

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