

PSYCHOLOGICAL CHARACTERISTICS OF SPEECH CULTIVATION BY WORKING ON THE TEXT IN PRIMARY SCHOOL READING LESSONS

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ABSTRACT

In the process of formation of innovative educational environment, as in all stages of the continuous education of the Republic, the priority of traditional teaching in primary classes does not allow students to find perfection in all aspects. Consequently, traditional education is "In many cases serves to strengthen memory, ignoring the issue of thinking development. Also, this education has little opportunity to develop creative abilities, independence, and activity. Widely popular assignments are: "put", "divide", "mark", "remember", "redevelopment", "solve on the basis of samples", etc. The educational process of cognition is based on the reproductive method in which the cognitive activity of the learner is based, in most cases, on the property of reproduction (redevelopment)".

Keywords:

speech, text, re-storytelling, the content of the work, graphic image, reading lessons, reader, independent thinking.

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Introduction

At the last stages of preschool age, the child correctly hears the sounds of speech, does not replace them with other sounds, acquires the skills of correct pronunciation of sounds. But this will not be enough to go through the period of teaching literacy. In the language if its phonetics and morphology had not been shown to have an active mastering feature, there would have been a problem of teaching infants who have not yet mastered the words to their native language. According to the calculations made by some psychologists, the vocabulary of a two-year-old child reaches 250-400 words, the vocabulary in them when children reach the age of seven goes to 300-3500. As children grow rich in vocabulary, they also develop a semantic aspect of their speech [1].

The essence of the work on the text is that it serves the task of mastering the content of the work, studying its ideological and artistic features and, on this basis, giving moral and spiritual education through the formation of independent thinking skills of students [2].

Teacher from the description through the word for different purposes, If, it can be used by

readers to make a plan based on the content of the text, to prepare for re-storytelling, to determine the circumstances under which the event occurred. As an independent work, the teacher assigns to the students the task of describing the landscape, which is acceptable from a certain part of the text, either in a word tool or in a graphic. When teaching primary school students to describe the content of the text in words, it is worthwhile to start with a comparison of the corresponding part of the text with the picture given in the textbook. Here students are sure that the character traits of the Hero, which the writer describes, are shown by the artist skillfully. When describing the text with a word in the course of the lesson, it is worth paying attention to the fact that it does not turn out to be a re-narrative. In the process of analysis, the teacher draws the attention of the students to the use of words and phrases that the author used.

Materials and methods

In the full assimilation of the contents of the work by readers, the role of the causal link between the events of the work, the landscape, the character and appearance of the heroes by word is very important.

The actions of the students in the process of performing this task are carried out in the following stages::

1. Students read the text and divide the relative completed parts.

This kind of behavior allows readers to understand what the author meant.

2. Lexical-stylistic preparation is carried out for the recounting of the text. In this, the meaning of unfamiliar words in the text is clarified, the main points are allocated, images and events are drawn to the analysis.

3. Students will attempt to find out the basic situation described in them according to the relative completed parts.

4. The text is re-narrated by readers independently.

Graphic Imaging is more done at home. To do this, students carefully re-read the text, draw a picture corresponding to its content, and also reflect on the content of the text in the lesson. As a result, their language wealth increases, oral speech and independent thinking skills go into shape. It is also characteristic that the pictures depicted in the book help closely to read the texts, understand the meaning and understand the essence of the expressed moral-spiritual issues. By reflecting the significant places of the text in the pictures, the attention of readers is directed to study the characteristic aspects of the behavior of literary heroes, to be in the correct attitude to the ideological content of the work.

The behavior of the personages in the pictures, especially their interior special emphasis is placed on the opening of the spiritual world. Accordingly, pictures with examples of Fine Arts have a positive effect not only on the students' speech, but also on their independent thinking. Students will have the opportunity to master the works of art not only externally, but also ideologically-artistically, through Fine Arts.

Teaching students to choose key words in the text without difficulty consciously comprehensively is also an important aspect of working on the text. "The reader in the process of

working on the text of the work tries to bite the core of the thought-idea in it. In it, independent thinking skills are formed, new educational and cognitive qualities are also included " [3].

As a result of continuous, consistent and purposefully organized pedagogical activity aimed at the re-creation of text by pupils on the basis of the text given in the textbook in the lessons of primary school reading, they are able to master the ability to independently, clearly explain their thoughts, having mastered the signs of the text and the rules for its formation. After all, the ultimate goal of the actions carried out in the school on the development of speech is to freely express the student's opinion in oral and written form.

it is a phrase from training.

From experience it is known that the child has the property of remembering more meaningful concepts a little more quickly and firmly than meaningless words. His speech will be enough to engage in communication with adults at the stage of preparation for school education, at the level of awareness and correct perception of people's thoughts, the structure of his speech and logical coherence, expressive, quantitative and voluminous exchange of views in accordance with the rules [1].

Among the pictorial tools of the language, figurative analogies are clearly distinguished. Figurative analogies are one of the brightest ways to express the author's opinion. Analogy in the scientific language means the comparison of one subject to another on the basis of a common sign [57;139-p.]. Analogy allows to perceive the desired abstract concept, more precisely, the unknown through a certain concept. Teaching students to recreate the similarities by working on the text will help them formulate their individual style of speech.

The work of teaching the analogy to the conscious application in his speech can be carried out in two stages::

1. To acquaint readers with the role and importance of analogy by analyzing the language and content of the work.

2. Formation of the ability to independently apply this or that kind of analogy in written speech as a result of performing special assignment exercises in the lessons of mother tongue.

In the first two years of primary education, the main type of reading is aloud reading, within which reading plays an auxiliary role. It is noted that before reading, an introductory conversation will be held to prepare students for the perception of the text. Interpretation of incomprehensible words is part of the introductory conversation. After the introductory conversation, an exemplary reading of educational significance is carried out by the teacher.

Pupils of the first and second classes remember dry, not understanding the meaning, not giving importance to the internal connections of educational materials. They will be master without making logical analysis of the materials under study [3].

Work by sample is a legitimate process. Because of speech is more mastered only in the process of imitation. Students enrich their speech lexically and grammatically by imitating exemplary speech. Language sensation develops in it, the verbal memory improves.

According to the example of the teacher's reading, students learn to read correctly, expressively. In order to read the text in the lesson, the teacher should thoroughly prepare, strive for a deeper understanding of the meaning, and determine how certain parts of the text should be read. After the teacher explained how to read some sounds, syllables, words, the pupils read the text alternately. The teacher follows them and fixes them.

Reading as a team is used when working on correct, clear and fluent pronunciation. This makes it possible to attract all students to study.

When mastering the technique of reading, repetition plays an important role. Some students

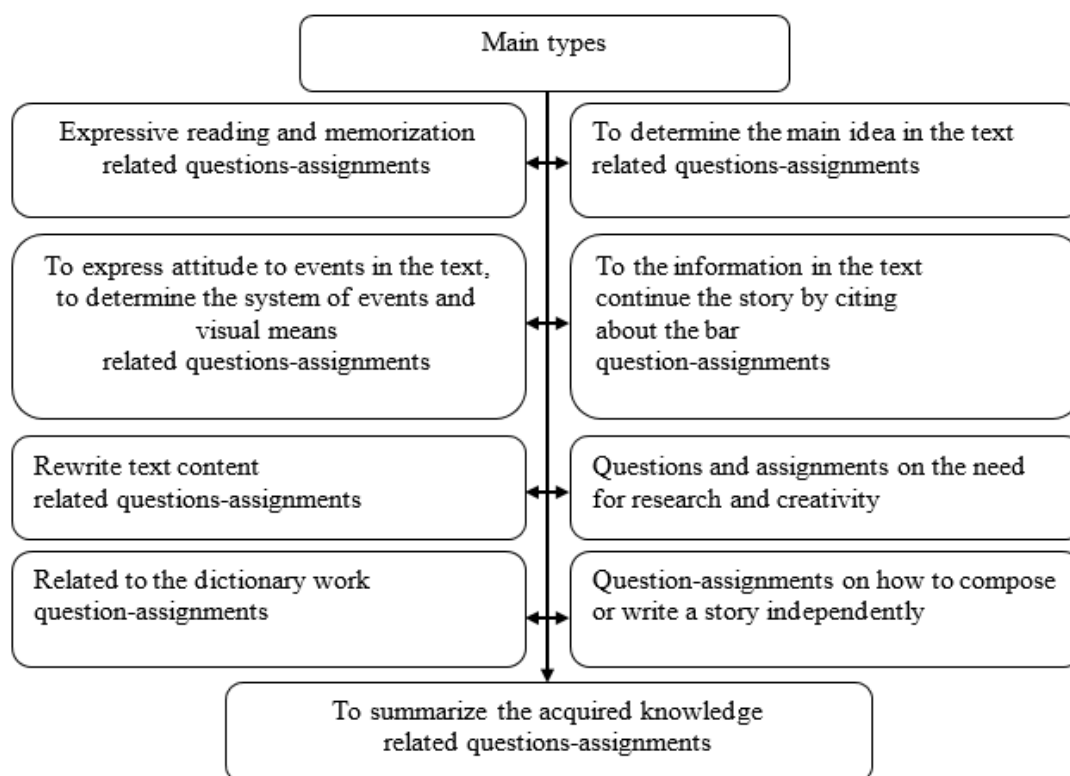
try to read this or that text several times. Interest in reading activities also creates interest in its content, creates the need for knowledge acquisition, and motivates reading to become content [1].

Repeatedly re-reading the text, the interpretation of a new word, vocabulary and exemplary sentences contribute to a deeper understanding of the content. In addition, it contributes to an increase in the quality of reading, its correctness, fluency, expressiveness, the development of affixes. The fact that repeated reading of the text is not organized with the help of special exercises makes it boring for students and puts them to exhaustion. Reading selectively when working on the text, that is, a separate sentence holds an important place in the transfer of Question-Answer on the piece. In this it is desirable to formulate questions and assignments methodically correctly.

By working on questions and assignments related to the content of the text, it is necessary not only to limit the questions and assignments in the textbook, but also to draw up new questions about thinking, reasoning in each lesson and refer to the pupils wonder. For example, on the text "Sumalak" [2] it is possible to compose the following questions::

1. Why did the peasant soak the willow?
2. What words does the old woman use to describe the dish she cooked?
3. How do you understand the word "plenty" in the narration?
4. What is the so-called food that the peasant's children sympathize with?
5. What properties does "Sumalak" have?

In the course of the research on the problem, it was concluded that the questions and assignments of the text given in the textbooks 1 - st and 2-nd classes "reading book" can be categorized as follows:



Given in the textbooks "The book of reading"
the main types of questions and assignments under the text

1. Question-assignments on expressive reading and memorization. It is worth saying, it is impossible to imagine expressive reading without understanding the meaning and idea of the text. Hence, questions and assignments about the content of the text will focus on the formation of expressive reading skills to some extent. There are also special assignments for the formation of expressive reading skills. For example: a) reading the text as a role; b) determining the general mood that was born by reading the poem; C) holding a creative competition on expressive reading; d) focusing the attention of students on the means of visual expression in the text and so on. A piece or something from the text memorization of poetry is also an aspect of speech-building work.

2. Questions and assignments about the attitude to events in the text, the system of events and the definition of visual means.

3. Question-assignments on the determination of the main idea in the text. This is the first step in preparing students for their re-storytelling through the same questions and assignments to independently identify the main

idea in the finished piece of the text or in terms of its content. For example, what would be the consequence of the boastfulness of students about the story "The Cock of the boast", which is presented in the 1st Class "Reading book"? In the process of answering the question [2], they approach the assimilation of the main idea of the work.

4. Question-assignments on the re-storytelling of the content of the text. Such questions and assignments also allow the reader to preserve in his memory the event or image that will be analyzed later in the story. For example, "Put Headlines on the divided parts of the text and recapture" [2], "Recapture the text according to plan" [2], "what news did you learn from the text?" [2] and so on.

5. Question-assignments on the continuation of the story, relying on the information in the text. Such questions-assignments have a creative character and are used for different purposes.

6. Question-assignments on the dictionary work. This includes questions and assignments on

how to determine the meaning of certain words and phrases in the text (example: "understand the meaning of the following words in the poem give: patron, shield, pride, savior, Brave" [2]). The sound in words is either a replacement of the letter, rebuses; puzzles are also in the sentence of the same kind of work.

7. Question-assignments on how to compose or write a story independently. Such assignments come very hand in the cultivation of oral or written speech of students.

8. Questions and assignments on the generalization of acquired knowledge. These include, in principle, questions and assignments of a generalizing nature, which are given on the surface of each section of the textbook. At the same time, for individual texts, there may also be questions and assignments of a generalizing nature.

Reading exercises on the basis of a specific task help to capture the normative pace in reading and the area of reading widely, deep understanding of the content of the text by readers. To do this, the teacher initially said "read the title once more", "quote;... read the passage in which it is said about" quota; gives such assignments as" read a few sentences from the beginning of the second letter and tell there what is said about it". Later, tasks are complicated, depending on the reader's technique of reading and mastering the content of the text: like "read the text inside you", "read the text, tell which hero you like more and why". This mode of selective reading teaches students to read inside and develops independent reading skills.

It should never be forgotten that the text of works of art is an excellent material for the formation and development of speech skills, which are considered the main reading skills in students. The development of reading skills as a type of speech activity is carried out from the loud reading form of reading to the form of reading without making a sound, which is carried out as a mental activity, which passes through the secondary level. In this way, the reading and

mastering of artistic works will, first of all, make students' attitudes thoughtful and enrich their knowledge and feelings; secondly, it will serve as a means of educational influence on the students; thirdly, it will lead to the richness and development of the students language.

The acceptance of an artistic work (text) by students is a rather complicated process. Psychologist S.L.Rubinshteyn acceptance is something that affects us when we say, and understands that the phenomena in the object are reflected by the senses. "Life practice" – states S.A.Rubinshteyn, - force a person to move from an unintended acceptance to a goal-oriented observation; at this stage, acceptance becomes a theoretical activity, which includes analysis and synthesis, that is, acceptance understanding and implementation" [1].

Psychologists believe that in primary school students there will be two different attitudes towards the artistic world of the work. The first emotional-figurative type of attitude manifests a direct emotional reaction of the child to the logos that stand in the center of the work. The second type of evaluation depends on the life and reading experience of the child, in which there will be elements of analysis.

According to the classification of N.D.Moldavskaya [1], the following four levels of information reception are characteristic for Primary School students.

1. Fragments degrees. At this level, readers will not have a holistic vision of the work, their attention is focused on individual events, they will not be able to connect episodes. At this stage of reception, when compiling a question on the text of the work, students either will not be able to completely fulfill the task, nor will they be able to formulate one or two questions about the beginning part of the text.

2. Recording level. Pupils of this level are characterized by pronounced emotional reactions. Their imagination will become sluggish; attention will be drawn to the development of events. Such readers easily restore the sequence of events, but

do not always understand how these events are connected with each other.

3. "Hero" level. At this level, students are distinguished by the ability to clearly see the changes in their emotions in relation to the events described in the game and express themselves in words. They are interested in primarily heroes in the game. Children will be able to base their point of view on the personage behavior, while correctly determining the results of the motivation of the personage behavior.

4. "Ideas" level. Those entering this level are able to pay emotional attention not only to the factual side of the work, but also to its artistic form. They have a developed imagination and love to read the work over and over again, thinking about what they read. Such readers are able to determine the function of this or that element in the text, to see the author's position.

In the course of the study, we determined the level of "perfection" among these levels and identified the students belonging to this level and carried out various observation work. Although the entrants to this level are deficient, they are able to perceive the work as a whole, any aspect in the work does not go unnoticed by them, they are able to connect events with life freely, draw

conclusions from the work and also explain their position. In them, as in adults, speech skills are formed, which attract attention with beautiful speech.

Results and discussions

It should be noted that "the basic requirement of an informed society is determined not by the amount of information that has been mastered, but by the level of application of the information that has been mastered in the relevant spheres and in the course of vital activity" [5].

Based on the above points, it can be said that by working on the text in the reading lessons, it is of great importance in the development of speech to support students in the cultivation of speech to correctly and fully perceive the artistic work, that is, to bring them from the fragmental level to the level of "perfection".

The work on the understanding of the essence of the work of art by M.S.Vasileva, M.I.Omorokova, N.N.Svetlovskaya [5] is presented as follows, the basis of which is integrated into the psychological features of understanding of the work by students, taking into account the laws of acceptance, goals and means of teaching:

Understanding of literary work by students

Stages of work	Working styles
I Preparation for reading Introductory course	Teacher's question or conversation
II Primary holistic acceptance of the work	Read aloud (I class) or "inside "(II-III classes), read by the teacher
III Primary acceptance check	Answers to clarifying questions about the imagination of the reading work
IV I stage of analysis-understanding of the content of evidence	Continuous reading of the text by the pupils, interpretation of its content with the help of the teacher
V II stage of analysis – the main points, understanding the feeling of the heroes, assessing their actions	Analysis of parts of text or images using selective reading and imagination "drawing with a word"
VI	Independent assessment of what is read by

Synthesis-a holistic perception on a relatively thoughtful basis (a holistic understanding of the ideological, figurative side of the work)	students. Express in their own words their attitude to the Read work. Expressive reading
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Full acceptance of an artistic work is a complex process that has its own peculiarities. The formation of a correct and full-fledged acceptance of the work of art in students, that is, the transfer of them from the fragmental level to the level of "perfection", is one of the main tasks of the primary school teacher. However, without the purposeful use of methods of analysis of works of art, this can not be achieved.

Psychologist S.L.Rubinshteyn recognizes that the level of development of cognition, which expresses the child's mental development, is the stage of interpretation (comprehension giving, interpretation). In his opinion, interpretation (lot. "Interpretation", "expression", "understanding") – is not considered the final stage of the development of cognition, and it changes at the stage of the development of perception. According to the state of deep understanding of the content of the predicate, the scientist shows that there are the following types of interpretation: 1) interpretation, which bases the connection of events in the cause and effect and in a similar way; 2) summary interpretation, based on the properties of external intuition; 3) summary interpretation, covering the logical aspects of interaction from the essence of the subject and phenomena [1].

Psychologist D.B.Elkonin's observations that the interpretation change is associated with a change in the perception process, which is based on the initial, random-generating statement of the child at the stage of a similar interpretation, and then re-perceives some situations of the phenomenon on the basis of the results of a random comparison deserve special attention [1].

In carrying out the study, accordingly, 1st-graders were offered pictures on different topics (simple and complex, easy to find and unfamiliar plot for children). It was found that the complexity in the content of the pictures would allow the

readers to make changes to the story again. In some cases, it was observed that in the children's story the process of calculating or describing a simple number has changed. But this situation does not indicate the presence of a specific counting, counting or imaging stage in primary schoolchildren. After all, in the process of perceiving and describing images in simple terms, the Readers compiled explanatory stories. It is worth bearing in mind that in the process, students will not only be able to circumvent this or that argument, but also be able to express them on the basis of their own vocabulary.

It should be strictly noted that in the lessons of primary school reading, No matter what type of work and method is used in the process of speech development by working on the text, after each type of creative work, the teacher should analyze the mistakes and shortcomings that have been made in pronunciation, word application, and sentence construction. And this, in turn, is one of the most important factors for the correct formation and growth of speech.

It is noted that full-fledged acceptance of the text (work) is necessary to have a number of skills: to be able to evaluate the hero of the work, to reflect on the results of the behavior of the personages, on mistakes, on motivations, to understand the change in emotions, to master the idea of the work. The students' answer to each question will allow them to judge the level of development of a particular skill. Also, reading the artistic text, correctly displaying the results of the actions of the personages in it, evaluating them, understanding the idea of the text creates the opportunity to develop the thinking abilities of readers, oral and written speech.

Conclusion

Taking into account the characteristics of the types of oral, written, external and internal

speech in the classes, the psycho-volitional and moral aspects of the students guarantees the successful passage of the process of speech cultivation.

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