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**FORMATION OF SKILL OF READING (KNIGOLUB) IN PRIMARY SCHOOL CHILDREN THROUGH GAMES AND EDUCATIONAL TECHNOLOGIES**D.A. Muminova<sup>1</sup>*Abstract*

This article highlights the psychophysiological features of primary school children and the associated ways and means of formation of reading skills. When implementing the goals described the feasibility of the use of gaming technologies in teaching students to read. The game acts as a means, form and method of activization of activity, training and education of children.

*Keywords:* reading, formation, game, technology, development.

Reading is a system process that involves many elements. Since teaching children the technique of reading, it is very important that the processes of education and development of students were in line with modern techniques. At the same time, the ability to competently teach reading to younger students who do not yet fully possess communication skills, the task is very difficult and responsible.

Now the focus of the student, his personality, a unique inner world. Based on this, the main task of the modern teacher is to choose the form and methods of organization of educational activities of students who meet the goal - the development of the student's personality. The oldest means of education and training of children is such an activity as a game. It complements traditional forms of learning and enhances learning. On this basis, play forms of education and upbringing of children are of particular importance. Many outstanding teachers: Vygotsky L. S., Rubinstein S. L., Makarenko A. S., El'konin D. B., Sukhomlinsky V. A., Shmakov, S. A., Pidkasty P. I., etc. observed the effectiveness of games in learning. Didactic value of the game was proved by K. D. Ushinsky.

Play is a form of learning that is easy for a child, an organized activity that requires emotional and mental strength. It always involves decision-making, the desire to win, includes the mental activity of students. But for children, the game, first of all-an exciting thing. Entertaining world game makes it monotonous activities positively stained on memorization, repetition, consolidation, or assimilation of information. This action includes mental processes and functions of the child.

The game promotes the application of knowledge in a new situation. The material, which is assimilated by students, passes through a kind of practice, makes a variety and interest in the educational process. In the game appear more full, and sometimes suddenly. Many well-known teachers and scientists characterized the state of public education as a crisis for the development of the country and culture and civilization in general.

The game is one of the methods actively used in primary classes at the lessons of literary reading, its application allows to intensify the process of development of students' communication skills, educational and information and organizational skills.

Teachers to some extent resort to the use of gaming technologies in their activities. In grade 1 most children come with an unformed arbitrary activity component. They have difficulty in accepting any task. The difficulty also lies in finding a solution. Children of this age are subject to a high degree of fatigue. Therefore, teachers need to include in their work with children methods of increasing attention, stress relief.

Children come in 1 class with different levels of preparation for reading. Dominant in the work with children of different intellectual levels should be such an organization of classes in literary reading, ensuring the strength of knowledge of all students. And the same approach to students at all stages of classes is not effective, because they perceive the material differently. Therefore, it is important to focus on the diversity of

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each individual, to create effective learning situations, avoid fatigue, reduce student interest in active cognitive activity.

The period of primary school age, coincides with primary school education, is set from six to seven to ten to eleven years. In this age period there is a further physical and psychophysiological development of the younger student, which provides an opportunity for systematic training at school.

According to some researchers, the psychophysiological basis the difficulty of reading is the slow pace of reception and processing visually perceived information, the difficulty of establishing associative links between visual, auditory and speech-motor centers involved in the act of reading, low rate of flow mental processes underlying the understanding of the perceived information, weakness of self-control.

Insufficiency of sound analysis and synthesis, violation of the pronunciation side of speech, weakness of visual perception, reduced efficiency, attention, poverty of the dictionary and grammatical system, difficulties in understanding logical connections—all this leads to the fact that children read the text with significant distortion. Errors that violate the correctness of reading, the unit for the students of mass schools, become numerous, typical of the auxiliary students and are a phenomenon quite persistent, persisting even in high school and inhibiting development of fluent reading skills.

Vygotsky believed that with the beginning of learning thinking goes to the center of conscious activity of children. The development of verbal and logical reasoning, which occurs during the assimilation of knowledge, and rearranges all other cognitive processes: memory in the period of primary school age becomes thinking, and perception-thinking.

During this age period in the development of the child's attention there are significant changes, there is a rapid development of all its properties: twice the amount of attention, its stability, develop the skills of switching and distribution. By the age of nine or ten, the child is able to maintain attention for a long time and perform an arbitrarily specified program of action.

Game—one of the forms of influence of the adult on the child, representing a multidimensional, complex pedagogical phenomenon, it is both a game method of training of children, and independent game activity, and means of comprehensive education of the personality.

According to the conceptual position of the national psychology on the problem of development of the psyche and personality, the driving forces and direction of mental development is determined by the joint activities of the child with an adult, which is manifested, including in the game.

The structure of the game is:

- roles taken by children (e.g. driver, salesman, driver, mother, doctor, daughter, etc.);
- game actions through which children realize the assumed roles of adults and the relationship between them;
- game use of items in which real items are replaced by game items (for example, a chair-train, dolls-children, paper-money, etc.);
- real relationships between children playing, expressed in a variety of remarks, remarks, which govern the entire course of the game.

We believe that the game must be available to those involved in it. The task of the teacher is to choose the right level and direction of the game. Pick up the game should be applied to each individual. However, this does not apply to all games, but only to those that are based on intelligence, observation, spatial imagination. In cognitive games, where the foreground is the presence of knowledge, learning skills, everything is different.

The game should correspond to the knowledge that the players have, and in this case it is easy to determine which level of students to address a particular game. However, the success of the game depends not only on the skillful choice, but also on how it is carried out.

The game should be well prepared, its plan should be carefully thought out. It is important to explain the rules of the game briefly and clearly. You should not repeat the same game many times in a row. The teacher almost always has to perform her duty as a judge. The word judge is a law for the players. However, the controversy in the game

(the phenomenon is extremely undesirable) occur sometimes at the hands of the judges when the referee, allowing concessions in one, strictly exacts from others. This should not be allowed," judging " should be principled and fair.

The Central point of the game is the role that the child takes on. We believe that the game, being a form of active, practical activity, allows the child to solve the cognitive tasks available to his age opportunities, creates prerequisites for the development of arbitrariness of mental processes, the formation of personality. The game allows to develop the child's ability to self-determine in the surrounding life, to be included in educational activities and forms of communication with other people. Learning independence and learning skills can be effectively implemented through games and game techniques.

Games bring up in children goodwill, initiative, high efficiency; stimulate and activate cognitive processes: thinking, memory, imagination. All this allows you to define different functions of the game:

- as a means of education;
- as a method, admission training;
- as a form of organization of children.

Children repeatedly repeat the same actions with the same objects, reproducing the real actions of adults. Playing real actions of adults with objects becomes the main content of the game preschoolers.

While playing, the child adjusts their emotions, learning to feel, perceive, assimilate all sensory references. "Without the game there is no, and can not be a full mental and mental development. The game is a huge bright window through which a life-giving stream of ideas and concepts flows into the spiritual world of the child. The game is a spark igniting a spark of inquisitiveness and curiosity.

Galanov emphasizes the role of the game in the formation of cognitive activity, teaching effective ways of communication of children, etc.

Every year there is an increase in the number of children with different learning difficulties. To cope with this, you can use a number of different adequate methods of influence on the child, as the main of which is game therapy.

Methods and techniques to improve reading techniques.

In correctional pedagogy there are methodological techniques and Methods and techniques to improve reading techniques.

In correctional pedagogy there are methodological techniques and exercises that contribute to the development of reading skills, education of interest in reading, as well as improve the memory, attention of students, smooth out the defects of logical thinking and prepare the consciousness of students to the perception of images, moods and experiences that the author tried to reflect in his work. These techniques can be used in reading lessons and native language.

1. Reading, dividing into parts.
2. Reading on the finished plan.
3. Reading, retelling after reading.
4. Read chain according to the sentence, a paragraph.
5. Reading in a low voice.
6. Reading, find a passage to the picture.
7. Read the answers to the questions.
8. Reading an excerpt to which you can choose a proverb.
9. The conversation that accompanies selective reading.
10. A readers ' theater.
11. Read on roles dialogue, except the words of the author.
12. Reading, retelling of the read text with the help of gestures, facial expressions,

poses.

Exercises aimed at developing reading skills.

For the development of reading skills in practical work, you can use special exercises that are included in each reading lesson. This work gives a positive result, makes the lesson lively, making it more interesting and emotional. All exercises are divided into four groups:

- \* for conscious reading (logic exercises and games composing words);
- for the formation of correct reading (exercises aimed at the development of

attention, memory);

- for the development of reading fluency (exercises to expand the field of vision and activate the organs of speech);

- to develop the expressiveness of reading;

All this plays a huge role in enriching the child's speech and forming his reading technique. Speech designation of the game allows you to effectively master it, in the future to use it in a variety of ways in the construction of communicative interactions and the development of reading techniques of the child.

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