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Research Article

INNOVATIVE METHODS OF TEACHING PRIMARY CLASS STUDENTS TO READ EXPRESSIVELY

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ABSTRACT

The article talks about the development of expressive reading skills, goals and tasks, and innovative methods of teaching expressive reading to elementary school students.

KEYWORDS

speech, tempo, rhythm, pause, stress, intonation expressive reading, correct reading, conscious reading, fast and fluent reading.

INTRODUCTION

In fact, the history of expressive reading goes back to ancient times. Beautiful and expressive speech has always attracted people. After all, the influence of fiction becomes more vivid in the process of expressive reading. Expressive reading of the works affects the emotions and mind of a person and serves to enrich the spiritual world. After kindergarten, the first periods of

school play an important role in a child's life. That is why primary education is one of the most important periods. In this process, together with the child's literacy, his worldview expands and develops. It is during this period that every activity aimed at developing the student's perception has a great impact on the development of the child's mind. Therefore, it is necessary to

carefully look at every process of education during this period.

Teaching elementary school students to express reading includes 3 stages:

1. Read correctly. Most of the words given in the textbook will be unfamiliar to a child who has just entered school. Therefore, it is necessary to give great importance to proper reading in the 1st grade. That is, it is necessary to ensure that each syllable, each sound and each word is pronounced fluently and audibly. In this case, the teacher must first pronounce the words and sentences given to the students correctly, fluently and audibly. For a student who cannot pronounce sounds correctly and cannot read words fluently, speaking more quickly is an effective method.

2. Mindful reading. The role of the teacher is very important at this stage. Because the reading of many words is unfamiliar to the reader, so their meaning is also unfamiliar. The teacher learns the words that are incomprehensible to the student from his interest in the lesson and how he pronounces the words. At this time, if the teacher explains the meaning of each of the words that are unfamiliar to the student and explains them by connecting them with real life examples, the unfamiliar and incomprehensible words will remain in the student's mind faster.

3. Read quickly and fluently. In this process, it is necessary not to read slowly or very fast, but to follow the average speed, and to ensure both correct, conscious and fluent reading. If the teacher can correctly and successfully implement the two stages listed above, then in the third

stage, students will begin to read words correctly without difficulty. A student who begins to read correctly and consciously can read words quickly and fluently without any difficulties. In the implementation of these three stages, the method and techniques used by the teacher are also important.

From a pedagogical and psychological point of view, the child's imagination is in the game, and his mental state is in the movement. They cannot listen to a speech that lasts more than 10-15 minutes. Therefore, in the early stages, the tasks of education and training are carried out mainly through games, interesting conversations and expressive readings. Through expressive reading, students do not get bored in the lesson, but instead become active, and their interest in the work of art increases. If the reader does not feel the meaning of the words in the book he reads, he will not be able to see the beauty of the outer world. In the process of expressive reading of poetic works, new thoughts and feelings are awakened. That's why memorizing poetry along with teaching it to the student will be an excellent light on light. The more poems students memorize, the more their vocabulary will increase. In order to ensure that the knowledge they impart is interesting, the elementary school teacher should allocate a special place to expressive reading in every mother tongue and reading literacy lesson. Expressive reading is very important in revealing the artistic features of the work, especially in deep understanding of its ideological content. Just as not all genres are read equally, not all readers have the ability to read

expressively. Especially, most of the students are always influenced by their dialect. The content of the work read "expressively" under the influence of dialect is damaged. For this reason, it is important for the teacher to save the students from the influence of dialect, to teach them to read expressively, and it will help them to get the essence of the artistic work.

There are five main tools of expressive reading: stress, pause, intonation, tempo, and rhythm. Accent is one of the main means of expressive reading, it serves to highlight and draw special attention. Accent helps to understand the meaning correctly and fully, and to pronounce words correctly. The pause plays an important role in the communication of works of art to the reader, and is closely related to the content and syntactic structure of the work, as well as the genre. The pause helps the listener to get the author's idea clearly and fully. Intonation is very important in the process of expressive reading. The inner experiences, mental states and various moods of the heroes are expressed in the works of art by means of intonation. In particular, the role of intonation in conveying the rhythmic melodiousness of poetic works to the listener is considered significant. The expressive reading of each work is determined by its genre characteristics and compositional structure. Therefore, not all works of art are read in the same way. First of all, the teacher must thoroughly study the system of images, artistic features and its ideological content of the work. Reading poetic works depending on the genre, rhythm, rhyming order and stanza structure of

the work is one of the distinctive features of expressive reading. Any work has its own rhythm and tempo hidden. For this reason, the teacher should first familiarize himself with the work without directly starting expressive reading. Then, if he marks the places where the rhythm and tempo of the work changes, and then reads it expressively, the work will reach the listener completely. Tempo is the emotionally tense and exciting breath of expressive reading. The tempo changes according to the characters' emotions, inner experiences, and the intensity of the events. In the process of expressive reading, increasing the tempo does not mean hurrying, it means enlivening. If pacing is not taken into account during expressive reading, the speech will be boring and ineffective. In the primary grade "Reading Book" textbooks, there are questions and assignments on improving expressive reading skills. They form the student's correct, conscious and fast and expressive reading skills.

Correct reading depends on the length and brevity of the word, the reader's vocabulary, and the morphemic and syllabic composition of the word. Elementary school students often make mistakes for the following reasons:

1. Pronounce the word without fully synthesizing the meaning of the word, seeing its sound side. is eager to do;
2. A polysyllabic word is given, and if the student has not heard this word before, he makes a mistake in reading this word;

3. He makes a mistake by not knowing the meaning of the word; 4. He makes the mistake of reading quickly.

5. The fall of light is also very important in reading correctly.

Preparation for expressive reading includes three stages:

1. Understanding the specific content of the work and analyzing the behavior of the characters participating in it;

2. Determine where to pause and the tempo of the work;

3. To practice expressive reading more, read the text over and over again in order to be able to voice the reaction to the events described by the author, to the images embodied in the work.

Expressive reading motives are also important in organizing the educational process based on pedagogical technologies. Before reading the works to the students, it is necessary to introduce them to the writer who wrote the work, and then the content of the work should be told, and the students' interest in the work will increase. Sometimes, if we start talking about the content of the work and tell them that we will study the development of the next events from the book, the students' interest in the content and essence of the work will increase even more. Then the teacher reads the text and explains its content, or it is more effective if students' activities are used. After reading the work, vocabulary is worked on, unfamiliar words are explained, and students'

vocabulary is increased. In order to develop students' reading comprehension skills, the teacher uses various exercise methods. For example, you can divide the text into parts and give tasks to find a separate title for each part. At the end, the content of the text is worked on. Pupils can recite any part of the work or master the content of the work with the help of various didactic games. With the help of such methods and games, the teacher not only develops the motivation of students to study, but also affects the rise of their worldview.

In conclusion, it can be said that through expressive reading, students' imagination expands, their speech develops, their memory is strengthened, and their emotions are educated. and is of great importance in the formation of skills.

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