

## Characteristics of Story Perception of Primary School Pupils

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**Annotation:** In this article, some mistakes and shortcomings in the formation of reading skills and reading stories in primary grades have been mentioned. Also, information about reading and types of reading in the learning process is given.

**Keywords:** fiction, literary character, reading lessons, correct reading, wrong reading, fast reading, expressive reading, aloud reading, internal reading, whisper reading.

In the methodology of the analysis of an artistic work in primary grades, the psychological characteristics of the perception of an artistic work of young pupils are taken into account. According to the investigations of psychologists, along with the components that serve to perceive and acquire knowledge of the work, it also includes emotional-aesthetic feeling. Understanding a work of art is not enough to understand it well. Perception of the work is a complex process, which includes the formation of some kind of relationship to the reality depicted in the work.

As a result of psychological tests, the psychological features of the perception and evaluation of literary heroes of young pupils were studied and it was determined that they have two different attitudes towards the literary hero:

1. Emotional response to a literary character.
2. Elementary analysis.

Pupils use their personal and moral concepts when evaluating the characters participating in the play. Of course, such moral concepts are limited in young pupils. They often use the concepts of bravery, correctness, hard work, goodness as moral qualities. Their vocabulary is not enough to describe other qualities of the characters. The task of the teacher is to analyze the work with the pupils and introduce words describing the moral, intellectual and emotional qualities of the characters into their speech. This is one of the conditions for a good portrayal of the character of literary heroes. The character of the characters in the work is understood based on the understanding of their moral qualities. In this case, it is important to know why the hero should do what he does, not what he should do. In this process, it is necessary to work more on the moral qualities of the heroes of the work.

It is necessary to take into account the psychological characteristics of pupils in order to ensure the conscious assimilation of the work being read in reading classes. Since primary school pupils do not have a thorough synthesis between perception, pronunciation and understanding of text content, they make mistakes in reading. This makes it difficult to understand the content of the text. Correct reading depends on the length and brevity of the word, the reader's vocabulary, that is, how much he knows the lexical meaning of the word, and the syllabic and morphemic composition of the word. Pupils often make mistakes for the following reasons:

1. Since there is no thorough synthesis between pronouncing a word and understanding its meaning, the child sees the sound side of the word first, and is in a hurry to pronounce it. He ignores the meaning of the word.
2. If the word has many syllables, the child will make a mistake if he has not heard it before.
3. Makes a mistake due to not knowing the meaning of the word.
4. Makes the mistake of reading quickly.
5. Correct reading depends on the light and the fall of the light.
6. They have difficulty reading words with closed syllables in the middle and at the end of the consonant sound.

To prevent misreading, the following should be taken into account:

1. Before teaching the text, identify words, phrases and sentences that are difficult to read and determine the methods of working on them. Practice reading complex words in syllables.
2. Before reading the text, explaining the dictionary meaning of words that make it difficult to understand its content. Determining the methods of interpreting the meaning of words.
3. Make tasks clear and understandable.
4. Creating conditions for them to read the text carefully.
5. Teaching internally first, then teaching aloud.
6. To take into account the individual characteristics of pupils in teaching, that is, to determine the places where the text is easy, moderately difficult and difficult to read, and distribute it to pupils who can read it in advance.
7. Regularly checking pupils' reading.
8. Depending on the nature of the error, determining the methodical way to correct it.
9. To warn pupils about possible mistakes.
10. Using bookmarks.
11. If the misreading depends on the pupil's personal sense of sight, this aspect should also be taken into account. A good result is if the teacher writes down complex words in syllables on a notepad or cardboard in advance and teaches them aloud to the pupils together.

Errors made by pupils can be corrected in two ways:

1. If the reader misreads the suffix at the end of the word, the mistake can be corrected without stopping him from reading.
2. If the meaning of the sentences is broken due to reading mistakes, the method of re-teaching is used. If the pupil is asked a question about the text he has read, the pupil carefully re-reads it.

Fast reading. Fast reading is reading at a normal speed, in which the speed of reading should not be separated from the understanding of the content of the text. The speed of reading should increase in accordance with the speed of understanding the text. Reading that provides mastery of the content of the read work, conscious perception of the content of the text is called fast reading. Reading speed is determined by the number of words read per minute. In the reading program published in 2005, the speed of reading in the second semester of the 1st grade is 20-25 words (the speed of

reading an unfamiliar text is also 20-25 words); 25-30 words at the end of the academic year; In the first semester of the 2nd grade, the speed of reading the text is 30-35 words; 40-50 words in the 2nd semester; 60-70 words in the first semester of the 3rd grade; 70-80 words in the 2nd semester; In the 1st half of the 4th grade, 110-130 words are written silently, and 90-100 words are read aloud. Experiments show that if a child reads a text with 250 words in one minute, he remembers 200 words in it. If he reads by letters and syllables, his focus is not on words, but on syllables. As a result, he cannot remember words. If this is applied to the reading speed of 4th graders, they will remember 100 words out of 125 words. This allows to achieve high performance. In the 4th grade, there are pupils who read 170-180 words per minute. Reading speed gradually increases during four years in connection with correct and conscious reading.

**Expressive reading.** Expressive reading is to be able to express the idea and appeal of the work correctly, clearly, in accordance with the writer's intention with the help of intonation - tone. "Expressive reading is the first and main form of clear and demonstrative teaching of literature," says Methodist scientist M.A. Rybnikova. So, the main task of expressive reading is to visually show the content and emotionality of the work to the pupils through intonation. The main principle of expressive reading is a deep explanation of the idea and artistic value of the read work. Intonation (tone). Intonation is the sum of the elements of oral speech acting together: emphasis, tempo and rhythm of speech, pause, voice pitch. These elements influence each other and together express the content, idea, different moods and inner experiences of the protagonist.

Important conditions for pupils to master the basics of expressive speech are as follows:

1. Knowing how to take and distribute breath correctly during speech.
2. Acquiring the skills of correct articulation of each sound and clear diction.
3. Acquiring the standards of literary pronunciation.

These conditions apply not only to expressive reading, but also to expressive speech, that is, to storytelling. Any oral story of the pupil should be expressive. One of the main means of expressive reading is voice. Voice is inextricably linked with breath. Therefore, the teacher starts working on children's expressive speech by teaching them to control their breath and use their voice correctly. Voice strength is characterized by high-low, long-short, speed (tempo), pleasant-unpleasant characteristics.

### **Types of education**

In primary grades, pupils use three types of reading:

1. Reading aloud.
2. Reading inside.
3. Whisper reading.

Reading aloud is reading based on sound, which is widely used in the educational process. There are ways of reading aloud alone, accompanied and in roles. Memorization is also a form of reading aloud. Reading inside is also based on sound, but it is read without sound. Whispering is reading in a low voice. A qualified reader must know all three types of reading. Reading aloud, reading silently, and whispering have their uses, advantages, and disadvantages. For example, 2nd graders read few words while reading, they do not understand the meaning of the words, they cannot fully absorb the content of what they read. Psychological research shows that pupils who are learning to read now pay attention to the sense of hearing in order to understand the text being read.

In conclusion, I should say that the pupils who are learning to read now pay attention to the sense of hearing in order to understand the text being read. Secondly, because the reading skills of the 4th graders are not well formed, they did not understand the meaning of some words during the reading process. Taking this into account, 4th graders use voice and whisper reading. In 3rd and 4th grades, reading aloud is also used. In these classes, internal study is more effective, but internal study should not become mechanical study. Internal study should be directed to a certain goal, that is, it should be taught internally on the basis of various tasks as follows:

- Read the poem to yourself and prepare for expressive reading.
- Read inwardly, find out the meaning of unclear words and write them in your dictionary. Try to explain their meaning using a dictionary.
- Read the story inside yourself and divide it into parts.
- Read inwardly and prepare to read aloud.
- Read in yourself. Find a place that describes the view of nature.

Such tasks become more complicated as they pass from class to class. In this case, it is necessary to check how much the pupils have understood the work. In internal reading, the teacher cannot identify the shortcomings of the pupils' reading. This limits its use.

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