Teaching Future Primary School Teachers How to Work with Text in Primary School

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Abstract: The most important task of primary education is teaching children to read. At this stage, elementary school students should not only learn to read aloud and silently, but also use reading skills to find the necessary information from the text. Necessary knowledge, mastery of other subjects, enriches their learning experience and intelligence, because one of the characteristics of the new generation standard is personal skills such as self-esteem, self-development and self-awareness. is to develop qualities.

Keywords: subtext, RAFT technologies, acceptance of ZHU, POPS - formula, "edutainment", PIRLS, Crossense.

Veliky I.V. Goethe said: "One does not own what one does not understand." This idea can be continued "One does not own and does not love what one does not understand." School practice confirms that dislike of reading and associated learning difficulties often result from a student's inability to understand what he has read, up to the loss of interest in learning. Teaching methods of working with text, laying the foundation for learning ability, forming independent learning skills is one of the most urgent didactic tasks!

Working with text begins in the literacy period. The purpose of the literacy training course is to create a basis for the formation of a functionally literate person, to ensure the development of the child's language and speech, to help him realize himself as a native speaker.

Achieving the goal and implementing its main directions is carried out within the framework of interrelated topics "Word", "Speech", "Text".

The word is considered from four perspectives:

➢ designation of sound composition and sounds with letters;

➢ word composition (root, prefix, suffix); word formation (using noun suffixes, verbs - using prefixes);

➢ grammatical meaning (what kind of question does the word answer);

➢ lexical meaning (what the word means, with what words it is combined in speech; words close in meaning).

Getting acquainted with the sentence, children learn the features of the sentence (the sentence consists of words, expresses a complete thought, the words in the sentence are semantically connected); learn to pronounce and read sentences with different intonation; correct spelling and

punctuation of written sentences (capitalize the first word, leave a space between words, put a full stop, exclamation mark, question mark or ellipsis at the end of the sentence); making sentences from words, drawing a sentence scheme.

During literacy training, an understanding of the text is given (the text consists of sentences, the sentences in the text are semantically connected; the text has a title; what the text is about can be determined by the title). Children learn to distinguish between text and sets of sentences, think about the meaning of the title, connect the title with the content and main idea of the text, name the text and its parts independently. When working with the texts of primer and copy books, along with the development of reading techniques, children begin to form the right type of reading activity - the ability to purposefully understand the text before reading, during reading and after reading.

Working with the text before reading.

Children independently read basic words and phrases highlighted by the teacher and written on the board (on posters, typing canvas). These words and phrases are especially important for understanding the text.

Read the title, look at the pictures for the text. Based on key words, headings and pictures, children make predictions about the content of the text. The task is to read the text and check your guesses.

Working with the text during reading. Understanding at the content level.

Children independently read the text to themselves, and then read aloud with sentences or paragraphs (small).

The teacher asks clarifying questions during the reading process, controls the adequacy of the initial perception and understanding of what has been read. The meanings of words are explained or clarified; the teacher periodically brings the children back to the assumptions made before the reading begins. There is constant improvement and deepening of understanding.

Repeated reading in larger parts, conversation.

Work with the text after reading. Achieving understanding at the level of meaning. The teacher's questions to the entire text allow you to understand it already at the level of meaning.

There are different types of word processing (you all know them well) Step-by-step implementation of word processing Let's look at the step-by-step implementation of a word processing system in the classroom in an elementary school.

Terms of learning to work with text

To learn how to work with texts, some conditions must be met:

To develop the ability to find information, age-appropriate scientific and cognitive texts (children's encyclopedias, natural history content), life events and mass media are used. In order for children to learn to interpret received information, texts of different styles, but similar in content, are selected: for example, about an ant: "Dragonfly and ant" by I.A. Krylov and V. Bianchi "The ant is in a hurry." In this way, work is being carried out on the development of students' speech (retelling, creating their own statements, vocabulary of speech, its emotionality, correctness, accuracy and expressiveness). When working with texts, students' motivation and their ability to be students are taken into account.

Works of different sizes allow the teacher to take into account different levels of preparation of students. A differentiated, individual approach to education is one of the main features of modern primary education. The need for a differential approach to work is due to the fact that we begin to teach children with different levels of readiness for school (reader, non-reader, literate and doubtful) and different individual characteristics.

Intersubjective connections

When working with the text, a systematic approach to language learning is implemented, interdisciplinary connections are observed. Working with the text is carried out in Russian language lessons (from the section "Speech Development"). The older the child, the more difficult the texts. There is absorption into the text, analysis of the proposed text (deformed, incomplete, missing parts, sentences, words, etc.), working with the dictionary, introspection. To restore the text by keywords, phrases, write in your own words, based on your own knowledge and search for additional information (dictionaries, encyclopedias, other similar texts). Comment on the read work (2-3 sentences), write a picture of a landscape or a portrait of a character, a pencil test (composing rhymes, fairy tales, stories). Emphasis is placed on word processing, including reading by syllables, dividing words into syllables for copying, and identifying stressed syllables. enters. Working with individual words, phrases, sentences, as well as the entire text material, allows you to train visual memory, which means it develops spelling awareness.

In mathematics lessons: working with text problems. An analysis of the problem is carried out, a connection is made between the data and the desired things before choosing one or another action to solve it. Translation of a text assignment into a table, diagram, graphic model and vice versa. When working on the text of the task, the teacher also betrays a creative character: change the question or condition, ask additional questions. This allows you to expand the child's thoughts, establish a connection with the surrounding reality. In fine arts classes: depicting individual episodes and small works; examine and compare the paintings of different artists to the same text; illustration of handmade books, using colors to convey their attitude to the characters of the work, group creativity lessons on reading topics. In the lessons of the surrounding world: distinguish important and non-important features, classify, understand the main idea of the scientific text, determine the results of observations; using crosswords. Texts are selected in a small volume of educational and educational nature. This will allow you to influence your ability to assess, draw conclusions, evaluate and give your own examples. It also improves knowledge about the world. In technology classes: work with text elements, work with encyclopedic materials, preparation of home-made books, group creative work ("Fairytale Houses", "Visiting a Fairytale", etc.).

Text processing technology in reading classes

Before talking about text processing technology, let's answer the question: how do we teach reading? First of all, in elementary school, you should teach to read literary text slowly, that is, the child should be able to think about the meaning of each word while reading, ask questions and find answers to them, able to reason and empathize, and he should also be able to do basic analysis of what you read. Secondly, you need to understand that we teach the child to study for himself, not for us, adults. This means that he should be taught to understand the thoughts of other people in the text, to extract the meaning of the author from the text, to feel what the characters of the work felt. Third, reading aloud and self-reading should be given equal attention.

When it comes to slow reading, teachers often have a question: What about reading techniques, are children achieving the desired reading speed? Slow reading doesn't mean slow; it refers to a unique approach to teaching reading comprehension. Reading techniques are successfully formed and further improved in the course of working on the textbook "Reading outside the classroom".

Of course, teaching such reading requires a certain methodological approach.

We remember well how we were taught to work with a new text in class. First, the teacher prepares the child to understand the text: he talks about the writer, the subject of his works, etc., and then explains the meanings of the words that are incomprehensible to the children (from his point of view). he himself wrote in advance from the text, then (again) he reads the text

expressively, and only then the children begin to work: they read aloud, answer the teacher's questions. It turns out that the teacher has already read the text that the children need to learn to read. As a result, children's activities are not stimulated and their interest is not felt. Moreover, it is not clear why these questions should be answered, how they are asked, on what basis, etc. In fact, children do not get the answer to the main question: what does it mean to be able to read a text? They do not enjoy the process of learning because the process simply does not exist.

What do Methodists offer us? The formation of the right type of reading activity in children is ".. a three-stage process of targeted individual understanding and development of books by children (before reading, during reading and after reading) ...". The method of forming the right type of reading activity in children has been developed and described in detail.

Thus, there will be three stages of working with the text: before reading, during reading and after reading. Each stage has a certain sequence of "steps".

Working with the text before reading.

The goal is to develop important reading skills such as previewing, that is, predicting the content of the text based on the title, image and group of keywords, and the ability to guess. Children read the author's surname, the title of the work, look at the picture in front of the text, and then express their guesses about the characters, theme, content.

Children (to themselves, then aloud) read the key words that the teacher has previously selected from the text and writes on the board, clarify their assumptions about the theme of the work, characters and the development of the action.

The teacher sets the task of conducting a "dialogue with the author" through the text, checking and clarifying his initial assumptions.

These are the children in the classroom who need to be shown that reading is communication, a dialogue between the reader and the author. But this communication is carried out not directly, but through the text created by the author. It is difficult because the text lacks intonation and logical stress, which makes it easier to understand spoken language. But there are punctuation marks in the text, children should be shown their semantic role. It is also necessary to show that the sequence of sentences in a text can itself "accumulate meanings", that a word surrounded by other words means more than if taken in isolation.

Working with the text during reading.

The goal is to achieve a content-level understanding of the text.

Children read the text (chapter, complete passage) independently with the setting to check their pre-reading assumptions.

Read aloud in sentences or short paragraphs (2-3 sentences) with comments. During the reading (and not after!) the teacher asks specific questions for understanding, returning the children to their assumptions as soon as the text allows them to confirm them.

In the course of reading, vocabulary work (explanation and clarification of the meanings of words) is also carried out. In this case, it will be stimulating and interesting: after all, in the process of reading, it will be clear which words need to be interpreted, and the word itself will be interpreted in the context, and not outside of it.

The questions asked by the teacher during the reading are questions for the author, the answers to which should be sought in the part of the text that has already been read or the part that has yet to be read. The teacher's comments should be short, but not take away from what was read. Thus, children see the essence of the process of "reading" the text and participate in it themselves: they follow the author through the text, think about the meaning of the words along the way, how the character of the characters is "unfolded" they observe. In front of them, they see the gradual

"accumulation" of meanings in the text, working on the language, presenting the pictures drawn by the author.

A clarifying question is asked to understand the content of the chapter (passage) as a whole. The result of comprehension can be the title of this part of the text during re-reading.

The same work ("steps" 1-3) is carried out with the next completed piece of text and continues until the end of the text is read.

If the text is large and cannot be read completely in one lesson, you can invite the children to read the following section (chapter) at home and start the lesson immediately by reading it aloud. A part of the text can be read aloud by the teacher, and then work with the text while reading aloud to the children. Here are the options. The main thing is to use this technology before reading (preview) and during reading (reading to yourself, then out loud, moving slowly along the lines "after the author", "conversation with the author" in the text is to systematically follow up during the working phase.). Experience shows that children understand the meaning of such work, accept it and assimilate it, that is, they begin to act in the same way when they study independently outside the classroom.

Discuss the content of the text as a whole, read selectively. The answer to the question: in what ways did the initial assumptions about the theme and content of the text, the development of events and characters correspond to each other?

Sh. Working with the text after reading.

The goal is to achieve understanding at the level of meaning (understanding the main idea, subtext - "reading between the lines").

The teacher poses a problem question to the whole text. Children's answers to this question and the conversation continues. Its result should be to understand the intention of the author "hidden between the lines".

The teacher's story about the writer, the conversation with the children about his personality after reading the work, but not before, because this information falls into the prepared soil after reading: the child can relate it to the work. The idea of the author's personality formed in the process of reading. In addition, a well-structured story about the author deepens the understanding of the read work.

Repeated reference to the title of the work and the illustration. Talk about the meaning of the title, its relation to the topic, the author's opinion, etc. Image Questions: What part of the text does the artist depict (or is it a picture of the entire text)? Is the artist accurate in the details? Do his views match yours? And so on.

Performing creative tasks.

I would like to draw attention to the fact that this technology of working with the text begins to be used as soon as the first text appears on the left during the period of learning to read and write according to the "My Favorite ABC" textbook. Page (for non-reading children) and immediately from page 43 - for reading children. For this, the alphabet pages have everything you need: the texts themselves, pictures for them (before the text) and groups of keywords (on the left pages in the columns for reading).

Now consider working with a poetic text in a reading lesson.

The work technology will be the same in principle, but several conditions must be set, namely:

Before reading, children can make predictions about the topic of the poem (if it is a plot - for example, about summer, school ...) or what mood it is written in. They can guess it based on the title and image (of course, it is not necessary to write keywords, especially since it is often not possible to do this).

Children should read the poem themselves for the first time. The teacher does not need to prepare everything immediately: his understanding, intonation, etc.

In the process of reading a line or stanza aloud, children should be helped to imagine the pictures drawn by the author; see what words these pictures are made of; feel the author's mood, situation, and as a result - find the right, correct intonation, write notes on the text that will help to read it expressively.

We emphasize again: reading the entire poem aloud should be the result of slow reading and "conversation with the author"

The authors recommend reading not one poem in one lesson, but several (2-3) poems related to the topic (they are exactly given in our textbooks). This eliminates the need to "chew" the same thing too much and allows you to compare the views, language, rhythm of poems, etc. of different poets.

We will see how important it is to learn to read by thinking, to teach it to a schoolboy.

With the help of non-traditional methods of working with the text, it is possible to turn the educational process into a developing environment, while having the traditional content of academic subjects.

The teaching methods we use are an important means of developing students' critical thinking. A student who thinks critically performs various mental operations - analysis, synthesis, generalization and enters into active activity.

Methods and techniques of critical thinking technology

➢ brainstorming

➢ Acceptance of the "basket of ideas, concepts, names".

➢ synchronization method

➢ cluster,

➢ RAFT technologies,

➢ Acceptance of ZHU,

➢ POPS - formula,

➢ "thick and thin questions" method

➢ fish bone

➢ Insert method

➢ RAFT technology

➢ conceptual and terminological map

➢ "True and False Statements" or "Believe it?"

➢ Adopting "Reading with Stops" and making "Prediction Tree" etc.

One of the methods of game technology is "edutainment" ("edutainment", "edutainment") - learning with fun, which is a combination of education and play. The etymology of the word is easy to trace, it comes from the combination of two English nouns: education - education and entertainment - entertainment. The word first appeared in 1948 at the Walt Disney Studios to refer to an interesting documentary film format. But today the meaning is slightly different. Edutainment is education in an entertainment format, "learn while playing, have fun while learning". The essence of interesting learning is that knowledge should be conveyed in an understandable, simple and interesting way, and the main thing should not be boring.

In the West, this is called education through entertainment. In Uzbekistan, these are master classes, seminars, public lectures, trainings, business games, modeling, etc., everything that can replace the academic form with something more modern, that can attract, interest, create, and teach thinking.

I would like to share with my colleagues my interesting experience of organizing the explanation of new material in the computer science class using the "crossense" method. Crossense is an associative puzzle of a new generation that combines the best qualities of several intellectual entertainments at the same time: puzzles, riddles and rebuses. For the first time in 2002, the readers of the magazine "Science and Life" studied mutual opinion from the authors - Sergey Fedin (writer, teacher, mathematician) and Vladimir Buslenko (doctor of technical sciences, artist and philosopher). Crossense is an associative chain closed on a nine square square for "tic-tac-toe". A total of nine pictures and twelve tasks (by the number of adjacent pairs). Unlike the crossword where all the cells are empty, in the crossword they are already filled with pictures. The task is to explain interconnectedness by telling a story based on interconnected images.

You need to read the crosses from top to bottom and from left to right, then just move forward and end in the central 5th square, and you will get a chain surrounded by a "snail". You can start with the first and any known image. Square No. 5 is the central square, and at the request of the author, it can be cross-linked with all images.

The following sequence of actions should be observed when creating a cross-activity:

➢ Determine the topic, the general idea;

➢ Choose 9 elements related to the idea, topic;

➢ Find the associative relationship between the elements, determine the sequence;

➢ Consolidation of meaning in one element (5th square);

➢ Take pictures of the items.

Interdependence can be used at any stage of the lesson:

Thus, interaction is a methodical method that allows to change the priorities arising from the goals of the modern education system in the activity of the teacher - not to teach, but to create conditions for the independent creative search of the student. Observations have shown that the use of "educational" elements in computer science classes increases students' enthusiasm for learning science, develops independence and creativity.

Summary

Step-by-step work with texts gives real results. At the beginning and end of the school year, students' reading skills are tested, where most of the tasks are focused on working with the text. The student will not have any difficulty in completing PIRLS assignments. PIRLS tasks are not difficult, that is, skills are developed step by step.

Thus, thoughtful and purposeful work with the text allows the child to get the necessary and useful information from a large amount of information, as well as acquires social and moral experience and forces him to think and study the world around him. does.