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MODERN WAYS OF ASSESSING READING COMPREHENSION ACTIVITY OF PRIMARY CLASS STUDENTS

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ABSTRACT

Reading occupies a special place in the structure of personality formation and reflects the spiritual state of society, its value orientations. The potential of reading activity contains aspects important for successful socialization and development of the student: cultural, educational, educational, communicative, psychological. Unfortunately, this potential is not always realized.

KEYWORDS

Reading, junior school age, student, primary grade, reading skills, learning process, PIRLS, PISA.

INTRODUCTION

At the present stage of development of pedagogical science, the problems of introducing schoolchildren to reading are considered (Sh.A. Amonashvili, A.G. Asmolov, V.A. Bolotov, M.P. Voyushina, T.G. Galaktionova, O.V. Dzhezheley, H.H. Svetlovskaya and others). It is in the first decade of life that the reader's activity is formed, the question is decided whether the reader's attitude to the book will be active or moderately active, passive or moderately passive. In preschool education, the model of communication

with the book is set by the educator, using the method of organizing active listening. In elementary school, the goal of literary reading is to form a reader who is able to fully perceive a literary work and work with it before reading, during reading and after reading. The specificity of literary reading lies in its integration with other subjects, which makes it the leading one in the system of formation of functional literacy of younger schoolchildren (M.I. Gubanova, E.P. Lebedeva, etc.).

THE MAIN RESULTS AND FINDINGS

Many people addressed the problem of reading younger schoolchildren: D.B. El-konin considers the process of reading as a means of developing theoretical thinking; JI.B. Zankov, Z.I. Romanovskaya, V.I. Yakovleva reveal the mechanisms of personality development through children's reading; V.G. Kazanskaya believes that the modern lesson of reading is an integral interconnected system of dependencies and patterns, where the psychological factor is decisive; R.N. Buneev, T.G. Galaktionova, E.I. Kazakova et al. study reading as a process of formation of universal learning activities for younger students.

A significant contribution to the study of the problem of reading was made by H.H. Svetlovskaya, who considers the reader as an object of methodological science. Her theory of the formation of the type of correct reading activity of younger schoolchildren, the laws of the formation of the reader, the research of her followers G.M. Pervovoy, T.S. Piche-ool, O.V. Kubasova, and others are incorporated into many modern educational reading programs for younger students. Model of independent reading activity H.H. Svetlovskaya assumes that a qualified reader sets the goal of reading, knows the world of books and possesses the necessary reading skills that allow them to independently choose the right book and understand its meaning.

Every child can be taught to read, but not all children fully perceive and understand the essence of what they read, which requires improvement and changes in approaches to organizing the reading activity of younger students, understanding the process of forming the foundations of reading competence.

In psychological and pedagogical studies (V.A. Bolotov, A.A. Verbitsky, V.G. Vinenko, I.A. Markova, A.M.

Novikov, V.A. Slastenin, etc.) it is noted that knowledge, skills and abilities become a means of forming the personality of the child when they are integrated in relation to educational activities and the content of education. The competence-based approach in education (I.A. Zimnyaya, E.F. Zeer, A.V. Khutorskoy) puts forward a new goal of education in elementary school - the development and education of the student as a subject of educational activity. The new goal-setting determines the increased requirements for the personal characteristics of a person: a high level of his intellectual abilities, independence and competence (Sh.A. Amonashvili, V.V. Davydov, V.D. Shadrikov, G.A. Tsukerman).

The designated problem was considered in the "Strategy for Modernizing the Content of General and Secondary Education" (V.V. Bashaev, E.D. Dneprov, A.G. Kasprzhak, V.V. Kraevsky, O.E. Lebedev, E.A. Lenskaya, A.A. Pinsky and etc.), in works devoted to the implementation of the competency-based approach in education (A.G. Asmolov, R.N. Buneev, T.G. Galaktionova, etc.), in the works of scientists and teachers, revealing various aspects of the educational and reading activities of schoolchildren (L.A. Efrosinina, S.A. Kislinskaya, O.A. Kruse-Brooks, N.D. Moldavskaya, N.L. Moskovskaya, O.E. Orlova, T.A. Razuvaeva, A.V. Tikhonenko, etc.).

The federal state educational standard of primary general education also puts forward requirements aimed at developing the universal reading skills of younger students, which confirms the relevance of our study as an important learning problem and the expediency of forming the foundations of reading competence in the primary level of a general education school.

Thus, based on the foregoing, it is necessary to summarize: the degree of elaboration of the problem

of forming the foundations of reading competence as a whole is insufficient, its essence and structure in relation to younger schoolchildren are not justified, the pedagogical conditions for the formation of this phenomenon require clarification, it is necessary to determine the criteria apparatus for assessing the levels of formed TM fundamentals of reading competence of younger schoolchildren, the technology of productive reading and the structure of lessons have not been developed.

All of the above allowed us to state that the accumulated psychological and pedagogical experience is not sufficient to resolve the contradiction between the need for a qualitative change in the process and results of teaching younger students to read in accordance with the requirements of the Federal State Educational Standard for Primary General Education and the lack of evidence-based pedagogical conditions for the formation of the foundations of the reading competence of younger students. schoolchildren, whose potential is the pedagogical basis for successfully introducing students to reading.

CONCLUSION

This contradiction determines the research problem: what are the theoretical foundations for the formation of the reading competence of younger students and the pedagogical conditions that ensure the effectiveness of this process?

The effectiveness of the formation of the foundations of the reader's competence of younger students is ensured by the implementation of the following pedagogical conditions:

- Formation of positive motivation of younger schoolchildren for reading activity through the use

of means, forms and teaching methods that stimulate their reading activity;

- Implementation of the integration of the components of classroom and extracurricular reading by supplementing the educational material with various types of children's books, the use of elements of extracurricular reading in the conditions of classroom reading, the development of new types of reading lessons for children's literature and reader independence;
- Assistance to teachers in the purposeful management of the cognitive activity of younger students at each stage of the formation of the foundations of reading competence by means of special teaching technology.

The technology of productive reading has been developed taking into account the use of positive factors such as correct reading activity and correction of the selection of the qualitative content of the material, the development of creative reading of literary texts and the studying reading of scientific and educational texts. It includes search-analytical, practical-realizing and control-evaluation stages, characterized by a set of organizational actions of the teacher and students.

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