
RESEARCH ON THE SIGNIFICANCE OF READING COMPREHENSION TASKS IN MASTERING RUSSIAN LANGUAGE LESSONS IN HIGHER EDUCATION

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Abstract:

Reading comprehension in an article is the ability to understand the meaning of the text being read, the ability to interpret it and form an attitude to what has been read. That this is the most important skill that students are taught in elementary school, literal understanding. The first level of comprehension is the repetition or re-creation of the text, highlighting basic information, identifying the main characters, etc. It is said to have the ability to identify the month, place, time, chronology, plot, movement.

Keywords: Russian language, knowledge, method, cognitive, student, teacher.

Introduction

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It is known that the qualifications of study are characterized by the following qualities: accuracy, consciousness, fluency and expression. Psychologists distinguish this from three stages of developing reading skills: analytical, synthetic and automated. In the first phase, the eye-perceived unit is a letter or throat (letter-letter, throat-throat reading method). During this time, the student's visual circle is limited and understanding the meaning of what is read falls significantly behind his pronunciation. At the synthetic reading phase, the reading unit becomes a word (a more effective way to read). The reading unit of the automated phase is a sentence. Understanding begins to outperform the process of presenting what is read, as a certain portion of text is visually understood and understood faster than presented. It is possible to observe all three stages in educating mentally impaired students, but they are expanded over time and their reading qualities are shaped in a unique way. Not all students can achieve automation in their learning. The main reasons - a violation of

awareness of what is being read, a poor development of semantic assumptions are noted. Mentally impaired students will not be able to fully master the text prediction skills that have not yet been fully spoken, although their ability to read fluently can be developed. Disruption of mental operations limits the ability of schoolchildren to acquire their conscious learning skills to a greater extent than any other quality.

The purpose and content of the lessons is to solve educational, corrective, developmental, and educational tasks in the classroom. For educational purposes, students' worldviews and perceptions of the world around them expand in reading lessons (they learn a lot of interesting things about people, their hard work, their nature, etc.). The main task is to develop students' ability to read correctly, intelligently, fluently and expressively. Depending on the stage of studying reading and the genre of the work, it or this task comes first. Thus, during the period of learning to read and write, the orthographically correct joint develops the ability to read and answer questions. We will gradually go to reading in whole words. Fluent study is formed in high school. When working on poetry and fairy tales, the main focus is on expressive reading, etc. In small and large classes, the teacher must ensure that students understand the text they are reading. In this regard, the following skills are developed: distinguishing the main point in what is read; your reaction to the actions of heroes, give them characteristics; find expression tools; divide the work into parts and name them, etc.

Reading lessons help to develop cognitive processes, emotional sphere and develop general teaching skills. The role of reading in the development of all aspects of a student's speech is especially important: vocabulary, grammatical structure, etc. will be enriched, clarified, and updated. Reading lessons also contribute to the development of monologue speech: the teacher's questions, images, symbols, or ability to recite text independently. The ability to consistently present read text has been improved year after year: from answering questions about the content of first-graders to creative retelling in high school, the ability to replicate the text in full and briefly is formed.

The content of reading textbooks is determined by the requirements of the program.

In grades 3-7, explained reading is conducted, in which students develop reading techniques and develop the ability to analyze work. This phase is characterized by a seasonal and thematic principle of placing material in textbooks. The availability of the analysis is provided by grouping the material with specific topics related to children's lives and experiences. Such a placement of the material allows for seasonal changes in nature, movements and movements of children, holidays, etc. in the analysis of works.

The opportunity to understand what is being read is also achieved through a special selection of works by genre. Small-form works are used: short and understandable stories, fairy tales, poems, scientific and popular articles, fairy tales, articles, riddles.

Literary reading is carried out in grades 8-10 (historical and literary principle of material regulation). The materials are arranged chronologically, starting with folk art. Students get acquainted with the works of literature classics or excerpts from them, read works by modern writers and poets.

Along with stories, poems, fairy tales, excerpts from large-scale works of art (stories, poems, ballads), the translation of authors is studied, a certain period, and knowledge of the history of literature development is developed. .

Unlike explicative reading, literary reading lessons do not involve detailed technical study of the text, the focus is on developing fluent and expressive reading, students work on character characterization, and are prepared to write conclusions and essays.

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