



**METHODS OF INCREASING MOTIVATION TO READING BOOKS IN
PRIMARY CLASSES**

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Annotation

This article is about the main reasons to increase motivation of reading from elementary school. Moreover, discusses the concepts of motive and motivation and identifies explanations for motives of literary reading of primary schoolchildren.

Keywords: motivation, learning, abilities, reading, entertainment, educational process, cooperation motives, cognitive interests, creativity, imagination, personality.

A schoolchildren's success to learning largely depends on their ability to read. The basis of learning is not only the formation of reading as a skill, where important criteria is the method, speed of reading, correctness of reading, but also the ability to work with a book. High-quality organization of literary reading lessons in primary schools forms a solid basis for children to perform creative works that develop their thinking, imagination, and speech. Reading is a " window " through which children see and learn about the world and themselves, it plays a huge role in the upbringing, education and development of a person. Thanks to reading skills, the child masters the knowledge and skills necessary for him in academic, extracurricular and extracurricular activities.



The main means of cognition and communication is considered to be speech activity, so the academic discipline "Literary reading" is one of the basic subjects in the system of training primary schoolchildren, which contributes to the general upbringing, individual development and socialization of the child. Success in its study largely determines the effectiveness in teaching a child in other primary school subjects. Mastering the language system, speech activity skills makes it possible to better understand yourself and others, master the system of moral values and aesthetic ideals. Reading competence is a set of knowledge, skills and abilities that allow a person to select, understand, organize information presented in sound and letter form, and effectively use it for public and personal purposes. The circle "Literary reading" is based on the activity-based paradigm of education, the purpose of which is to develop the student's personality on the basis of mastering the methods of activity. Therefore, the program is focused on the implementation of a communicative-activity approach to learning to read. The basic positions of the Literary Reading circle are the desire to communicate with the writer through reading, attention to the writer's personality, careful attitude to the author's idea, the presence of a response communication act, expressed in the assessment and interpretation of the information received (emotional, intellectual, aesthetic). For successful implementation of the author – text – reader communication model, it is necessary to solve a set of tasks for the formation of personal, inter subject and subject results. The planned subject results consist in mastering children's unmistakable, fluent, expressive and conscious reading, inter subject results – mastering the skills to work with information, personal results – the formation of cognitive interests, positive experience of independent knowledge of the world around them. This is why systematic and focused work on developing and improving reading skills is so important.

It is not enough to teach only to read and find the main idea, it is necessary to develop intelligence, emotional responsiveness, aesthetic needs and abilities. It is necessary to organize work in such a way that reading contributes to the development of the individual, and the individual feels the need for reading as a source of further self-improvement. It is important that the student's reading range is not limited only to the texts that are offered in the textbook, so that



the child independently, without compulsion, strives to learn new things through familiarization with the book. Creative reading is driven by curiosity. At the same time, the role of the teacher is of great importance. It can create conditions for children to enjoy literary reading lessons and increase their interest in reading. This is important because cognitive interest is the most important motive of learning, which underlies the positive attitude of students to school, to knowledge, in general, and encourages the desire to learn. As Aristotle also said, that "Knowledge begins with surprise". The ability to be surprised, to show curiosity about everyday things, to react to all the unexpected, intriguing-this is a valuable resource, that needs to be nurtured. Creating conditions for the manifestation of curiosity is a necessary component of successful work on developing reader competence. When organizing educational activities in literary reading classes, you should use a variety of entertaining and "difficult" material, involve students themselves in the selection of materials for the lesson using riddles, rebuses, crosswords, aphorisms, ethnography of words, puzzles, independent works. Five minutes of speech etiquette, solving project problems, using proverbs and sayings, and using intonation means of expressing oral speech will help children to analyze and solve communicative and situational problems, and enrich their active vocabulary. Specially selected texts and exercises are of great help in activating cognitive activity in reading lessons, the main goal of which is to develop reading skills, logical thinking, curiosity, observation, and interest in learning in general. Later, students become the main assistants, showing a great desire to help other children. At the same time, the culture of speech communication is formed and improved, since the main way to meet the child's communication needs is speech. One of the ways to increase motivation to read fiction and develop reader independence is to work on keeping readers' diaries.

The methodology consists of the following stages:

1. Skill diagnostics (a table is created on the flyleaf of the reader's diary, where data is entered: the date of checking the reading technique, the number of words per minute, reading comprehension, and the presence of errors).
2. Learning to keep a diary:
 - a) explanation of the purpose of keeping a diary, demonstration of the prize for a well-designed reader's diary;



b) collective reading and analysis of the work (books with the same work are distributed during the lesson, students read the work, highlight the main idea, analyze what they read);

c) collective filling of the page of the reader's diary (information about the author, the title of the work is entered, 1-2 sentences are formulated about the work read, an interesting fragment of the work is illustrated).

3. Self-completion (during the holidays, students are invited to read and arrange several books of the reader's own choice or on a specific topic).

4. The teacher checks the diaries and re-diagnoses them.

5. Reward winners.

Entries in readers' diaries can be varied, adding to them the expression of a personal attitude to the book you read, the selection of proverbs based on the main idea of the work, and the performance of tasks. For example, children receive a list of books with missing words in the title of the work. They are asked to complete the task: "In the list of books, instead of dots, enter the missing words." In the 2nd grade, you can expand the information about the book you read by writing down the main characters of the work, in the 3rd grade-by telling the story about the plot, the idea of the work, indicating the genre, in the 4th grade-by making a review, drawing up a plan, selecting winged expressions and proverbs, comparisons and metaphors for the work. During the class hour at the end of the school year, before the summer holidays, children receive reading diaries, in which lists of books necessary for reading are pasted. The list of books begins with the words: "Read it and win a prize!". Parents also play a great role at all stages of learning to read literature, so along with using various methods to develop reading and increase motivation, it is necessary to constantly talk with parents; give recommendations; analyze situations that may arise in the family when there are questions about independent children's reading; advise on how to support children's interest in reading; conduct research on children's joint literary events, excursions, meetings with interesting people.

To solve the problem of increasing children's motivation to read, we offer a series of parent-teacher conferences:

1. If the TV and phone compete with the book...
2. Fostering a child's interest in reading.



3. Tips of the American psychologist W. Williams "How to interest a child in reading".

4. Development of children's reading interest.

5. Reading is a window into the world of knowledge.

Reading lessons are special lessons. They teach children such important things that are necessary for their moral development as hard work, respect for people who work, friendship, charity, tolerance, love for everything earthly, etc. Comprehensive work on the development of reading motivation is reflected in students' emotional perception of the world around them, general mental development, logic of reasoning, vocabulary expansion, and the formation of competent error-free writing.

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