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Methods for the development of reading literacy of primary school students through independent thinking

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Abstract---The research paper reveals the theoretical foundations for the formation of functional reading literacy of pupil. The task of ensuring the continuity of the levels of general education remains relevant and difficult to solve. It is its solution that is the key to improving the quality of general education in the direction of the formation of reading literacy as a basic competence designed to ensure a high level of overall educational success of schoolchildren and, in the future, specialists at all levels. The direction of the international study of the reading literacy of fourth-graders at the turn of the transition from primary to secondary school is of particular importance, i.e., the level of formation of reading literacy is assessed as the basis for further education.

Keywords---independent thinking, reading literacy, primary school, reading skills, text.

Introduction

One of the topical issues of primary general education is the development of a functionally literate linguistic personality, the selection of methods and

techniques that contribute to the creation of conditions for the formation of the personality of a younger student as a literate linguistic personality. The relevance of this problem is due to the following reasons.

Actualization of the concept of “functionally literate linguistic personality” is due to social life, which is built on cooperation and communication of people at different levels of social activity. Thus, modern education must be built in such a way that it contributes to the development of those competencies that will help a person to successfully function in a social society as an individual.

Methods of Research

One of the topical issues of primary general education is the development of a functionally literate linguistic personality, i.e., the selection of methods and techniques that contribute to the creation of conditions for the formation of the personality of a younger student as a literate linguistic personality. The relevance of this problem is due to the following reasons.

Firstly, the actualization of the concept of “functionally literate linguistic personality” is due to social life, which is built on cooperation and communication of people at different levels of social activity. Functionally literate language personality of a junior schoolchild characterized:

- developed vocabulary, competent speech, ability to work with text, mastery of the norms of the native language, monologue and dialogic speech;
- communication skills that allow to conduct constructive communication: negotiate with each other, reasonably express their point of view and respect the opinions of others, choose adequate means of verbal and non-verbal communication;
- the ability to control one's speech actions, evaluate, analyze and improve them.

Secondly, it is aimed at solving this problem, which is reflected in the portrait of a graduate, including the formation of the following skills:

- be friendly, able to listen and hear the interlocutor, justify their position, express their opinion;
- knowing their native language and “respecting other people, able to conduct a constructive dialogue, achieve mutual understanding, cooperate to achieve common results”.

Thirdly, as a result of passion for television, computer programs and games, modern younger schoolchildren read little works and texts of various genres, therefore, students:

- experience learning and communication difficulties
- with difficulty carry out the semantic analysis of texts of different types and genres;
- they have insufficiently developed verbal and logical thinking;
- find it difficult to create an independent coherent text that reflects their own thoughts and views.

The problems of the modern primary school listed above require the teacher to select new forms, methods and techniques that contribute to the formation of a functionally literate linguistic personality. One of the methods for developing this personality is to work with scientific texts in the classroom and in extracurricular activities of younger students.

Based on the main categories of the text, the teacher needs to know that the understanding of the text by younger students is closely related to the process of cognition and the child's mastery of speech, textual activity. The most important means of cognition is language, and the process of cognition itself, according to psycholinguists, proceeds in a continuous alternation of the processes of perception and text creation. Cognitive activity is aimed at comprehending the meaning of the text.

Intelligence is understood as "a form of organization of individual mental experience, which determines the features of the cognitive attitude of the subject to the world and the nature of the reproduction of reality in individual consciousness". It is with the help of the intellect that the subject of cognition "works out concepts, judgments, draws conclusions and conclusions in order to display the activity and indicate the motives of human activity". Therefore, cognitive activity as a component of the functionally literate language personality of younger students occurs in the process of working on scientific style tests.

Results

Scientific style is a stylistic variety of language that functions in the field of science, technology and production. The linguistic features of the scientific style are the normalization and monologue nature of speech, preliminary consideration of the statement, and a strict selection of linguistic means. Texts of the scientific style reflect the stages of the scientific mental activity of the author, who, based on facts, puts forward a hypothesis that explains a phenomenon, finds ways to verify it, prove it, comprehend the general system of scientific knowledge. A scientific text implies the author's desire to rationally present information to a generalized addressee.

The main features of the scientific style are: scientific topics, precise definition of concepts, objective nature of presentation, brevity of presentation, desire for generalization, abstraction, consistency and evidence of presentation, richness of factual information. The specificity of the style is characterized by a logical sequence of presentation, an ordered system of links between parts of the statement, the desire of the authors for accuracy, conciseness, unambiguity of expression while maintaining the richness of content. The scientific style is divided into three main varieties: actually scientific, scientific and educational, popular science. In the practice of elementary school, two types of scientific style are used: scientific and educational and popular science. Below we consider the distinctive features of these two styles.

Table 1. Distinctive features of the scientific, educational and popular science substyles

Scientific and educational	Popular science
1. Goal setting	
Development and preservation of subjectively new scientific knowledge among students, the possession of which is necessary for the general cultural development of the individual	Formation in students of general ideas about phenomena, objects and processes from different areas of scientific knowledge in an accessible and understandable form
2. Application area	
Textbooks Teaching aids Teacher's speech Students' speech - answers to teacher's questions	Popular science magazines and newspapers Children's encyclopedias Non-fiction books Public speaking Conversations on radio, television on scientific topics
3. Genres and types	
Abstracts, summaries, annotations, reviews, theses, reports, lectures	Essays, articles, notes, messages, speeches
4. Stylistic language features	
The combination of accuracy, abstraction, generalization with educational didactic orientation. Adapted scientific information with the age and level of preparedness of readers. The content of the text has an instructive component and includes the formulation of rules and definitions. The use of words with didactic semantics: "remember", "studied", "passed". Emphasized dialogue, expressed in the use of pronouns, verb forms, interrogative sentences and dialogue units. Functional-semantic type of speech - text-reasoning	The presence of opposite genre and style features: ➤ logic and emotionality; ➤ objectivity and subjectivity; ➤ abstract and concrete, illustrative, visual. Closeness to general literary style. Detailed presentation of scientific data, a kind of "chewing" information. Disclosure of general provisions on specific examples. The desire to avoid the wide use of terms or a specific explanation of their meaning. "Not cluttering up" with scientific facts – the use of various parallels and "inserts" of non-scientific content. The use of a variety of techniques (including speech) that activate the reader's attention. Striving for originality, unconventional expression

Conclusion

Consequently, from the foregoing, the following conclusions can be drawn:

1. In elementary school, only two areas of the scientific style of speech are considered: scientific and educational and popular science, the actual scientific substyle is not studied in the elementary grades.
2. The educational and scientific substyle is used both in the oral speech of the teacher and in writing textbooks. The author of the speech is usually not the "author" of those laws, concepts, ideas that he sets out, however, he is

responsible for the assimilation of the content of the text, scientific information by younger students. Therefore, in addition to consistency, accuracy, abstractness and generalization, educational and scientific speech has an educational and didactic orientation. The specificity of the scientific and educational text is due to its communicative task: the author seeks to convey scientific information to the addressee and ensure its assimilation. And for this it is necessary to adapt the information in accordance with the age of students, the level of education. The main features of scientific and educational speech include:

- the conceptual content is supplemented by the level of representations - images of reality that have a sensual-objective, concrete character, in which the fact as a kind of knowledge becomes no less significant component of the content of speech than a concept or regularity. In the text, this feature is manifested in a large number of structural and semantic components, representing an example and its explanation;
 - texts include formulations of various rules and definitions that have explanatory power. These structural and semantic components organize the activity that the student performs on the basis of the knowledge obtained from the text.
 - Didactic orientation, instructive content determine the presence in the scientific and educational text not only of certain structural and semantic components, but also of certain vocabulary, words with didactic semantics, for example: studied, passed;
 - emphasized dialogism, which can be expressed using various means: pronouns, verb forms, interrogative sentences, dialogic units, etc.
3. Popular science substyle serves the process of popularization and dissemination of scientific information. Its task is to familiarize the addressee with a certain area of knowledge and to form an initial cognitive interest in the phenomena of this area. A specific sign of such a speech is popularity, public accessibility of the presentation. The popular science text is addressed to the so-called general audience. The subject of speech in such a text is the most general concepts, the most general patterns of a particular science, so general that they are of interest not only to specialists. In popular science texts, there are always many examples, facts that are interesting, problematic, and at the same time vividly confirm one or another theoretical position. The main features of popular science speech are:
- strict logic of presentation;
 - the public nature of the presentation and ease of perception, which is achieved by using the techniques of dialogical speech in the monologue, the minimum use of numbers and special terms, the analysis of particular phenomena without a general overview, the use of comparison with familiar phenomena, etc.;
 - the use of emotional and expressive means of speech.

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