Stages of formation of reading skills in Korean

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ABSTRACT: This article is on the topic of stages of formation of reading skills in Korean, in which the types of methods used in the process of explaining this topic to students and strengthening it are explained in detail. In the study, the ways of mastering the subject using a number of modern teaching methods are shown.

Keywords: Korean language, pronunciation, methodology, oral speech, language norms, normal tempo, correctness of speech, general, features include and ect.

Reading is an exercise for the mind. It helps people open doors to new knowledge to enlighten their minds. The cognitive abilities of the students who read it will improve. How can you make sure students understand the lesson in the classroom? Helping students develop the same interest requires developing basic reading skills to understand and enjoy the curriculum.

1. **Lexical knowledge (vocabulary formation) is the most important first stage.**

Reading comprehension begins with a good mastery of vocabulary. Students with good vocabulary strategies understand what words mean and begin to acquire the background knowledge needed to understand a given text. Students will also use strategies to use contextual explanations to determine the meaning of unfamiliar words. For example:

볼펜-pen

연필-pencil

가수-singer

군인-soldier

학생-student

의사-doctor

차- car

2**. Identifying and summarizing the main points is the next step.**

After reading, students absorb additional information by summarizing the text and giving them the main points. When starting to summarize, students should be directed to main points and other knowledge using leading questions and a certain structure.

3. **Personalization of text content is also important.**

Students can increase their understanding by seeing how the material relates to their lives. It is important that students write the text on the page and make personal connections with the text. It

can also help students understand the text by helping them see connections to current events. This allows students to easily understand the text.

4. One good way to develop reading skills is to use emotional methods.

Include lessons that enhance learning and understanding by engaging more senses while reading. Remind students to read with a pen or pencil to annotate the text, and students should take turns reading aloud. It is also good to use projectors during the lesson.

5. Books should be presented according to the level of students.

A school-aged student needs a lot of practice reading books that are not too difficult. They should recognize at least 90% of the words without any help. Stopping too often to figure out a word makes it difficult for readers to focus on the overall meaning of the story, causing them to lose focus.

6. It is necessary to re-educate to form fluency.

To gain meaning from text and promote reading comprehension, a reader must read quickly and smoothly—a skill known as fluency. For example, by the beginning of the 3rd grade, a student should be able to read 90 words per minute. Re-reading familiar, simple books helps the student to remember the words quickly, so that their reading comprehension is more effective.

7. Students should be asked about what they are studying.

Through the "verbal processing" method, the question helps to remember and think about the topics of the answer. Asking questions before, during, and after the lesson is important to encourage reading comprehension. For example:

Before starting the lesson, ask: "What interests you about this book?"

During the lesson: "What is happening in the book? Did everything go as you expected? What do you think will happen next? "

Then: "Can you summarize the book? What did you like about this book? What other books does this book remind you of?'

8. Commenting on the text is the most important step.

Annotation is the intentional act of interacting with a text to enhance the reader's understanding, recall, and response to the text. Sometimes called "close reading," annotation usually involves highlighting or underlining key parts of the text and making notes in the margins of the text.

Many students find studying difficult, especially when it involves lesson plans and learning complex information. Teachers, parents, and coaches can help spark a student's passion for reading by incorporating activities that build reading skills to increase comprehension and engagement. Reading in chunks also helps develop reading skills. A long and complex reading process can be easier to understand by breaking the text into parts. Shorter segments help students retain information while discussing class material. It also helps to build students' confidence in understanding complex topics easily and quickly.

It is necessary to guide students in their independent studies, that is, to show them the most effective and correct way. Students process reading materials and curriculum in very different ways. Implementing reading activities to help students learn complex material is first about learning what works best for each student individually. need

As teachers incorporate more reading activities into the classroom, students will develop vocabulary, writing skills, problem solving, concentration, and cognitive skills to help build a strong foundation for future learning. should enhance development. Contrasting claims about the period of written language learning include learner perspectives and developmental perspectives. From the point of view of maturity, we can say that the ability to read and write develops automatically over time, just like the development of the human body.

1.2. Effective methods of formation of reading skills

1. Specific features of reading.

▪ Pronouncing letters by sound or putting letters together to understand their meaning is not reading. Finding meaning from the dictionary shows that the reader has reading comprehension skills. Reading has the components of "author, text, and reader." Author (producer) ↔ Text (medium) ↔ Reader (receiver Reading instruction should focus neither on the text nor on the learner. → It is necessary to pay attention to the structure of the text, the basic knowledge of the student and the mutual relations between them.

2. It is necessary to develop effective methods to understand the learning process.

1) Bottom-up learning process model (bottom-up mode).

▪ Reading begins with letters and words and progresses to larger units such as phrases, clauses, and sentences. It is a decoding process that interprets and collects the meaning of the text in the order it is being studied. It is not recognized that the linguistic meaning of the text as it is read and understood by the student, as well as cultural factors are also involved. 'plays a passive role in decoding linguistic information in winter text.

2) Top-down learning process model (top-down model).

▪ When students read, they acquire meaning based on the student's past experiences and social and cultural knowledge.

The student refers to the process of reconstructing the meaning of the text by denying or denying it. Students actively construct meaning based on their prior knowledge and make additions in the process, and measurement or prediction plays an important role.

3) Interactive learning process model (Interactive model)

▪In the process of understanding reading content, the bottom-up model and the top-down process occur simultaneously or in an iterative or circular manner. This is called an interactive reading model. An interactive model influenced by schema theory integrates the linguistic information of the text and the reader's perception. All point out that reading is affected. It is like a top-down process because information is mainly processed through writing, but the comprehension process is inductive.

3. We should develop the theory of language teaching and reading education as follows.

1) We can achieve results through the traditional approach, that is, through the method of teaching grammar translation.

▪ First of all, you should pay attention to the text itself.

▪Reading skill is considered as the main language learning method and knowledge transfer tool. It is important to analyze the target language text created by the writer grammatically and to receive vocabulary and expressions syntactically. It is similar to the bottom-up information processing model by introducing the method.

2) Structural approach: listening, oral teaching methods are also effective methods.

▪ Although the text itself is emphasized, reading is used as a means of reinforcing grammar and vocabulary for speaking. Based on structural linguistics, emphasis is placed on grammar, but not on the specific subject of education, but also on syntactic structure. Constantly focusing on grammatical elements helps to develop grammar. Through repeated teaching, one can inductively understand the grammar of the target language.

3) Psycholinguistic approach: Goodman (1971), Smith (1973)

▪Influenced by the communicative language learning approach, reading is emphasized as the primary tool for acquiring and understanding information. Reading focuses on the reader, who predicts and confirms in order to extract meaning from the text. By changing the meaning, the creator becomes the subject of meaning creation.

4) Interactive approach;

▪Effects of communication-oriented teaching methods: Understanding the meaning of the text is achieved through highly complex interactions between the student and the text. There are textual factors such as length, type, and difficulty of the text, as well as the language proficiency and background of the reader. It includes factors such as student knowledge, stages and conditions in the learning process. Bottom-up information processing intersects and applies. Activating knowledge (knowledge that a person already has but cannot easily acquire) and making sense of the overall content.

4. The content of reading education consists of the following.

1) Correct pronunciation instruction
2) Confirm the learned vocabulary and grammar and improve fluency
3) Expand vocabulary
4) Understand the meaning of each step
5) Understanding the socio-cultural foundations of the studied language community

5. The principles and methods of reading education can be classified as follows.

1) Scheme formation and operation:

(1) Concept: Reading through prior knowledge or the structure of knowledge already stored in the learner's memory. By making full use of the student's prior knowledge, experience, and cognitive ability, it leads to smooth comprehension of the text. In the course of study, steps should be taken to help students create and manage schemas. The teacher should help the students to determine their prior knowledge as much as possible before reading the text, and if the students do not have enough knowledge, they should be guided to interpret the text. It is necessary to provide the minimum necessary information.

2) Purpose and motivation of study:

▪ Teachers need to connect with the text at the pre-reading stage to help students have interest and purpose in reading. It can also provide audio-visual material, tell an interesting story, or provide notes related to the text. It can also include zero speech activity.

▪ The reading materials provided are not artificially created but notes, signs, advertisements, magazines and traffic tickets. These should be real material such as fingerboards, train timetables, invitations and newspaper articles.

3) Understanding all speech:

▪ Must be selected from sentences with the same or different content from the entire speech text.

You need to find topic sentences or keywords.

▪ Customize the order of paragraphs

▪ Select what the main content is about or add a link

▪ Writing in complete or incomplete form

▪ Techniques such as summarizing the last part of the text help to develop reading skills.

4) **Real data should be used, that is, materials for educational purposes should be simplified, using advertisements, questionnaires, letters, restaurant menus, etc. at the elementary level.**

▪ It is more effective to use literary works, newspapers, magazines for middle and high level.

5) Development of study strategies

▪ Students should be taught to develop prediction strategies using the context and grammatical elements of the text.

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