

Effective and Purposeful Reading Skills for early Grades Students

Dr. Manhal Abdul Majeed Yousef Muhammad Ali

Associate Professor Imam Abdul Rahman bin Faisal University College of Arts Department of Libraries and Information

DOI: <https://doi.org/10.15520/jassh.v6i01.468>

with his teaching skills, especially in the elementary stage, as reading is the basis of every educational process and a key to all subjects. Because of the importance of reading, it received in this century utmost care that did not obtain any other language skills. Therefore, many studies and researches have emerged to demonstrate the development of the concept of reading, which has evolved and differed in this era, at the beginning of the twentieth century, the concept of reading did not exceed letters and words and their pronunciation. At the second decade of the twentieth century researches began to address reading, as (Thorndike) undertook a series of research concerning students' reading errors. In the third decade of this century, the concept of reading moved to a new as a style of intellectual activity in solving problems. ⁽³⁾

Types of reading:

Fast Reading: It is a reading that is based on increasing the average reading speed, provided that this does not affect the degree of memorization or understanding significantly.

Critical Reading: is a reading that is based on an analysis of what came in the text by showing the bad and good side of it, as this type of reading helps to link to the read text, so the reader becomes as if it is part of it, in an attempt to know the primary purpose of the writer from his writing, and the issue That it displays.

⁽³⁾ Muhammad ibn Shadid Al-Bishri. Reading skills in its broad sense in the elementary stage. Journal of Educational Documentation, No. 42. Riyadh: Ministry of Education, 2000, pp. 63-54.

Introduction:

The early stage of a person (childhood) is considered one of the most important stages of his life, in which his character is drawn in the future, in which he forms his habits and values, grows his inclinations and directions, and refines his skills. In these years, there are many opportunities and possibilities for establishing human experiences throughout life, in which the minds and behavior of future generations are formed. ⁽¹⁾

Reading is one of the most important things that develops a person and polishes his personality, that depends on the type of material read, reading can be defined as a complex intellectual process, as it relates to the human physiological and mental activity. In addition to the pronunciation, visual perception and psychological state, the reading process is based on four goals: Problem solving, recognition and pronunciation, criticism and counterbalancing, and understanding. In this article, we will learn about a number of reading related matters. The aim of this study is to help early childhood educators understand the basic and effective reading skills of young children and give them the ability to plan child-friendly activities to develop these skills for them. ⁽²⁾

The Concept of Reading:

Reading comes at the forefront of the linguistic arts, which the language teacher should acquire

⁽¹⁾ Samira Ali Ja'far Abu Ghazal, Manal al-Hamalawi.

Meaningful story and its positive impact on the child. Journal of Reading and Knowledge. G 179. Cairo: Ain Shams University, 2016. - p. 2

⁽²⁾ Available at <https://www.albayan.ae/science-today/last-stop/2011-04-17-1.1422136> as of 12/12/2019.

through urine stories and flags of the past and the present.

9. Make the child a distinguished person, in view of his knowledge of many things except for the reading material.

10. Finding the right social trends for the child, and defining the customs and traditions that he must follow in various circumstances.

11. Establishing a sense of belonging to the nation, the nation and the faith, by the child

Why Should we Develop Reading Skills for Early Grades Students?

There are many justifications that make us care about students, especially in the early stages of study, for several reasons, including : ⁽⁵⁾

1. Reading develops students' confidence in them.
2. Reading makes students more efficient in completing their work.
3. Reading makes students 'decisions in early grades more effective.
4. Reading makes them more steadfast in facing crises and pressures, especially in terms of duties and assignments.
5. Reading increases their understanding and broadens their awareness of things.
6. Reading makes them prominent and active members of their team, especially in the different classroom and descriptive activities.
7. Reading makes them stay in conversation with others.
8. Reading makes them more accurate, smarter and more intuitive.
9. Reading makes them keep abreast of new information from the vast flow of information and the renewal of their knowledge and information aging

The Ten Steps towards Effective Reading:

1. Set your goal
2. Be optimistic.
3. Do not count too much on will - will to focus alone
4. Be positive

⁽⁵⁾ Available at

<http://webcache.googleusercontent.com/search?q=cache:sys8AxrroYQJ:www.albadronline.com/oldsite/devlopment/active-reading.ppt+&cd=4&hl=en&ct=clnk&gl=sa>

Reading of Enjoyment: it is reading in which the means of understanding and receiving is listening, and this kind of reading can be used at all levels of education, except for the lower primary stage, where the child tends to move, be active, and play, and he cannot limit attention to a long time, unless he listens to A story, and one of the most important features of this reading is that it trains students with good listening and quick understanding.

Learning Reading: It is the reading intended to store information, so the reader needs to return information more than once.

Definition of a Child Morals and his Role in Developing Reading Skills:

Child moral is a wide-ranging, multi-faceted and dimensional, according to many considerations, a child's moral does not mean just a story or a prose or poetic tale, but rather includes all human knowledge, Everything that is written for children, whether it is stories / scientific material or plays or scientific knowledge or questions or inquiries in books or magazines or in radio or television programs or tapes or others are all materials that constitute the literature of the child who develops effective and purposeful reading skills.

A child-oriented education is important for children and society, and this importance can be determined from the following: ⁽⁴⁾

1. Entertaining the child by the environment in which he lives in all aspects.
2. Introduce the child to the opinions and ideas of adults.
3. Developing the child's linguistic abilities, by increasing his vocabulary and increasing his ability to understand and read.
4. Create a general culture for the child.
5. Contribute to the child's social, mental and emotional development.
6. Developing accurate observation, concentration and attention of the child.
7. Contribute to developing the aesthetic taste of the child.
8. Helping the child to identify literary, historical, religious and political figures,

⁽⁴⁾ Ismail Abdel Fattah Abdel Kafi. Reading for young children by adults. Childhood and Development Magazine. – Meg 2, p 5. Cairo: Arab Council for Childhood and Development, 2002 AD.

him, in addition to providing a well-lit place for the child to read easily and conveniently, as the child desires to own and acquire things so we should allocate his books to him, allocate his library to him whenever possible, and teach him to maintain the book, so we will be satisfied with the instinct of possession.

Factors Affecting the Process of Learning to Read:

One of the results of studies and research was the interest of the modern school in children who show one or more types of reading weakness, and try to detect this weakness, study its manifestations, diagnose its symptoms and develop treatments for it.

The study of eye movements in the eighteenth century was an important attempt to find out the nature of the process of vision during reading to provide scientists with the foundations on which to base their diagnosis of one of the weaknesses in that process, and then research developed in this regard.

Research into eye movements during reading led to other studies and experiments that all aim to diagnose reading defects.

And reading has got clinics to examine these defects, just as doctors have examined diseases in their clinics, there are many devices and machines used in these clinics, and there are many types of tests that are used to know the medicines and prescribe the medicine, the known term is now that the child who is late for reading is whose reading ability is below average for his or her age or school group. If we present the results of the various studies that were conducted to determine the reasons for the delay in reading, we find that these reasons can be traced back to the following: ⁽⁶⁾

1. Visual factors.
2. Neurological factors.
3. Hearing, speech and language related factors.
4. General physical factors.
5. Mental factors.
6. Emotional reactions.
7. Social or environmental factors

Also, mental factors have a major impact in the process of learning to read as reading is a complex

5. Be flexible and make reading fun
6. Be persistent and patient
7. Do not postpone today's work until tomorrow
8. Use an appropriate personal reward system
9. Do not fight hunger.
10. Use the secret pen style (which is a very successful focus method)

How do we Teach the Child to Read? :

When we present to the child what we want him to read, we should mean increasing his verbal wealth, so we enrich the aspects of its linguistic outcome with new words and multiple meanings, as we move away from the strange terms or exaggerated propagation of synonyms of words, we should be interested in training the child to devise ideas and information, so we ask him after reading a topic, what you read and what you understand, can you divide it into ideas or interim events, so we instill in it accuracy and depth in understanding the material read.

We also make child be familiar to the silent reading after he had read aloud to save his effort and time and help him increase understanding of what he had read.

When we teach the child to read, we should teach him the speed of reading, so we help him to read adverts in various media or quickly skimming (through) daily newspapers and magazines, and do not forget to ask him what drew his attention or paused his gaze when reading the newspaper or magazine.

And when we start teaching him to read- also - we have to give role models and ideals in his love of reading and knowledge, so we should pay close attention to the child's reading experience with his food and clothing, so we provide him with the story, book and magazine, and we encourage him to read at known times so the child will grow up with the same eager to know and read and always strive to search for knowledge wherever it is and providing the book to the child needs to be scrutinized in its kind, so we choose it in line with the child's inclinations and content, so we take into account the simplicity and clarity of the idea, the proximity of the intake and its ease, and to be well-printed with clear letters, beautiful pictures from coated paper so that the child yearns and interests

⁽⁶⁾ Mona Khamis Bilal Khamis. Factors affecting reading.

Educational Horizons Magazine, No. 10. Cairo: Ministry of Education and Higher Education, 1997.

6. The school library helps pupils to invest in their free time, as it is a suitable place for reading, reading, researching and entertainment in a way that benefits them.
7. Developing students' social awareness.
8. The school library helps produce educational materials and tools, whether by students or teachers, such as making illustrations or a wall magazine.
9. Provide the student with a good knowledge of libraries and information and the desire to spend a great time in libraries to take advantage of the information available in them.
10. The school library plays the role of public libraries in areas where such libraries are not available, such as small villages and remote rural areas. So that its services are used by the students themselves and their families, and all those who wish to benefit from such a service, whether reference, borrowing or internal reading, knowing that this requires certain procedures to be compatible with being serving classes that are not subject to the supervision of the school.

Reading Activities that Develop Thinking Skills:

Reading and evaluation educational activities are considered one of the most successful methods in developing reading and thinking skills together; this is because they excite students and prepare them mentally and provide a suitable psychological atmosphere that leads to thinking and achieving effective and meaningful learning, as it provides opportunities for the learner to interact with the reading material. There are several activities that can be used to develop reading and thinking skills through teaching reading, examples of these activities are: Questions that encourage about the different types and levels of thinking, discussion, dialogue, and instructing learners to present new, varied and abundant ideas in an issue, putting learners in front of a problem and assigning them to develop alternative solutions to them.

Then there are activities related to reading that can make an effective contribution to developing thinking and reading skills at the same time. Examples include: ⁽⁸⁾

process; it is a complex reaction to the written newspaper that includes various processes performed by the brain.

Most researchers agree that there is a positive relationship between the IQ test scores and the reading test scores, but they differ in the extent of this relationship, as most researchers agree that the mental age of more than six years is achieved with learning to read successfully. Indeed, most of the reading defects caused by children are caused by a lack of ability to learn to read in the early stages of education.

"Durrell" says: that confusion between words and guessing when trying to distinguish them among first-year children under the age of five.

School Libraries and their Role in Purposeful Reading for Early Grades Students:

If the child enters school to learn to read at the beginning, then he will soon read to learn, and then continue to read in order to continue education in order to be able to keep pace with the rapid development in various fields of knowledge to coexist safely with the successive variables in this era in which knowledge has multiplied within years.

With regard to the role played by the school library to develop meaningful reading among students, we find that its goals are consistent with educational goals as it is considered one of the methods used to achieve these goals as it works on: ⁽⁷⁾

1. Providing useful information in various types of knowledge and its various forms.
2. Enrich and support the information in the curricula.
3. To inculcate the habit of reading and reading love in the hearts of students, especially since early childhood, and for students to realize that reading has a beneficial and positive outcome, whether in its present or future.
4. Developing a spirit of research and self-reliance in obtaining information.
5. Accustom students to how to deal with knowledge vessels, especially books, in addition to developing and maintaining respect for them, and to recognize the great importance of them and to work to benefit from them in an appropriate way.

⁽⁸⁾ Abdullah Abdul Rahman Al-Kandari. Teaching reading and developing thinking. The Fourth Scientific Conference

⁽⁷⁾ Atef Youssef Mahmoud. The school library is a purposeful educational tool. Education Magazine, p. 68. Qatar: Qatar National Education, Culture and Science Committee, 1984

- positive impact on the child. Journal of Reading and Knowledge. G 179. Cairo: Ain Shams University, 2016.
2. Available at <https://www.albayan.ae/science-today/last-stop/2011-04-17-1.1422136>
 3. Muhammad ibn Shadid Al-Bishri. Reading skills in its broad sense in the elementary stage. Journal of Educational Documentation, No. 42. Riyadh: Ministry of Education, 2000.
 4. 4 -Ismail Abdel Fattah Abdel Kafi. Reading for young children by adults. Childhood and Development Magazine. - Meg 2, p 5. Cairo: Arab Council for Childhood and Development, 2002 AD.
 5. Available at <http://webcache.googleusercontent.com/search?q=cache:sys8AxrroYQJ:www.albadr-online.com/oldsite/devlopment/active-reading.ppt+&cd=4&hl=en&ct=clnk&gl=>
 6. Mona Khamis Bilal Khamis. Factors affecting reading. Educational Horizons Magazine, No. 10. Cairo: Ministry of Education and Higher Education, 1997.
 7. Atef Youssef Mahmoud. The school library is a purposeful educational tool. Education Magazine, p. 68. Qatar: Qatar National Education, Culture and Science Committee, 1984
 8. Abdullah Abdul Rahman Al-Kandari. Teaching reading and developing thinking. The Fourth Scientific Conference of the Egyptian Society for Reading and Knowledge. - Meg 2. Cairo: The Egyptian Association for Reading and Knowledge, 2004
- 1 / **Reading competitions:** It aims to develop the skills of using resources and motivate learners to search and learn and develop self-learning skills, and it is possible to diversify them. There is a religious competition, literary competition, scientific competition, historical competition ... etc.
 - 2 / **Seminars, lectures and meetings:** It aims to develop awareness of reading, its importance, nature, operations and skills.
 - 3 / **Organizing debates between students:** with the aim of employing students' readings in expressing opinion and persuading others with objective evidence, and respecting the other opinion.
 - 4 / **School broadcasting:** It is used to motivate learners to read as it invests to show learners the fruits of their reading to their colleagues.
 - 5 / **Reading Club:** One of its most important benefits is to encourage learners to exchange reading experiences, through the publications they issue in order to achieve this goal.
 - 6 / **Reading for All project:** It aims to serve parents and students alike, in order to create an appropriate environment for students to grow intellectually and readily in their homes.
 - 7 / **Honoring skilled readers and prominent readers:** including the Friends of the Library community.
 - 8 / **Establishing a book exhibition in the school:** at least once or twice per academic year, with the aim of facilitating learners' acquisition of books and enticing them to read.
 - 9 / **Holding an exhibition to harvest reading and cultural activities:** during the cultural week, which may include examples of good reading production (research, summarizing books, articles, reports, assignments, literary and scientific writings, magazines, brochures ... and other reading activities) That have been cleared.
 - 10 / **School Journalism:** This activity aims to show the fruits of learners' readings through the school journalistic activity.

References:

1. Samira Ali Ja`far Abu Ghazal, Manal al-Hamalawi. Meaningful story and its

of the Egyptian Society for Reading and Knowledge. - Meg
2. Cairo: The Egyptian Association for Reading and
Knowledge, 2004