KEY FEATURES OF TEACHING READING TO SCHOOL STUDENTS

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ABOUT ARTICLE

Abstract: This article addresses the gaps in teaching English-language introductory reading to school students, despite comprehensive studies on the psychological nature of reading. Reading is viewed as a communicative process involving techniques and comprehension. The role of reading aloud includes mastering language patterns and fostering interest. As students progress, the focus shifts to silent reading, forming the reading mechanism. The methodology advocates for silent introductory reading skills, utilizing strategies for understanding authentic texts. The article recommends prioritizing silent reading with comprehension while using reading aloud for technique monitoring.

INTRODUCTION

Mastering the basics of English-language communication, defined in the state educational standard for a foreign language(s), provides for achieving a minimum sufficient level of communicative competence, which in reading as a form of speech activity consists of speaking skills to understand simple authentic texts of different genres and types with varying degrees of understanding of their content [2]. The problem of learning to read still remains as one of the most pressing problems of the teaching methodology.

Currently, the psychological nature of reading is comprehensively studied in the methodology of teaching reading in English (L. S. Vygotsky, T. Egorov, A. A. Veise, T. M. Dridze, M. I. Zhinkin, I. A. Zimnaya, S. I. Klychnikova, A. A. Leontiev, A. R. Luria); the task of teaching reading is formulated (B. A. Lapidus, G. V. Rogova, S. K. Folomkina); methods of controlling the understanding of the read text are described (Zh. V. Vitkovskaya, A. A. Veise, A. P. Petraschuk, I. A. Rapoport); possibilities of controlling the process of understanding texts are described (N. V. Volodin, Yu. Gapon, Z. I. Klychnikova, I. P. Tisyachnyuk, S. K. Folomkina, V. V. Chernysh, S. I. Shevchenko). But the issues of teaching English-language introductory reading to school students are not sufficiently disclosed. In accordance with the requirements of the

curriculum for general education institutions, the level of proficiency at the end of primary school corresponds to the A2 + level [3, p. 5]. To be able to read in English at A2 + level, primary school students must master the following skills: understand the rules formulated in simple language; understand simple instructions for equipment that is used in everyday life; be able to find provided information in simple everyday materials such as advertisements, brochures, menus, reference lists and schedules; locate special information in lists and understand the necessary information; understand everyday inscriptions and remarks: in public places (on streets, in restaurants, at railway stations), at work places (instructions, instructions, warnings); to find special information in simple written material that the student encounters in everyday life: letters, brochures and short newspaper articles describing events [8, p. 45-53].

Scientists consider reading as a receptive form of speech communication, which consists of two interrelated processes: reading techniques and reading comprehension. Since the reading technique is not a communicative skill, since it does not include the main characteristic — understanding, it is necessary to find means to avoid this gap in learning, to make mastering the two components a single whole process [6]. Z. I. Klychnikova, N. N. Smetannikova define reading as a process of perception and active processing of graphically encoded information language system, the process of communication, the means of which is the text, in order to:

a) communicate with the author;

b) decode the information of the text;

c) teach the language;

d) improve the personality of the reader;

e) obtaining aesthetic pleasure and cognitive impact;

f) development of imaginative thinking and expressiveness of speech;

g) activation of human psychological activity [4, p. 13].

In reading in schools, a meaningful plan (that is, what the text is about) and a procedural plan (how to read and voice the text) should be highlighted. In terms of content, the result of reading activity will be understanding of what has been read; in procedural terms, the reading process itself, i.e. the correlation of graphemes with phonemes, the formation of holistic techniques for recognizing graphic signs, the formation of internal speech hearing, the translation of external pronunciation, the reduction of internal pronunciation and the establishment of a direct connection between the "semantic" and graphic complexes [2, p. 174]. Since the reading process takes place in two forms (aloud and silently (to oneself)), the main work in the primary school should be work on the form of reading, within which the mastery of the graphic system of the language as a means of conveying the meaning of the text is carried out. Students should master the process of reading to a degree close to mastering their native language, that is, reading mechanisms should be formed in them so that the process becomes really communicative. O. D. Kuzmenko and G. V. Rogova consider the ideally possible degree of mastering this process conditionally "reading proper". Actually, reading is the result of the formation of the components of the reading process, which includes: actions to correlate the graphic system with the sound system; actions to isolate the logical subject and predicate of the utterance; actions to combine the results of this division into a single whole, the transmission of the main content of the text [3]. S. K. Folomkina believes that reading aloud can also act as an independent type of speech activity — the so-called "converted", "addressed" reading [3, p. 108]. As such, loud reading is used in primary school:

a) to master the letter-sound patterns of the English language;

b) to develop the ability to combine perceived sentence elements into syntagmas, pronounce syntagma components together and correctly formalize it in terms of rhythm and intonation;

c) to accelerate the pace of reading (bringing it to the capabilities of speaking speed); d) to develop the ability to predict;

e) to teach and control the accuracy of understanding.

To achieve these goals, it is necessary to master not just the skills of loud English reading, but the skills of expressive reading aloud [7]. It is the ability of students to read aloud expressively that is one of the conditions for the success of mastering English-language reading. It is worth adding that, according to scientists, reading aloud, with proper organization, can increase students' interest in learning English, increase the spiritual potential of this academic subject. The more perfect the student's speaking skills are, the greater the awareness of these skills; the more often the student gets aesthetic pleasure from his own loud speech, the deeper his psychological looseness becomes, the more willing he has to communicate. A school student experiences psychological comfort faster and easier, which is one of the components of verbal readiness to communicate in English [4, p. 16]. Since reading aloud is a means of mastering self-reading, then, naturally, its role in primary school will decrease as students progress in language acquisition. Loud pronouncing of the text when reading aloud merges with reading in a whisper, and then students begin to learn the technique of reading silently with an internal pronouncing of what they are reading. In this way, the reading mechanism is formed and the technique of reading in silence is learned.

For several decades, works on the methodology of teaching EL have been promoting the development of reading skills with different levels of understanding: with an understanding of the main content (introductory reading); with a full understanding of the content (learning reading); with an understanding of the necessary information (search reading) [1, p. 130; 3, p. 179]. Introductory reading is reading to oneself without indicating the mandatory subsequent use of the information received, which is carried out at a high pace. The purpose of introductory reading is to accurately understand the main content and the most significant details. To develop the skills of introductory reading, large, easy-to-understand texts are used, which contain 25-30% of redundant information [5, p. 218]. We believe that the task of teaching introductory English-language reading in primary school is to form the following skills in students:

- understand the basic information of the authentic text [6];
- highlight information of importance;
- establish logical and chronological links between facts and events;
- anticipate possible developments;
- summarize the facts stated in the text;
- to draw conclusions from the read text [1, p. 132].

Due to the fact that the main task of introductory English—language reading in school is to teach students to read and understand authentic texts, it is important, in our opinion, to teach strategies for reading authentic texts of various types and modeling a problematic situation for interacting with an English-language text. By reading strategies we mean a set of knowledge and skills, the possession of which will allow students to: understand the type, specifics and purpose of English-language texts; navigate the text taking into account its specifics and in accordance with its communicative task; extract information of different levels; use compensatory skills (guess the meaning of unfamiliar words by context, word-formation elements; ignore unfamiliar words that do not occupy key positions in the text); use text supports: keywords, drawings, illustrations, links; use reference books and dictionaries

[1, pp. 132-133]. So, in our opinion, the main type of English-language reading for primary school students should be reading silently (to themselves) with an understanding of the main content, and reading aloud can be used to control the formation of reading techniques.

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