

PSYCHOLOGICAL CHARACTERISTICS OF TEACHING READING TECHNIQUES

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Reading is characterized by an extremely complex process of the human nervous system, which includes an enormous amount of subconscious and conscious brain work. Reading is based on certain skills that must be developed by the teacher in the classroom and at home. And the first of these skills is "correlating the visual image of a speech unit with its auditory-speech-motor way" [1]. The sum of these skills is the reading technique.

Foreign alphabets at the beginning of training are unusual for students. It takes time to compare them with the standard in memory, because of this, signal recognition and preparation of the articulation organs for pronunciation are delayed, therefore the reading rate decreases. Combinations of signals (letters) are also unusual. The mechanism of comparison of each letter works, and not the mechanism of comparison of their complex, and even that one functions in a slow manner. When reading, words are recognized as a whole, considering their essential distinctive features (1st signal system). Then these signs are specified based on the meaning of the word (2nd signal system).

Material and methods. When writing the work, the following research methods were used: studying the literature on this topic and its critical analysis (works by Galskova N.D., Gez N.I., Zimnyaya I.A., Klychnikova Z.I., etc.), studying the organization of the educational process and experimental verification of the effectiveness of the system of training exercises developed by us in the gymnasium № 1 in Vitebsk.

Findings and their discussion. The formation of skills in reading technique in a foreign language is closely related to the age characteristics of students. Numerous scientific studies have shown that junior schoolchildren, unfortunately, do not have a conscious inner need to learn a foreign language, but they have their natural interest, curiosity for everything new and unknown.

Consequently, the goal of teaching a foreign language among preschoolers and primary schoolchildren is not only to maintain this interest, but also to further increase the motivation for learning foreign languages. Education should be focused on psychophysical age characteristics. A fundamental leap in speech development occurs at the moment of mastering literacy, since it (mastery) necessarily presupposes genuine awareness of speech units [2, p. 21-22].

The familiarity of the graphic image is of great importance for reading, which leads to the conclusion that it is necessary to teach reading through reading. The more often students come across graphic images of foreign words, the faster the process of comparing individual letters and the whole word will proceed. Moreover, it is important to read aloud in order to develop strong

visual-sound connections, therefore, in the process of improving the reading technique, this type of work must be done both in the classroom and at home.

It is best to start learning a foreign language at the age of 5-8, when the child has already mastered the system of the native language well enough, and he already consciously refers to the new language. Children of preschool age have exclusively mechanical memory, the ability to reproduce what they hear without much difficulty. They have highly developed perception and acuity of hearing, they quickly grasp the subtleties of listening, they have an interest in understanding their vocal apparatus. Meanwhile, in the primary grades, as you know, the leading type of motivation is cognitive. The transition by “explosion” from the dominance of the game to the dominance of cognitive motivation is unlikely.

The most effective way to form cognitive motives and interests is their initial "intertwining" into the game situation. At the age of 6 - 8, abstract thinking is still poorly developed. Everything that students do in the lesson should be visible, concrete, tangible and directly related to the world around them. Children have very strong long-term memory: they need multiple presentation of material in order for it to pass into long-term memory. In addition, children are unable to maintain voluntary attention for longer than 3-5 minutes. At the same time, their involuntary attention is much less limited: children can spend hours doing what is interesting, what makes sense for them.

In psychological research Leontyev A.N., Elkonin D.B., Vygotsky L.S., Mukhina T.K. and others it is noted that from 6 to 10 years, the course of mental processes of students changes dramatically. There is a change in the leading type of activity: play is replaced by educational, although play still continues to play an important role. A positive attitude towards learning is formed, the cognitive motives of learning are strengthened. Cognitive processes are developing. Perception becomes controllable, becomes more precise, dismembered, deliberate, the relationship between analysis and synthesis is clearly distributed. The share of voluntary attention increases, it becomes more stable. The development of intellectual operations is underway: comparison, generalization of orientation, classification, coding, the transition from visual-figurative to verbal, critical thinking. The share of productive thinking actions increases. Mnemonic activity becomes more perfect, the volume of memory expands, logical memory and productive ways of memorization develop.

Thus, further improvement of the process of teaching reading technique should go along the line of concretizing exercises aimed at the formation of prosodic skills and abilities of a conscious understanding of what is being read.

Conclusion. Perception and comprehension of a speech message are the main components or psychological mechanisms of the process of reading techniques in a foreign language, included in various reading models and reflecting, in the opinion of many authors, the psychological structure of this process.

When teaching reading, the teacher should always take care that the information presented in the text is available to the students. The reading process should be organized in such a way as to induce optimal concentration and correct distribution of attention in students. All this will contribute to the successful understanding of the text. And this, in turn, depends on how well the teacher himself owns the methods of checking reading comprehension. The more varied the methods of checking understanding, the more interesting it will be for students to work with the text. All this will increase the effectiveness of the learning to read process.

The formation of skills in reading technique in a foreign language is closely related to the age characteristics of students, namely: the specifics of their memory, attention, speech hearing, thinking, etc.

1. Mordovina, R. Z. Methods of teaching reading in English [Electronic resource] / R. Z. Mordovina. – Available at: <https://multiurok.ru/files/metodika-obucheniia-chteniiu-na-angliiskom-iazyke.html/> – Access date: 03.11.2020.

2. Elkonin, D. B. How to teach children to read / D. B. Elkonin. - M.: Knowledge, 1976. - Ed. №. 4. – p. 21 - 22.

THEORETICAL AND METHODOLOGICAL APPROACHES TO MANAGING THE PROCESS OF FORMING THE COMMUNICATIVE COMPETENCE OF PRIMARY SCHOOL STUDENTS

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A person of culture within the confines of modern society can be identified not only by the level of education, but also by the fact that they possess a sense of respect for others, as well as the ability to interact constructively. Therefore, the priority task of modern education is the development of the ability to establish productive relationships with others on the basis of cooperation and mutual understanding, tolerance towards the views, customs and habits of other cultures. The developers of pedagogical education these days operate on the premise of the necessity for the teachers to possess the capability to demonstrate the models of communicative activity both as the subject and the object of communication. The importance of solving such problems is also noted in the curriculum of high school education.

The primary school age is widely considered to be the most favorable for the development of the child's ability to isolate unknown aspects of a problematic situation and actively study it. During this period, the student already has sufficiently developed self-control, motor skills and the ability to communicate with other people. If a student has a well-developed ability to