

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**

**Inna Schur**

MSPU named after I. P. Shamyakin, Mozyr, Belarus

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

comprehend things selectively, coherently and somewhat objectively, their overall perception can be considered to be developed as well. In such cases the attention span of young children becomes rather deliberate, with the required capacity, stability, distribution and the ability to fluidly switch between tasks. At this point the cognition of a child is fully developed and presented in all three basic forms: visual-effective, visual-figurative and verbal-logical. The degree to which the communicative personality traits are developed is also important [1, p. 68]. At this age children possess significant capacity for development. It is at this age that the intensive development of the higher brain functions takes place. It originates from a variety of joint activities, social relationships and interactions. Psychologists say that children at this age are quite capable of assimilating more complex material with the help of the correct forms and methods of teaching. The main task of the teacher in this regard is to arouse and maintain constant interest in students, while taking into account individual capabilities of each child. Such age-related and personal characteristics of students contribute to the development of social communications and determine the relevance of the issue, aiming at finding the best ways to solve it. Based on the fact that communicative competence is considered to be an aspect of personal development, it can be assumed that the matter of the educational process influencing the formation of the communicative competence in junior schoolchildren is highly relevant at this particular time.

**Findings and their discussion.** Currently, the systematic approach is considered to be one of the leading theoretical and methodological approaches. Based on the results of pedagogical studies conducted by Y. K. Babansky, V. P. Bespalysh, I. F. Isaev, V. P. Kraevsky, M. N. Skatkin and B. C. Sadovskaya, it can be concluded that the management of the formation process of the communicative competence can be characterized by such signs of consistency as purposefulness, integrity and system-forming connections. The management of this system begins with identifying and clearly formulating its final goals, which are subordinated to intermediate goals [2, p. 6]. The result of management helps with identifying the way of achieving the goal. The goals and results of managing the process of forming students' communicative competence ends up acting as systemic factors.

Over the course of the study the competence-based approach was also considered (A. K. Markova, G. N. Podchalimova, S. Yu. Stepanov, etc.). When it comes to defining the goals and contents of general education, this approach is hardly innovative. The focus on mastering skills, methods of activity and generalized modes of action was the leading one in the works of such teachers and psychologists as M. N. Skatkin, I. Ya. Lerner, V. V. Kraevsky, G. P. Shchedrovitsky, V. V. Davydov and their followers. According to A.G. Kasprzhak, the competence-based approach focuses on the result of education, and the result is not considered the sum of acquired information, but rather the person's ability to act in various problematic situations. In the context

of the modern school, the direction of implementing the competence-based approach is to strengthen the applied nature of all school education. The next approach that was inspected during the study is the personality-oriented approach. The ideas of this approach are presented in the works of E. R. Mayorova, V. A. Serikova, G. G. Skorobogatova, P. I. Tretyakov, I. S. Yakimanskaya, E. A. Yamburg and others. The personality-oriented approach to the organization of educational activities implies that the student should always be the center of attention. This approach requires a certain degree of trust between all participants, taking into consideration individual capabilities and unique skills of each student.

Noting the objective importance of the ideas presented within this particular approach, it is necessary to note the expediency of using the resource-oriented approach. Many researchers (T. M. Davydenko, T. I. Shamova, I. S. Yakimanskaya, etc.) pay attention to the need to take into account the resources of the subjects of education as an essential part of the process of school management. This approach considers the developmental orientation and the age-appropriateness of education to be one of its main strategic goals. The resource-based approach implies the creation of conditions for the most effective use and the most complete development of the subjects of management.

**Conclusion.** Based on the presented information, it could be concluded that when developing a model for managing the process of forming the communicative competence of primary schoolchildren it is advisable, first of all, to focus on the theoretical and methodological positions of the systemic, competence-based, personality-oriented, resource-oriented and reflexive approaches. The analysis of the conceptual ideas aimed at the development of the contents of managing the process of forming the communicative competence of junior schoolchildren focuses on determining the content of specific stages of management.

1. Lepeshkina, O. Formation of interest in learning among elementary school students / O. Lepeshkina // Pachatkovaya school. - 2013. - No. 2. - p. 67 - 69.
2. Besova M.A. Pedagogical technologies in elementary school: Manual / M.A. Besova, T.A. Starovoitov. - Mogilev, Moscow State University named after A.A. Kuleshova, 2003. - 180 p.

## **THE PROBLEM OF DISTANCE LEARNING EFFICIENCY: THE VIEW OF A STUDENT OF VSU NAMED AFTER P. M. MASHEROV**

**Anton Shlyakhtov, Victoriya Chaikova**

VSU named after P.M. Masherov, Vitebsk, Belarus

The COVID-19 pandemic that shocked absolutely the whole world showed how the domestic education system is far from fully ready for a full transition to distance learning for university students.

Distance learning is the interaction of a teacher and students with each other at a distance, reflecting all the components inherent in the educational