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## **FORMATION OF READING SKILLS IN ENGLISH OF PRIMARY SCHOOLCHILDREN**

***Abstract:** The article is devoted to the problem of teaching reading to younger schoolchildren in English lessons. Features and some difficulties in teaching to read in English for children of primary school age are revealed. Effective methods and techniques for teaching reading in English in primary classes are considered.*

***Keywords:** reading, primary school age, reading skills in English*

Reading is one of the most important types of speech activity and, as E. N. Solovova notes, «the most common way of communication» [1]. According to the results of the research, reading is one of the most powerful factors affecting cognition and learning. Learning to read in English in primary school is a difficult task, since the process of mastering reading is difficult for lower school students, even in their native language. At present, the issue of developing a methodology for teaching reading in a foreign language in primary school is not fully developed, and therefore teaching reading is one of the urgent problems in the theory and practice of teaching foreign languages. Reading as an educational process develops cognitive and speech abilities, readiness to communicate in English and forms motivation for further study. The scientists-psychologists Leontiev A. N., Elkonin D. B., Vygotsky, L. S. note that the

primary school age is the most favorable period for learning, since at this age the cognitive motives of teaching are strengthened, the leading type of activity is changed from playing to learning, and schoolchildrens have a positive attitude to learning [2]. It is advisable to teach reading in English on an oral basis. This contributes to the phonetically correct pronunciation of the reading material in the inner speech.

In order to form the reading skills of younger schoolchildrens it is possible to combine different methods, techniques and different forms of organization of work, it is possible to include separate developmental elements that activate the learning process. Technical skills which provide the perceptual and semantic side of reading are manifested in the knowledge of sound-letter correspondences and the ability to decode them and are the basis for semantic processing of perceived information. If the learner cannot quickly and accurately identify the letter; having determined the type of syllable in which it is included, it is necessary to read it in combination with the following ones; correctly reproduce its sound, and then correlate the read word with its orthoepic analogue available in his memory – in other words, decode the written word [3, c. 27].

Reading vowels, combinations of vowels and some consonants, which are read differently depending on their position in words, is particularly difficult at the initial stage of learning English. Words that are not read according to the rules have to be memorized by heart. The selection process, which involves remembering the desired rule and letter matching, requires a certain amount of time, which slows down the pace of reading and does not allow the schoolchildren to quickly and accurately set sound-letter matching. There are two main methods of teaching reading: the phonological method and the whole word method. The phonetic approach is based on the alphabetic principle. It is based on learning the pronunciation of letters and sounds (phonetics), and when the schoolchildren accumulates sufficient knowledge, then goes to syllables, and then to whole words. The method of learning to read whole words is suggested by Glen Doman, who recommends teaching to recognize words as whole units without breaking them into components. Neither letter names nor sounds are taught in this method. The schoolchildren are shown a word and pronounced it. After 50-100 words

have been learned, the schoolchildren are given a text in which these words are often found.

The formation of reading skills in a foreign language at the initial stage of training consists of the following stages: 1) reading individual words; 2) reading syntagmas; 3) reading paragraphs; 4) reading texts.

When teaching reading, researchers recommend moving as quickly as possible to the stage of holistic perception of word blocks, since word-by-word reading seriously hinders the understanding of the content of the text in a foreign language. Reading using syntagmas not only helps to understand the content of the text, but also improves the expressiveness of reading and increases the operational field of reading. Learning to read should be based on learning two variants of the letter code - written and printed. Reading instruction is provided only after schoolchildrens have mastered the written version of the letter code. Thus, the work on the reading technique begins after first familiarizing with the language material in oral form and mastering the written version of the letter code and the letters of the printed code. Reading by syntax speeds up and improves the perception and understanding of the text content.

It is important to remember that for children of primary school age, the presentation of the material should be interesting, diverse, and bright. Texts in a foreign language should be chosen in such a way that they contribute to the development of cognitive interest, outlook of schoolchildren and support this interest and motivation to learn a foreign language all the years of study at school.

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