

РІВНЕНСЬКИЙ ДЕРЖАВНИЙ ГУМАНІТАРНИЙ УНІВЕРСИТЕТ
ФАКУЛЬТЕТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ
КАФЕДРА ПРАКТИКИ АНГЛІЙСЬКОЇ МОВИ



АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

СТУДЕНТСЬКИЙ НАУКОВИЙ ВІСНИК

PHILOLOGY



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Студентський науковий вісник



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TEACHING READING AT THE PRIMARY SCHOOL LEVEL

Reading is an important gateway to personal development, and to social, economic and civic life. It allows us to learn about other people, about history and social studies, the language arts, science, mathematics, and the other content subjects that must be mastered in school. People cannot be active or informed citizens unless they can read. Reading is a prerequisite for almost all cultural and social activities [4, 57].

Reading is being defined as:

- An attempt to make meaning from what an author has written. It is finding out what someone is saying to the reader. It is a thinking activity which is predominantly getting and making meaning.
- Is what the mind does with what the eyes see imprint, mind translate print into meaning.
- Is a kind of mental listening, a process by which the author talk silently to the reader.
- Is a thinking activity. It is getting and making meaning.
- Is an information-processing activity. It is purposive, wherein the reader tries to match his purpose with that of the author. He reconstructs what the author intends to convey.
- Is a multi-dimensional process. The reader's chief difficulty is reading for meaning. He primarily reads for the meaning, not for the process. The process of achieving the meaning is discourse, where in the reader and the writer take turns to contribute to interaction because meaning is a function of interaction between the reader and the writer through language [1, 14].

Reading is making meaning from print. It requires that we:

- Identify the words in print – a process called word recognition;
- Construct an understanding from them – a process called comprehension;
- Coordinate identifying words and making meaning so that reading is automatic and accurate – an achievement called fluency.

Readers read for different purposes. Sometimes they read for pleasure. Sometimes they read for information. Their reason for reading impacts the way they read. They may skim or read carefully depending on why they are reading.

Children should be able to learn sight vocabulary in context rather than in isolation. Providing opportunities for children to listen to stories read to them, or for them to read to the teacher, and reading individually, and in groups, will encourage progress in literacy, and stimulate an interest in learning the language of the school.

Children who engage in a wide range of reading, and other experiences, encounter many words in meaningful context, and learn from many of them. Teachers should encourage voluntary reading, and assist and motivate children to acquire vocabulary knowledge of their own.

This is important in all areas of learning, since word recognition and a knowledge of meanings, lead to text comprehension. As a starting point for vocabulary learning, teachers need to determine what partial, or analogous knowledge children have relating to the words which they are going to learn.

All things considered, reading is described as many ways by different people. Some describe it as a thinking (cognitive) process. Others say it is the reconstruction and interpretation of meanings behind printed symbols. Still others say it is the process of understanding written language. All these explanations of reading are accurate.

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METHODS AND TECHNIQUES FOR DEVELOPING INTERCULTURAL COMPETENCE IN LEARNERS OF DIFFERENT AGE GROUPS

Today, we must think about the task of an early language teaching and the possibilities of its implementation while society needs many specialists with a high level of language proficiency.

In modern conditions, foreign language is seen as a means of communication and engaging in the culture of another nation. It gradually becomes the dominant strategy of teaching a foreign language in elementary school. Particular attention is paid to teaching foreign language students in elementary school, because in childhood the tendency to learn languages is much greater. Recently, in pedagogy, as in many other branches of science, there is a reorganization of practice and methods of work in school, and the main problem is the maintenance of student's interest in learning in general and in a foreign language in particular.

Learning of language and the words begin with an early childhood in the family, among relatives and native children of the people, and its improvement continues in preschool, school and throughout life.

Language is the main instinct that distinguishes man from other living beings; it is a social bond between people, a means for the discovery of his inner world, and for the acceptance of new unlimited knowledge. Only man has verbal language, and this makes her master all over the world. The representation of a child becomes certain just when it receives its verbal expression. The child is born with a ready-made mechanism for language, but does not have it until the end of the first year, because the language is not only an acoustic phenomenon, but a mental process that gradually develops in the child, depending on its intellectual development.

So, native language is the general basis for the education and upbringing of children in a kindergarten. Acquiring a native language as a means of cognition and a way of specifically human communication is the most significant achievement of pre-school childhood. After all, psycho physiologists have proved that it is the preschool age / up to 6-7 years / is most conducive to mastering the mother tongue. Up to 5 years old the child learns the sound system of his native language and realizes the sound composition of the words (D.B.Elkonin), until 4-5 years he learns the case endings and the main grammatical forms (O.M.Gvozdev), from 5 years of mastering monolithic speech (S.L.Rubinshtein). If, a child is isolated from full-fledged speech communication in pre-school years, this will negatively affect her future mental and linguistic development.

For the development of the vocabulary stock, the child has a lot to read. It would be the best to let the child read texts on a topic that may be close to a student. For example it might be fairy tales.

The child already knows the content of the fairy tale, the main heroes and knows in advance what should happen in the fairy tale. Then it will be easier for her to adapt unfamiliar words with known content.

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