

ON DIFFERENTIATED APPROACH IN TEACHING ORAL FOREIGN LANGUAGE COMMUNICATION TO JUNIOR SCHOOLCHILDREN

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Abstract:

This article describes differentiated approach to teaching reading to junior schoolchildren which involves the use of different forms of work. The analysis of existing approaches to teaching foreign language reading to junior schoolchildren shows that successful formation of reading skills requires a combination of automated processes and meaningful text comprehension.

Key words: differentiated approach, teaching, foreign language, reading, junior schoolchildren.

Since the object of the work is the process of formation of foreign language reading skills in junior schoolchildren, first of all it is necessary to consider and compare the definitions of «reading» and «reading in a foreign language».

Zimnyaya I.A. defines skills as ways of successful performance of actions based on knowledge, as well as the ability of a person to perform a certain activity on the basis of acquired experience. In the context of teaching reading, a foreign language skill is considered as an automated performance of operations, whereas reading skill is the ability to realise the process of perception and understanding of the text in accordance with communicative tasks [1].

Berne E. defines reading skill as the student's ability to meaningfully perceive a text in a foreign language, using various comprehension strategies. In this case, the successful formation of reading skills and abilities presupposes a combination of automated operations and meaningful control [2].

The inseparable unity of skills and abilities in the process of reading in a foreign language necessitates the development of methodological approaches that ensure effective learning. According to I.P. Podlasom, the formation of reading skills requires the creation of conditions in which the student could independently perceive the text using adequate comprehension strategies [3].

Reading as a speech activity is carried out in accordance with a number of parameters: purposefulness, productivity, independence, dynamism, integration, arbitrariness, awareness, correctness, hierarchy. In the framework of the differentiated approach, these parameters allow taking into account the individual characteristics of junior schoolchildren and adapting the methods of teaching reading in accordance with their level of preparation.

Differentiated teaching of reading in a foreign language to junior schoolchildren implies taking into account their cognitive abilities, level of language training and psychological characteristics. In this context, it is important to distinguish between different types of reading: introductory, exploratory, exploratory and browsing. Each of these types corresponds to specific teaching methods, including work with authentic texts, the use of visual supports, the use of interactive tasks and repeated reading with a gradual decrease in external support.

E.I. Passov singles out such qualities of speech skills as purposefulness, dynamism, productivity, integration and independence. These characteristics are important to take into account when teaching junior schoolchildren to read in a foreign language. Thus, purposefulness is manifested in the student's ability to extract information from the text in accordance with the task at hand, and productivity – in the ability to analyse and interpret what has been read [4].

One of the most important components of the successful formation of foreign language reading skills is the development of text comprehension strategies. At the younger school age, children learn the following techniques of working with text: predicting the content from the title and illustrations, finding keywords, highlighting the main idea, and retelling with the help of illustrations or questions. These strategies ensure informed reading comprehension and increase comprehension.

The main basic skills underlying reading are the skills of predicting the content of information by structure and meaning; identifying the theme, and main idea; dividing the text into meaningful chunks;

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separating the main from the secondary; and interpreting the text. The specification of these basic skills depends on the purpose of reading. N.D. Galskova distinguishes the following groups of skills:

- understanding of the main content: identify and highlight the main information of the text, make connections between events, and conclude what has been read;
- extracting complete information from the text: fully and accurately understand facts, highlight information that confirms something, compare information;
- understanding of necessary information: define in general terms the topic of the text, determine the genre of the text, and determine the importance of information [5].

N.D. Galskova notes that each stage provides for the formation of strategic reading skills, which generally boil down to the following list: the ability to predict the meaning of words by initial letters; to use language guessing concerning the meaning of words based on similarity with words of the native language; to anticipate the content based on the headings (pictorial visualisation, footnotes, pre-textual questions); to ignore unfamiliar words that do not affect the understanding of the main content; the ability to return to what has been read to clarify or better remember; the skill of using textual supports for better understanding of the content (tables, charts, graphs, font highlights); to use bilingual and monolingual dictionaries [5 p.236].

Reading acts as an independent type of speech activity in the case when we read to get the necessary information from the text. At the same time, it should be clarified that depending on the situation, the completeness and accuracy of information retrieval may be different. Thus, the tasks of teaching reading as an independent type of speech activity are as follows: to teach students to extract information from the text to the extent necessary to solve a particular problem, using certain reading techniques. Exercises are an integral part of the general complex of teaching reading. The level of students' reading and comprehension skills confirms the need for exercises aimed at teaching reading.

Depending on the type of instructional reading and the objectives of a particular type of reading, exercises are selected and arranged in a strict sequence. For example, when teaching uninterpreted reading comprehension in pre-reading oral reading, the following system is suggested: pre-textual listening and speaking exercises, exercises to be performed while reading the text, and exercises to develop informed guessing while reading.

In mainstream reading, the grasping of meaning through lexical syntactic and contextual integration is prepared by exercises that teach students to see and find linguistic supports, to see the syntactic structure of a sentence, and so on.

In the process of reading with coverage of the main content, the ability to emphasise the main point, even in the presence of unfamiliar vocabulary, is of great importance, so exercises that teach students to find the main idea in a sentence or paragraph are needed.

Primary reading with content coverage provides anticipation of the subject matter, which is an activity necessary for mature reading (reading with elements of analysis). The very nature of the text (the presence of illustrative material and compositional features) presents great opportunities for the process of anticipation.

The action of anticipation can be developed with the help of certain tasks that help to form this action. For example, anticipation of the subject of the message with the help of illustrative material can be prepared by an exercise such as: looking at the picture and saying what the text is supposed to say. Read a paragraph and say what data should be added for a more detailed description of the character, etc. [6].

When teaching reading with analyses, students are encouraged to move on to more complex texts and to focus on the linguistic means of expressing content to establish meaning. The teacher has the opportunity to pre-analyse the text, identifying all the places that are difficult for the students and need to be analysed. The teacher can focus on the linguistic and extra-linguistic supports in the text beforehand. The test in this case covers the text and the control of the ability to analyse and adequately convey thoughts in the mother tongue. The reading of a common text for the class allows to show students the necessary techniques and to involve all students in the work during the 10-15 minutes allotted for reading control.

Independent home reading of a common text and individual reading should not be mutually exclusive. It should be borne in mind that home reading from a common textbook is particularly convenient for the teacher, who has the opportunity to show the techniques on one text and then check reading comprehension.

It is advisable to move to individual reading at a later stage of foreign language teaching, when students have already mastered the techniques of reading and their language level allows them to check the degree of reading comprehension.

To teach students to read is to teach practical language skills, to instill skills of independent work and skills that should remain with the student for life.

Speaking of types of reading, it is necessary to note the difference between reading aloud and reading to oneself. Reading aloud is aimed at the formation of correct pronunciation, development of intonation

expressiveness, ability to synthesise language material, while reading to oneself focuses on the semantic side of the text and the formation of skills of quick perception of information [7].

Differentiated approach to teaching reading to junior schoolchildren involves the use of different forms of work: individual, pair, group. This allows taking into account the level of each student's preparation, providing support for less successful students and creating conditions for the promotion of strong students. In addition, text comprehension games, quests, work with comics, interactive tasks and the use of digital resources are effective methods.

Thus, the analysis of existing approaches to teaching foreign language reading to junior schoolchildren shows that successful formation of reading skills requires a combination of automated processes and meaningful text comprehension. Differentiated teaching allows taking into account individual characteristics of students, creating conditions for effective mastering of reading in a foreign language and further development of their communicative skills.

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