UDC 372.881.111.1

READING AND LITERACY DEVELOPMENT IN ENGLISH IN PRIMARY SCHOOL. CHILD-CENTERED APPROACH

Ielenko A.P.
Secondary School No.1 of Romny

The main principals of reading and literacy development in primary schools were investigated in the article. Child's growth plays a key role in the educational process and being at the age of 2-4 years old the first interest in reading usually appear. Reading itself is not a simple process and requires skills and knowledge even when talking about learning a mother tongue, and that is why a strategy for learning a foreign language should be developed to make the process easier and more interesting and fruitful. Before giving advice and recommendations the research has investigated the stages of child's development, distinguished several main stages in the process of reading with the emphasis on the using of a L1 and L2 languages in the classroom, as well as the specific requirements for the teaching of the vulnerable children with special educational needs, such as autism spectrum disorder and ADHD syndrome.
Keywords: reading, teaching, primary school, literacy, L1 language, L2 language, autism, ADHD, sight words, child-centered approach, classroom management.

The problem statement. The problem to be solved is to distinguish the most beneficial strategies in teaching reading and literacy in English in primary schools in Ukraine based on child centered approach.

The analysis of recent researches and publications. In general, the most approaches of the Ukrainian schools regard reading as the process that should be taught during English lessons through the year and that the test in reading proficiency should be passed at the end of the each semester of every year. Teachers usually teach reading in primary school through the mother tongue (L1) writing transcription of the words in Ukrainian letters, thus Zhyrova T.V. and Vadiyenko V.V. uses Ukrainian letters transliteration to show the pronunciation of English words [3, p. 32-33] rather than teach them decoding words and sounds, thus children are getting used to the Ukrainian pronunciation and L1 language prevails over L2 one in this particular process. Besides, teachers are more concentrated on the connection between sound and letter and such type of learning becomes just repetition and may cause the lost of motivation, thus it is not child centered as is not of child interests [6, p. 9].

In addition, most of the Western researchers agree that L1 language should be used lesser in classrooms and L2 should be the main instrument of instructions during classes even in primary schools.

Ukrainian scholars mainly concern on teaching reading through different text based exercises, but there some researchers, Beh P.O., Denisenko M.V. [1, p. 6-16], that developed new methods and proved that pictograms, for example, are beneficial in teaching reading. Denisenko M.V. emphasized the usage of colorful signals in teaching reading [2, p. 36-37]. Onyschenko K.I. studied the game component also [4, p. 36-37].

The distinguishing of the previously unsolved problems. Ukraine now goes through the process of modernization in education and new approaches are being developed, however, only few are child centered and aimed at reading motivation, most are concentrated on the process of text teaching rather than developing reading skills and this part of reading teaching is not fully investigated. More-over, the process of inclusive education just started in Ukraine and only few actions were taken to help teachers teach the children with specific educational needs, such as autism and ADHD. So, another point is to make the process of reading interesting to all the students, despite their level of comprehension and abilities.

This research has examined the main stages of the reading and literacy process and found the useful tips for teachers.

The aim of this article. It is aimed at finding the methods for children involvement in reading and giving the advice and recommendation for teachers to make them able to enrich the teacher's strategies and knowledge and help them find solutions taking into account the needs of every child.

Main body. The researcher considers that reading in primary school is more related to decoding than simply a number of rules and words repetitions.

First of all, it is necessary to distinguish 3 stages of age development groups:
·   Age 2-3 years old −beginning of literacy development, children begin to build foundation;
·   Age 3-4 years old − increase of interest in reading, children start to pretend they read;
·   Age 4+ - kids may start reading.

This article will discuss the reading instructions for primary school kids, so children aged 6-8 years old will be preliminary taken into consideration. It was investigated that there are 7 steps on the way to reading. Reading might be challenging, specially when sight words (there are about 200 sight words) are concerned [5, p. 16]. To practice sight words one can use flash cards, games and it is mostly about memorizing and repetition, as these words do not obey to the rules of reading. Bingo with sight words is very helpful and make children learn while they play.

So, to make kids more interested in reading, a teacher may follow an ap-proach, that will motivate and encourage primary students for reading. It is a well-know fact, that children imitate the adults and their behavior and if you want to teach them you have to show how you do it yourself instead of just saying what to do. To increase the out of classroom activities it is advised to organize family based tasks, to engage the whole family

ПЕДАГОГІЧНІ НАУКИ

into the process of learning. Such activity, as making a family tree can motivate children and they can get support of their parents [6, p. 10]. And in this respect, the "silence reading" method may be implicated. A teacher may use it during her/his lessons for a 5-7 minutes a week. Choose a day and a lesson when you can afford to sit and read silently and ask children do the same. This procedure will encourage them for reading and show that a process of reading is a common thing, specially, nowadays, when digital reading prevails over the ordinary paper reading and libraries are not overcrowded with people and most children see various electronic devices more often than a book.

The second point is "ask questions". It is necessary to warm-up students before actual reading of a new story begins. In this case a teacher may firstly revise the vocabulary related to the topic and learn new words to make children feel familiar with the theme. In this regard the following instruments may be used:
· Flashcards;
· Games with physical activities, for example:
· "Hop and count" game, it is an exciting activity to revise numbers (teacher calls a student, whispers a number to her/him and he/she has to hop as many times as the teacher told her/him a number);
· Clapping game: clap the number, the rhythm, etc.
· White board: listen and repeat.

The process of reading contains several stages and different activities are needed on each stage. Four main stages can be distinguished:
· Before reading;
· During reading;
· After reading;
· Critical thinking.

Firstly, before reading children may be encouraged to guess what the topic of the story is going to be, what the plot is, what happens in the end, etc. So by asking different questions a teacher tries to motivate student to predict the topic of the story and any related information. On this stage the pictures in the book may be of a great help and the basis for the small discussions to practice unprepared speaking activities. Prediction and pictures help to understand the text better and faster as the pupils after looking at the pictures are prepared to a certain topic they might think of [7, p. 38-39].

Besides, it is a time to activate students' background knowledge. Thus, looking at the pictures, or title or any other visible information, a teacher may ask the questions which may be of the general knowledge of the kids, such as any information about nature, animals, birds, trees, etc. For example, if there is a drawing of a lion, a teacher may ask additional questions to revise the names of the animals, colors, food, etc., the facts that are already known to students from other source of information.

Secondly, while reading students are supposed to understand what they are reading and start making conclusions and analysis of what they have read. So, it is a stage of inferring.

While reading a number of useful tips and techniques may be considered, such as:
· Following while reading, but usually following with one's figure is boring and children drop it after few seconds. So, to make it more interesting a teacher may offer to make a paper cut finger or a hand, and give it to children randomly, or as a reward, or based on other required system. The main point that students have an option of a choice and can follow not only by their own fingers, which is quiet an old method.
· "Shadowing technique" is another exciting activity that can make children's reading more amazing. The key point is that the reading starts from slow mode to a faster and ends with the fastest, or from low tone reading to a high tone reading. Primary school children are usually very excited about this type of reading.
· Work in groups or pairs. The main aspect of this activity that children work in groups or pairs but a teacher does not interfere or interrupt them but only listens, and some major mistakes may be pointed out if required.
· Choral reading is another technique that make reading more interesting. By the way, shadowing and choral reading may be combined and thus make the process even more exciting.
· Dramatizing is another method which may add more fun to the activities.

Here, students may be divided into characters and asked to act out the story. Help them to add any sound effects which you might create while reading.

Thirdly, "after reading" stage is aimed at summarizing and at this point answering the questions based on the story may be used in different forms: after reading comprehension questioners, fill the gaps forms, match the word with the picture, etc.

And the last but not the least critical thinking, which is one of the student's necessary competences in 21st century. To stimulate critical thinking one may ask the questions which require any additional conclusions, summarizing. At this point a teacher may ask student's attitude to what he/she read, to create their own ending of the story, to characterize the main heroes, etc. All these activities will enable students to develop their thinking and criticism.

While speaking about reading in a young age, it is observed that children like to identify letters around them. So, any posters, pictures on the wall may be useful to stimulated this process in natural surroundings. So, it is the third step to reading motivation. But one should remember to keep hands on learning and the saying "practice makes perfect" is very true.

Decoding is the step when children are asked to name the letters in the words they learn. Every time they are required to sound the letters they memorize not only the sounding of the word but spelling also, which is another great challenge for young learners.

A class teacher can create a library corner in the classroom and fill it with the materials related to English, like books, posters, pictures. This corner might be used as a reward for a good work during lessons or for faster students who managed to finish the work before time. Of course, the rules should be stated and obeyed so not to disturb other children.

The last problem which is needed to be discuss as per my belief, is the use of the L1 language in L2 classroom. There are two opposite opinions in this regard, and one should choose the approach he/she believes will work better for his/her class-

ПЕДАГОГІЧНІ НАУКИ

room. As per my approach, based on the experience in teaching English as a second language in Ukrainian classes, of course, usage of L1 language all the time is more desirable and beneficial but sometimes L1 language (Ukrainian in this case) may be more relevant, specially when explaining grammar, or games rules or while working with vulnerable children or children with special requirements (Autism spectrum disorder, dyslexia, and others) [5, p. 17].

Conclusions. To sum up, reading should be a process which includes fun, games, and entertainment and learning with the help of the above mentioned activities may be more effective and interesting for kids. Teacher should find a method and approach that would be beneficial for each child taking into account their educational interests and needs. Besides, teaching of reading may include after class activities, library activities, so to make it interesting and variable.

References:
1. Бех П.О. Навчання учнів початкової школи читання англійською мовою з використанням піктограм / П.О. Бех, М.В. Денисенко // Вісник КНЛУ : Серія Педагогіка та психологія. – К.: Вид. центр КНЛУ, 2004. – Вип. 7. – С. 6-16.
2. Денисенко М.В. Використання кольорового читання англійською мовою в початкових класах школи / М.В. Денисенко // Іноземні мови. – 2001. – № 3. – С. 36-37.
3. Жирова Т.В. Easy English / Т.В. Жирова, В.В. Федієнко. – Х.: Школа, 2008. – 46 с.
4. Онищенко К.І. Ігровий компонент у навчанні техніки читання англійською мовою / К.І. Онищенко // Іноземні мови. – 1995. – № 1. – С. 36-37.
5. Carter V.E. New approaches to literacy learning: a guide for teacher educators [Online resource] / V. Elaine Carter // UNESCO. – 2000. – Retrieved from: http://unesdoc.unesco.org/images/0012/001257/125767eb.pdf.
6. N'Namdi K. Guide to teaching reading at the primary school level [Online resource] / Kemba A. N'Namdi // UNESCO. – 2005. – Retrieved from: https://eric.ed.gov/?id=ED495644.
7. Tindale J. Teaching reading [Online resource] / J. Tindale, A. Burns // National Centre for English Language Teaching and Research Macquarie University, Sydney. – 1966. – Retrieved from: http://www.ameprc.mq.edu.au/docs/research_reports/professional_development_collection/Teaching_reading.pdf.

Єленко А.П.
Загальноосвітня школа № 1 м. Ромни

РОЗВИТОК ЧИТАННЯ ТА ГРАМОТНОСТІ НА АНГЛІЙСЬКІЙ МОВІ В ПОЧАТКОВІЙ ШКОЛІ. ДИТИНО-ОРІЄНТОВНИЙ ПІДХІД

Анотація
У статті біли досліджені основні принципи становлення навичок читання і грамотності в початковій школі. Розвиток дитини відіграє ключову роль в навчальному процесі, і у віці 2-4 років дитина проявляє інтерес до читання. Читання само по собі складний процес, який вимагає навичок та знань, навіть, коли це стосується вивчення рідної мови, ось чому необхідно, щоб була сформована стратегія для навчання читанню іноземною мовою, щоб процес став легшим, цікавішим та результативнішим. Перш ніш давати поради та рекомендації було проведено дослідження щодо етапів розвитку дитини і сформульовані декілька основні етапи у процесі читання, окрема увага була приділена використанню рідної та іноземної мов у класі, а також до певних потреб у навчанні дітей з особливими потребами, таких як аутизм та СДУГ.
Ключові слова: читання, навчання, початкова школа, грамотність, рідна мова, іноземна мова, аутизм, СДУГ, зорово розпізнавальні слова, дитино-орієнтовний підхід, організація класу.

Еленко А.П.
Среднеобразовательная школа № 1 г. Ромны

РАЗВИТИЕ ЧТЕНИЯ И ГРАМОТНОСТИ НА АНГЛИЙСКОМ ЯЗЫКЕ В НАЧАЛЬНОЙ ШКОЛЕ. ДЕТО-ОРИЕНТИРОВАННЫЙ ПОДХОД

Аннотация
В статье были исследованы основные принципы становления навыков чтения и грамотности в начальной школе. Развитие ребенка играет ключевую роль в образовательном процессе и будучи в возрасте 2-4 лет дети обычно проявляют интерес к чтению. Чтение само по себе сложный процесс, который требует навыков и знаний даже когда речь идет об изучении родного языка, именно поэтому должна быть выработана стратегия для изучения чтения на иностранном языке, чтобы сделать процесс легче, интереснее и результативнее. Перед дачей советов и рекомендаций было проведено исследование касательно этапов развития ребенка, и сформулированы несколько основных этапов в процессе чтения с отдельным вниманием к использования родного языка и иностранного в классе, а также к определённым требованиям к обучению детей с особенными потребностями в обучении, такими как аутизм, и СДВГ.
Ключевые слова: чтение, обучение, начальная школа, грамотность, родной язык, иностранный язык, аутизм, СДВГ, зрительно узнаваемые слова, дето-ориентированный подход, организация класса.

ПЕДАГОГІЧНІ НАУКИ