

DEVELOPING READING SKILLS IN ENGLISH LESSONS FOR PRIMARY SCHOOL STUDENTS THROUGH TEXT COMPREHENSION EXERCISES

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Annotation. This article is devoted to developing reading skills in English lessons for primary school students. The article describes the role of reading in elementary grades and exercises that will help students understand the content of the text well. A discrepancy between the opinions of teachers and students is revealed. The article provides an analysis of students' work in English, describes what influences the improvement of text comprehension, including when passing the external summative exam for 5th grade students. The authors provide examples of several tasks for text comprehension and comments on them. The article highlights the information that thanks to certain exercises in English lessons, students develop reading skills well. The article highlights the information that thanks to certain exercises in English lessons, students develop reading skills well. An analysis of the external summative exam by students is provided.

Аннотация. Данная статья посвящена развитию навыков чтения на уроках английского языка у учащихся начальной школы. В статье описывается роль чтения в начальных классах и упражнения, которые помогут учащимся хорошо понимать содержание текста. Выявлено расхождение во мнениях учителей и учащихся. В статье дается анализ работ учащихся на английском языке, описывается, что влияет на улучшение понимания текста, в том числе при сдаче внешнего итогового экзамена для учащихся 5-х классов. Авторы приводят примеры нескольких заданий на понимание текста и комментарии к ним. В статье подчеркивается информация о том, что благодаря определенным упражнениям на уроках английского языка учащиеся хорошо развивают навыки чтения. В статье подчеркивается информация о том, что благодаря определенным упражнениям на уроках английского языка учащиеся хорошо развивают навыки чтения. Приводится анализ внешнего итогового экзамена учащимися

Keywords: English, text, student, short story, text content, reading the text.

I would like to begin our article with a paraphrased proverb "If you can't speak, learn to read." Nowadays, reading is a very important skill. Thanks to reading in English, children develop

an interest in learning English, the ability to gain knowledge and enrich their vocabulary. Reading is a means of teaching other types of speech activity. It is important to lay a solid foundation for reading skills in primary school. Therefore, in the last decade, there have been serious changes that have forced theorists and practitioners in the field of teaching foreign languages to reconsider the established and considered traditional views on teaching reading.

In our opinion, reading plays a very important role in teaching English, so today we will talk about it and the exercises used in this area.

The purpose of our study is to theoretically substantiate, develop a set of exercises on reading for primary school students and test a set of exercises to develop reading skills in English.

We believe that the most important thing is for a child to not only read the text, but also comprehend it. Meanwhile, our research data show that not only primary school students, but even high school students do not always understand the text they read. They only mechanically remember what they read, memorize sentences from the text, and when reading independently, they often cannot understand the general meaning of the text. If we take into account the problem of reading without understanding the text, it is necessary to work purposefully in this direction already in elementary grades, using special exercises for understanding what has been read.

At the first stage of our research, we studied various sources of information and identified a number of traditional tasks aimed at understanding the text:

- find unfamiliar words and find out their meaning;
- title the text, divide it into paragraphs;
- highlight the main idea and topic of the text;
- connect the beginning and end of a sentence;
- determine the content of the text based on the illustrations;
- answer questions about the text.

Later, we added other exercises for understanding the text, which are used in the external summative assessment in grades 5. Based on this, we pay special attention to the following exercises:

- Selecting correct and incorrect judgments about the text;
- Reading the text with missing words (students must insert words that are suitable in meaning from those offered, while the text can be either familiar to the students or new).
- Multiple choice (students must choose one correct answer from four suggested)

During the survey, it turned out that it is easier for students to work with the text if they know the meanings of new words. Therefore, we provided new vocabulary after each text in

advance of reading. Students memorized these words at home and did an excellent job of translating the text. Only 7% of respondents indicated that it did not matter to them which exercises to work with. It is easier to remember and retell the content of the text with new words provided in advance - the majority of students. To the question "With the help of which exercises is it easier to understand the content of the text?" students answered that most often it depends on the complexity of the text, but most of all the students liked the following exercises: choosing correct and incorrect judgments about the text, reading the text with missing words, answering questions about the text, connecting the beginning and end of a sentence, composing a story or sentence using key words.

During the study, it was revealed that, as a result of the systematic use of such exercises in the classroom, our students have well-developed skills:

- reproduce the text they have read, divide it into complete parts;
- find the essential in the text, see the meaning of the text, its main idea;
- recreate the author's images using imagination;
- see text "signals" - key words, images;
- read "actively", correlating what they have read with their own experience, asking questions, predicting the content;
- be aware of the author's assessment of the events and characters of the work;
- reflect on what they have read and determine their position on this issue;
- use attention, memory, thinking, imagination, emotions, etc. when reading the text.

Two trial exams were held during the year. Each exam consisted of two parts. In the first part, students read 3 texts and completed tasks for them, such as:

- choosing correct and incorrect judgments based on the text;
- reading a text with missing words;
- multiple choice.

In the second part, students wrote a short story based on pictures, which is aimed at students' skills:

- writing a short story;
- presenting the content of pictures in the text;
- structuring a short story;
- using vocabulary appropriately;
- observing punctuation rules.

14 students took part in the English trial exam in the 5th grade. Below is a diagram that shows how students improved their text comprehension skills [Diagram 1]. According to the diagram, we can see that the students' knowledge level increased by an average of 7%. Based on this, we can conclude that systematically completing exercises leads to successful results and high scores.

Conclusion. Thus, we believe that reading allows students to expand their vocabulary, remember the correct sentence structure, and, in general, enjoy the beauty of the language. The excellent result of using such exercises is manifested not only in successful studies, it will accompany the child throughout his life and turn him into an intellectually and spiritually active, thoughtful reader, a Reader with a capital letter.

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