

**PECULIARITIES OF FORMATION OF READING SKILLS IN ENGLISH IN
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Abstract: This article examines the peculiarities of formation of reading skills in English among primary school learners. It highlights the growing importance of English as a global language and justifies the need for early foreign language instruction. The study analyzes the psychological, linguistic and methodological characteristics that influence young learners' reading development, including their limited attention span, reliance on visual support and challenges caused by English phoneme-grapheme irregularities. Practical approaches for improving reading instruction are proposed, with an emphasis on age-appropriate materials, multisensory techniques and step-by-step comprehension support. The article provides scientifically grounded insights that can help teachers enhance reading competence in primary classrooms and contributes to the improvement of language teaching methodology.

Key words: linguistic features, psychological, methodological peculiarities, reading instruction, attention span, multisensory techniques, phoneme-grapheme irregularities.

**BOSHLANG'ICH SINFLARDA O'QISH KO'NIKMALARINI INGLIZ TILIDA
SHAKLLANTIRISHNING O'ZIGA XOS XUSUSIYATLARI**

Annotatsiya: Ushbu maqolada boshlang'ich sinf o'quvchilarining o'qish ko'nikmalarini ingliz tilida shakllantirishning o'ziga xos xususiyatlari ilmiy asosda tahlil qilingan. Ingliz tilining global kommunikatsiya va texnologiya tiliga aylangani sababli uni erta bosqichdan o'rgatish zarurligiga urg'u beriladi. Tadqiqotda o'quvchilarning psixologik, lingvistik va metodik xususiyatlarining o'qish jarayoniga ta'siri yoritilib, ingliz tilidagi fonema-grafema nomutanosibliklari, diqqat davomiyligining qisqaligi va vizual tayanchlarga ehtiyoj kabi omillar ko'rib chiqiladi. Shuningdek, kichik yoshdagi o'quvchilar uchun samarali bo'ladigan o'qitish yondashuvlari va amaliy tavsiyalar taklif etiladi. Maqola boshlang'ich sinflarda chet tili o'qitish metodikasini takomillashtirishga xizmat qiladi.

Kalit so'zlar: lingvistik xususiyatlar, psixologik, metodologik xususiyatlar, o'qish bo'yicha ko'rsatmalar, diqqatni jamlash vaqti, multisensorli texnikalar, fonema-grafema nomutanosibligi.

**ОСОБЕННОСТИ ФОРМИРОВАНИЯ НАВЫКОВ ЧТЕНИЯ НА
АНГЛИЙСКОМ ЯЗЫКЕ В НАЧАЛЬНЫХ КЛАССАХ**

Аннотация: В статье анализируются специфические особенности формирования навыков чтения на английском языке у учащихся начальных классов. Подчеркивается возросшая роль английского языка как средства

глобальной коммуникации и обосновывается необходимостью его раннего освоения. Рассматриваются психологические, лингвистические и методические факторы, влияющие на развитие навыков чтения: короткая продолжительность внимания, необходимость визуальной поддержки, а также сложности вызванные несоответствием фонема-графемных связей английского языка. В работе предлагаются практические подходы и рекомендации, направленные на повышение эффективности обучения чтению в начальной школе. Статья имеет научно-практическую ценность для специалистов в области методики преподавания иностранных языков.

Ключевые слова: лингвистические особенности, психологические, методические особенности, обучение чтению, устойчивость внимания, мультисенсорные методики, фонемо-графемный дисбаланс.

Introduction

Developing reading skills in English in primary school is a complex but important pedagogical process. Since children are at a stage of psychological and physiological development during this period, the specifics of reading are particularly important for the effective organization of the educational process. Reading skills, a key component of language learning, serve not only to assimilate vocabulary and grammar, but also to understand content, develop thinking skills, and develop communicative competence. Teaching elementary school students to read in English requires specific didactic, psychological, and methodological approaches. This approach must take into account the students' age, level of cognitive development, reading skills in their native language, and knowledge of the phonetic, lexical, and morphological structure of the foreign language. Research shows that in primary grades, reading is the most important type of speech activity. At primary school age, students gain a general understanding of the grammar of a foreign language, learn to pronounce sounds, words and sentences correctly, and become familiar with the features of intonation. At the initial stage of reading instruction, it is important to teach young students not only to read a foreign language text aloud, but also to understand and evaluate the information in the text, to connect the sound-letter relationship with the semantic meaning of what they read. The reading process includes technical and semantic aspects. At the initial stage of education, schoolchildren are mainly taught reading techniques. N. D. Galskova, N. I. Gez emphasize that reading technique is a set of skills that facilitate familiarization and correlation of graphic images (letters) at the level of words and sentences with the corresponding auditory-motor images and certain information, the formation of the ability to predict the meanings and text levels, as well as the development of reading speed [1]. The semantic aspect of reading involves the development of reading skills associated with the processing of semantic information at different levels in order to understand the content of the text [2]. According to I.V. Vronskaya, the goal of teaching reading is the development of reading skills [3]. This requires extracting from the text the level of information necessary to solve a specific speech problem, which corresponds to reading skills associated with comprehension of what has been read, as explained by E. N. Solovyova [4]. Thus, teaching reading in elementary grades is primarily aimed at developing technical reading skills, and then at developing reading comprehension skills, which is the main goal of teaching reading.

Literature Review

Psychologically, young students' thinking is figurative, they find it difficult to concentrate on one thing for a long time, but they have a strong ability to perceive emotions. Therefore, the Western scientist L. Cameron emphasizes that the extensive use of visual and auditory materials in the educational process is of great importance in increasing their motivation [5]. According to the Uzbek scientist M. Usmanov, the use of visual aids in the educational process does not exclude traditional teaching methods, but is harmoniously combined with them at all stages of education: familiarization, training, application, and monitoring. He emphasizes that visual teaching aids can be used at various stages of the educational process, including when the teacher explains new material, when it is reinforced by students, when reviewing the material already covered, and when the teacher checks students' knowledge, as well as in extracurricular activities [6]. Therefore, the teacher should make extensive use of colorful, dramatic, and visual materials to arouse children's interest.

In the process of developing reading skills in English in primary grades, the linguistic features are particularly important. This is due to the imbalance between graphemes and phonemes in English, as well as the incomplete correspondence of articles, tense categories, and stress systems to their Uzbek equivalents. which indicates that this process requires special methodological approaches to develop linguistic thinking in students. The process of developing reading skills takes place in 3 stages: analytical, synthetic, and automation. At the analytical stage, a primary school student learns to connect sounds and letters, combines syllables, and then combines words. Reading comprehension at this stage differs from the process of time-based comprehension: the student first reads the word and only then understands its meaning[7].The synthetic reading stage is characterized by the fact that in the student's mind a word is defined not only by its individual parts, but is presented as a whole. In this case, the visual perception of a word coincides with an understanding of its meaning. The synthetic reading period lasts significantly longer. According to T.G. Egorov, it continues throughout elementary school and, for the most students, is completed only by the beginning of secondary school [8]. During the automation stage of reading skills, the refinement and consolidation of acquired skills occurs. The technical aspect of reading gives way to the process of understanding the meaning and significance of what is read. A key indicator of a student's transition to the automation stage is their desire to read silently. Therefore, during reading instruction, teachers should focus on helping young students to overcome the challenges of the analytical stage as quickly as possible, develop an interest in reading, and develop the ability to read automatically [9].

In developing reading skills in elementary grades, didactic and methodological features play a special role. These features primarily determine the selection of texts, reading strategies, types of exercises, and their educational effectiveness. Researchers in this area emphasize the need to use simple, concise, and familiar vocabulary when teaching English in elementary grades. According to J. Jalolov, dramatic, humorous, or adventure texts attract children's attention and increase their motivation to read. For example, short stories or illustrated texts, puzzles encourage the reader to read and think [10]. H.D. Brown also emphasizes that texts should be short, have a simple syntactic structure, and the content of the text should be close to the reader's life experience. For example, texts

about family, school, animals, or hobbies arouse their interest [11]. Russian researcher E.I. Passov notes that in the process of teaching a foreign language, texts should perform a communicative function and be interesting and emotional in content for students [12]. G.V. Rogova puts forward the idea that in order to develop reading skills in English, it is necessary to select texts according to the principle “from simple to complex”, that is, methodically, reading tasks gradually become more complex, and step-by-step educational literature intended for elementary school students is effective in expanding their vocabulary [13]. Moreover, the teacher’s ability to organize a lesson also has a very positive effect on the development of students’ language skills. According to B. Toshboeva, a teacher should create a specific atmosphere in the lesson depending on the topic, for example, organize a natural environment around topics such as traveling, birthday, family, in the kitchen, and others, which will increase students’ vocabulary and linguistic capabilities and broaden their worldview [14]. Younger students are very active participants in classes filled with didactic games. Therefore, it is important for teachers to consider how to incorporate games into the learning process. Schoolchildren cannot sit still for long and have a strong need for active games. In this regard, linguist V. A. Zaporjets evaluates didactic games as developing independent and active thinking and speech in students, making the learning process interesting, and also helping to overcome language barriers [15]. K. T. Jumaeva also believes that games have great educational value. In her opinion, games require adherence to certain rules. They can be varied to prevent them from becoming boring, for example, through movement exercises, singing songs, dancing, etc. It is crucial to provide children with opportunities for their activities. Through playing games, children learn to overcome difficulties, explore the world around them, and seek solutions. Such games cultivate children as organizers, capable of persistently achieving goals and engaging others. In this situation, she puts forward the idea that a teacher must possess pedagogical intuition [16].

Results and discussion

When learning languages or any other subject, we need specific strategies for mastering skills, especially for students whose native language is not English. The effectiveness of teaching reading in English in elementary grades largely depends on the didactic consistency of the chosen strategies. According to the research and analysis of teaching strategies used to develop the reading skills of elementary school students in English, each strategy is designed to achieve a specific goal. For example, in the simple reading model, the reading process relies on two main components: decoding (reading words into sounds) and comprehension (understanding the content of the text). P. B. Gough and W. E. Tunmer emphasize in their research that reading is effective when students can combine these two processes. [17] For example, an elementary school student’s ability to read the word “cat” into sounds (decoding) and associate it with the meaning “cat” (comprehension) is a practical expression of this strategy. According to the self-instruction hypothesis developed by P. Jormann and D. L. Sher, students learn new words on their own through phonological encoding. They believe that once a student uses phonological decoding, he consolidates the pronunciation and meaning of a new word in his memory. [18] For example, a child may read the word “ship” by sound and then quickly and automatically recognize it when it appears in other texts. According to the orthographic mapping model developed by L.K. Ehri, the process of memorizing words is based on the connections between graphemes and phonemes. In this case, the

student stores the letter structure of the word in memory in accordance with the sounds[19]. For example, when a child reads the word "light", he breaks it down into sounds in the form /l/-/ai/-/t/ and gradually memorizes this word as a visual unit. This strategy is important for the development of speed and automaticity of reading. According to the research of R. Johnston and J. Watson, the phonic method is one of the most effective methods in elementary grades. With this approach, each phoneme is studied separately, and then they are combined into words. The phonetic method teaches students a deeper understanding of sound-letter connections[20]. Another group of researchers in their research showed that there are two cognitive paths to reading: Phonological path - reading words based on their sounds; Lexical path - recognizing words as a whole[21]. In elementary school, a student reads the word "dog" phonologically, but automatically recognizes high-frequency words such as "the" and "and". A.S. Palinchar and A.L. Brown developed a reciprocal teaching strategy aimed at developing reading comprehension. Students work in small groups and take turns asking questions, clarifying, predicting, and summarizing.[22] For example, elementary school students read a fairy tale and try to find the answer to the question "what could happen next?" As K.E. Snow, M.S. Burns, and P. Griffin note, early identification of children with reading difficulties and organizing additional classes in accordance with the prevention and correction strategy improves the literacy level of students.[23] For example, providing additional phonics exercises for children with difficulties in differentiating phonemes yields effective results. T. Rasinski emphasizes in her research that it is possible to improve the speed and comprehension of students through expressive reading exercises. This includes repeated reading, paired reading, and dramatized reading.[24] For example, students expressively read dialogues from fairy tales, dividing them into roles. Based on the analysis and ideas conducted, it can be concluded that there are various strategies for developing English reading skills in elementary grades, each of which has its own impact on students' phonetic, semantic, and cognitive development. The systematic use of strategies contributes to the development of students' fluent, expressive, and comprehensible reading skills. Sh.Sh.Talipova notes that most methods and techniques in modern education are focused on individual and group work, while interactive tasks require students to be dynamic, resourceful, and inquisitive. Completing such tasks may not always be as simple as it seems. Even extroverted students sometimes find it difficult to work in groups or pairs if the lesson does not provide a friendly and open atmosphere. Therefore, the teacher should strive to simplify the tasks as much as possible, select materials based on students' knowledge level, and present them in a clear, interesting, and engaging manner. In this way, a student-centered environment is created in the classroom, and results are gradually achieved with each lesson. This process achieves the main goal of mutual understanding, increased student interest in science, and their progress in foreign language learning [25].

Conclusion

Scientific research and examination of relevant literature have revealed that developing English reading skills in elementary school students is a complex yet critically important pedagogical process. This process combines psychological, linguistic, didactic, and socio-pedagogical factors. The student's age-related personality traits, level of cognitive development, attention span, and emotional sensitivity directly influence the success of

this process. In general, the developing reading skills in English in primary grades involves not only imparting knowledge but also fostering of the child's independence, research activities and self-development. Therefore, teachers must adapt modern methods to the national education system and implement effective age-appropriate methods.

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