

FORMATION OF COMMUNICATIVE COMPETENCE THROUGH PRODUCTIVE READING IN PRIMARY SCHOOL STUDENTS

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ABSTRACT

This article discusses the ways of forming communicative competence through productive reading in primary school students.

Keywords: Formation, primary class, student, communication, competence, productive reading.

INTRODUCTION

Man is a social being, he is surrounded by people everywhere, and he always has to contact someone. In the twenty-first century, the age of technology, where real communication is often squeezed out by virtual communication in social networks, and there is an acute problem about the ability and ability of a person to communicate, about his communicative competence. In real life, you can hardly express your emotions with typical emoticons, or erase the words you say and take time to think about answering a question.

Communication competence has several aspects:

- communicative ability - a person's natural talent for communication;
- communicative knowledge is the knowledge of what communication is, what are its types, patterns;
- communication skills that allow you to effectively interact with other people in various activities.

To be successful, you need to be more communicative-active, socially competent, more adapted to social reality, able to effectively interact and manage communication processes.

Thus, the main task of the teacher is to educate a versatile, communicative and competent personality.

Communicative competence has interested many scientists and many have repeatedly thought about the very concept of "Communicative competence".

For example, Andreeva G. M. asserts that communicative competence is orientation in various communication situations, based on the knowledge and sensory experience of an individual, the ability to effectively interact with others through understanding oneself and others with constant modification of mental states of interpersonal relations and social environment conditions. [1]

Petrovskaya L. A. defines communicative competence as a set of skills and abilities necessary for building an effective communicative action in a certain range of situations of interpersonal interaction. [2]

Kunitsyna N. V. describes this concept as "the possession of complex communication skills and abilities, the formation of adequate skills in new social structures, knowledge of cultural norms and restrictions in communication, knowledge of traditions, etiquette in the field of communication, respect for decency, education; orientation in the communicative means inherent in the national, class mentality and expressing it, the development of the role repertoire within this profession". [3]

They and many other scientists form this concept in different ways, but all say the same thing: that communicative competence is something connected with our speech, with the ability, ways and methods of communication. Speaking about communication, about our speech, we can not help but mention literary reading, since it is literary reading that forms our vocabulary. As you know, the larger the vocabulary, the brighter and more interesting the speech of a person. In the age of technology, people began to read less, this, of course, could not but affect society, its culture of communication.

Even from the cradle, the child tries to repeat the words, after his relatives. As he gets older, he listens carefully to fairy tales, "adding" the words he has heard to his vocabulary. Then the child grows up and goes to kindergarten, where he plunges deeper into the world of fairy tales, learns poems, trains memory, learns the norms of speech and the elementary basics of communication. Children try to negotiate with each other, ask for something and ask others. All their experience adds up to their invaluable "communication baggage".

Next, the child comes to school, where all his previously acquired knowledge gets a more decorated look. Learning to read and write has a huge impact on the formation of communicative competence. It forms the child's basic literacy, the ability to work with the text, contribute to the complex development of the child, as well as the development of his interest in fiction and reading in general. The lesson "Literary reading" has a wide range of opportunities that enhance communication culture .

Literary reading contributes to the development of the ability to conduct a constructive dialogue, defend your point of view, while giving various facts and arguments. It also contributes to the development of information skills - learn how to work with volumes of different information: allows you to find the information in various dictionaries and reference books, teaches self-focus in the textbook and in a particular text. In addition to information and communication competence, the reader's competence is also formed, which allows you to highlight the main and secondary things in the text, analyze it, realize and reproduce what you read to others in the future.

MATERIALS AND METHODS

At the lessons of literary reading, the child is faced with all kinds of forms and types of communication. Let's get acquainted with some of them:

Dialogue

In simple words, a dialogue is an exchange of words between two or more people, which has a certain semantic content.

This form of communication can be found in various literary texts: in fairy tales, short stories, and various poems. Immersing themselves in literary texts, children plunge into the described world, try on the roles of actors and participate in a dialogue with each other, read out the lines

written by the author. Such a form as dialogue contributes to the formation of children's tact, norms of etiquette and society, the work about which he reads.

Monologue

A monologue is a remark made by one person. Sometimes this replica can reach the whole of the text. Monologue can be found, as well as dialogue, in fiction, most often in short stories and poems. Monologue allows the child to learn to express their own opinions, to lead stories, according to a certain structure (introduction-main part-conclusion), give arguments in defense of your own opinion.

A lot of important role in the lessons of literary reading is played by reading itself. In the process of reading, students can learn new words, as a result of which they can replenish their vocabulary. This type of reading, as expressive reading, allows the child to get acquainted with intonation and will allow you to consciously use it in your speech in the future.

Retelling

A great influence on the formation of communicative competence has such a type of work as retelling. Retelling contributes to the development of the skill of constructing speech, including such a form as a monologue, as well as the development of the ability to express your point of view, giving suitable arguments. Knowledge of retelling will allow primary school students to continue to cope more successfully with such subjects as social studies and natural science.

There are several types of retelling:

- 1) a Brief
 - 2) Partial (selective)
 - 3) Detailed
 - 4) Creative
- Let's take a closer look at each of them.

- A brief retelling

A brief retelling implies the formation and, in the future, the development of the ability to analyze the text and isolate the most important things from it, while reducing the text as much as possible, discarding all minor points. This type of retelling will also be able to help the child in writing the presentation.

- Partial (selective) retelling

The meaning of this retelling is to tell about a certain episode in the text, about the hero or about a certain storyline. A story about a separate episode. Rarely causes difficulty, but selective retelling of a particular character or retelling of a particular storyline often leads to difficulty, so it requires more intensive analysis, more complex mental work.

- Detailed retelling

This type of retelling does not require special efforts from both the teacher and the student. The task of the teacher is to monitor the sequence of actions and literacy of the presented speech. This type of retelling helps to develop memory, the ability to consistently build speech, get rid of words of parasites.

Is a creative retelling

The most unusual and interesting kind of retelling. There are two types of creative retelling:

1. Retelling according to the changed plan, with a change in the sequence of actions.

This type of retelling can be used when retelling literary texts with a confusing storyline.

2. With the addition of the story.

Such a retelling can be used in cases where a work of fiction has an open ending or so-called "blind spots" in the text. You can ask students to come up with a place where the actions or the

final of the work take place. Creative retelling allows children to develop their creativity and get away from the "template".

Learning to retell has a positive effect on the formation and development of the formation of communicative competence. The teacher's high-quality knowledge of methods and means of working with text contributes to the effective solution of speech problems in primary school students.

DISCUSSION

Another type of work in the lessons of literary reading is a discussion.

A discussion is a public argument. In contrast to the usual verbal skirmish, it implies an analysis of different points of view and the search for a single solution to problem situations. This form of work in the classroom allows the child to form the ability to listen to the opinions of others, analyze the arguments heard and build arguments in defense of their opinion.

RESULTS AND DISCUSSION

It is advisable to start introducing children to the fairy tale with a detailed commented reading of the text, then bring them to the solution of problematic issues, because it is problematic issues that contribute to the active inclusion of children in the communication process.

It is important for the teacher to teach the child to express his thoughts correctly, as well as to teach him to respect his comrades and be able to listen to them. It is also possible to organize work in pairs and groups (to discuss the actions of the heroes, for example, why the father plucked a scarlet flower, why the older daughters did not agree to help their father in trouble, etc.), which helps to organize communication, since each child has the opportunity to talk with an interested interlocutor.

As a result of such exercise of primary school pupils are formed communicative competence - the ability:

- * understand other people's different positions than your own
- * consider different opinions
- * formulate your own opinion orally and in writing;
- * negotiate and come to a common decision
- * build statements that are clear to the partner,
- * ask questions;
- * adequately use speech tools to solve various communication problems;
- * build a monologue statement, master the dialogic form of speech;
- * be able to argue your position
- * be able to resolve conflicts productively

CONCLUSION

These are only a few forms of work in the lessons of literary reading, but even getting acquainted and analyzing them, we clearly see how much influence literary reading has on the formation of communicative competence. It is present in the life of a person from his early years, but at school it takes on a more formal appearance. The completed course of literary reading in primary classes will allow students to master the rules of building a monologue, retelling, conducting a dialogue and justifying their opinion during a discussion. Literary

reading can also allow students to get acquainted with the world and life of other countries, peoples and cultures.

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