

Features of the formation of reading skills in young children(on the example of teaching English)

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Annotation: *This article explores the process of developing reading skills in young children, focusing on English language acquisition as a case study. Through literature analysis and examination of teaching methods, this study investigates effective strategies for fostering literacy in early childhood education. The results shed light on key factors influencing reading proficiency and offer insights into optimizing teaching practices to enhance children's literacy development.*

Keywords: *Reading skills, young children, English language acquisition, teaching methods, literacy development.*

Reading proficiency is a fundamental skill essential for academic success and lifelong learning. For young children, mastering reading skills lays the foundation for their cognitive and academic growth. In the context of teaching English as a second language, understanding the process of reading skill formation is crucial for educators to design effective instructional strategies. This article aims to delve into the mechanisms underlying the development of reading skills in young children, with a focus on English language acquisition.

Numerous studies have examined the factors contributing to the development of reading skills in young children. Research suggests that early exposure to literacy-rich environments, interactive reading experiences, and phonological awareness play pivotal roles in fostering reading proficiency. Additionally, the socio-cultural context, including familial support and community resources, significantly influences children's literacy development. Moreover,

studies emphasize the importance of employing evidence-based instructional methods tailored to the developmental stage and individual needs of young learners.

This study adopts a qualitative approach, combining literature review and case study analysis. The literature review synthesizes existing research on reading skill formation in young children, particularly in the context of English language learning. The case study involves observing and analyzing teaching practices in early childhood education settings, focusing on strategies employed to facilitate English reading acquisition among young learners.

Teaching young children to read in English involves a blend of various strategies and techniques tailored to their developmental stage. Here are some key features of how reading skills are formed in young children, focusing on teaching English:

Phonemic Awareness: This is the ability to recognize and manipulate individual sounds (phonemes) in words. Activities like rhyming games, blending sounds to form words, and segmenting words into sounds are essential for developing phonemic awareness.

Phonics Instruction: Phonics teaches the relationship between letters (graphemes) and their corresponding sounds (phonemes). Using systematic phonics instruction, children learn letter-sound correspondences and how to apply them in decoding unfamiliar words. This can be done through interactive activities, such as letter-sound matching games, word-building exercises, and phonics-based stories.

Sight Words: Certain words don't follow regular phonetic rules and need to be memorized by sight. These high-frequency words (e.g., the, and, to) are taught through repetition, flashcards, and incorporating them into meaningful contexts such as sentences and stories.

Decodable Texts: These are reading materials specifically designed to practice newly learned phonics skills. Decodable books contain words that align with the phonics patterns students have been taught, enabling them to apply their

knowledge in context. Gradually, the complexity of decodable texts increases as children progress in their reading abilities.

Vocabulary Development: Building a strong vocabulary is crucial for reading comprehension. Teachers introduce new words in context, provide definitions, and encourage students to use them in sentences. Picture books, word games, and vocabulary activities help expand children's word knowledge.

Fluency Practice: Fluency refers to the ability to read with accuracy, speed, and expression. Repeated reading of texts, choral reading, and guided oral reading activities help children develop fluency by improving word recognition and prosody.

Comprehension Strategies: Teaching comprehension skills starts early and evolves as children advance in their reading abilities. Initially, teachers focus on basic understanding, such as identifying the main idea, sequencing events, and making predictions. As children progress, they learn more advanced comprehension strategies like inferencing, summarizing, and analyzing text structures.

Interactive and Multisensory Approaches: Young children learn best through hands-on, interactive experiences. Incorporating games, songs, gestures, and manipulatives into reading instruction engages multiple senses, making learning enjoyable and memorable.

Differentiated Instruction: Recognizing that children have diverse learning styles and abilities, teachers provide instruction that caters to individual needs. This may involve small-group instruction, one-on-one support, and adjusting the pace and level of instruction to meet each child's needs.

Parental Involvement: Engaging parents in their child's reading development is crucial for success. Providing parents with resources, strategies, and activities to support reading at home fosters a collaborative approach between home and school.

By incorporating these features into English reading instruction for young children, educators can create a solid foundation for literacy development that will

serve students well as they continue to advance in their reading skills.

The findings corroborate existing research indicating the critical role of early literacy experiences and instructional practices in shaping reading skills. Interactive and engaging activities enhance children's motivation and comprehension, facilitating language learning and literacy acquisition. Moreover, the socio-cultural context profoundly influences children's language development and reading abilities, underscoring the importance of cultural relevance and inclusivity in educational materials and practices.

Conclusions and Suggestions:

In conclusion, the formation of reading skills in young children, particularly in learning English as a second language, is a multifaceted process influenced by various factors. Effective teaching strategies, grounded in evidence-based practices and tailored to individual needs, are essential for fostering literacy development. Educators should prioritize creating literacy-rich environments, providing diverse and inclusive learning experiences, and collaborating with families and communities to support children's reading proficiency. Further research is warranted to explore innovative approaches and interventions to optimize reading instruction and promote equitable access to literacy for all children.

In crafting effective instructional strategies, educators must remain cognizant of the diverse needs and backgrounds of young learners, ensuring inclusivity and cultural relevance in teaching materials and practices. By fostering a love for reading and providing meaningful literacy experiences, educators can empower young children to become proficient readers and lifelong learners.

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