

LEARNING TO READ AND ITS IMPACT ON COGNITION

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Abstract: *this article is aimed to present the information about the importance of reading among other speech activities. Author brings evidence from the theory and from the practice as well. She noted that reading can be learnt from the early ages and this possession makes the reader use and understand other skills in communicative environment.*

Keywords: *reading, speech activity, cognitive, communicative, competence, educational, teach, study.*

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Reading is an independent type of speech activity associated with the perception and understanding of information encoded by graphic signs. In primary classes, the foundations of this important type of speech activity are laid. We all understand that the text is a support for the development of communicative competence in the totality of its components such as speech, language, socio-cultural, compensatory and educational and cognitive competences. As we know, interconnected learning suggests that different types of speech activity have both common and specific features. Developing common features in one type of speech activity make it possible to ensure the development of skills and abilities in another form. This feature allows you to transfer strong skills and abilities from one type of speech activity to another [1]. When identifying the leading type of speech activity, all other types can and should be included in the educational process for the qualitative development and improvement of the leading activity [2]. In the case of interconnected learning, the types of speech activity interact with each other along the following trajectories: receptive and productive (reading, listening), productive and productive (writing, speaking).

Often they are caused by the graphic and orthographic features of the English language. Especially, reading vowels, combinations of vowels and some consonants, which are read differently depending on the position in the word. Ideally, reading in a foreign language should be independent in nature, carried out not under duress, but be accompanied by interest from the side of children. However, practice shows that the interest in this type of speech activity among schoolchildren is very low. This type of speech activity is not a means of obtaining information, raising cultural level or just a source of pleasure for schoolchildren, but is considered by them as a purely educational task [3].

To read in foreign language contributed to the development of the cognitive interest of students, it is necessary to take into account the cognitive needs and age characteristics of children, to diversify educational materials. The success of learning and the attitude of students to the subject depend largely on how interesting and emotionally the teacher conducts lessons. The more gaming techniques the teacher uses for clarity, the more interesting the lessons are, and the stronger the material is absorbed. When perceiving material, younger students tend to pay attention to the bright presentation of the material, clarity, and emotional coloring.

There are two approaches to teach children to read - phonemic and whole words reading (visualization). In many learning processes, teaching in English in elementary school is taught according to the phonemic principle: first, children learn letters, and then textbooks give rules for reading open and closed syllables and imply that students immediately begin to read quickly, fluently and without errors. With experience comes the understanding that it is simply impossible to do. First of all, it is necessary to mention the importance and benefit of the “good old” songs, rhymes and chants. It should be noted that the introduction of computer technology in the learning process allows you to make these types of work more dynamic and attractive to students.

It is obvious that, reading can be improved independently, and it is easier to restore it after a long break. Moreover, it is reading that gives great opportunities for its actual use in practice, because printed texts are the main means of storing and transmitting information. Finally, reading is the most important content base for students' oral and speech activity [4]. The analysis of works on a given topic made it possible to determine that interconnected learning to read and speak makes it possible to use common language material, exercises aimed at developing skills in each type of speech activity, and, most importantly in case of shortage of study time, the ability to adjust class time work on each type of speech activity.

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