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FORMATION OF METACOGNITIVE SKILLS IN READING AT THE INITIAL STAGE OF TEACHING A FOREIGN LANGUAGE

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Abstract: This article is about the problem of the formation of metacognitive strategies of students is considered on the basis of the analysis of scientific literature and personal experience of organizing the process of learning a foreign language. Learning activities are aimed at student self-development and learning the ability to learn. Metacognitive learning strategies play a special role in this regard. The article describes the methods and offers tasks aimed at the formation of metacognitive strategies of students.

Keywords: formation, metacognitive, foreign language, reading skills, strategy, reading process, methodology

Reading is a type of speech activity that is part of the sphere of communicative and social activities of people, realized in the form of verbal mediated communication. In other words, reading is a communicative activity aimed at obtaining information contained in a written text, a way of communicating through the text.

The reading process consists of two components from the point of view of the mechanisms involved in it: the mechanisms of perception of the printed code and the mechanisms of active processing of the readable, ensuring the "appropriation" of the content of the printed text, its understanding and comprehension. These two sides of the reading process - the reception and comprehension of written information, its perceptual and semantic processing are provided by a number of actions and operations that the reader performs to obtain the desired result.

At the same time, reading includes not only purely perceptual actions, but also productive elements (for example, actualization of experience, foresight). In this sense, one can question the established habit of attributing reading to receptive speech activities. It is more correct to call it an internally active form of speech activity. When reading, the mental task is solved by verbal means for oneself. This is how reading and listening differ from speaking and writing as externally active forms of speech activity, when verbal means are used to communicate with other people.

The purpose of reading is its product, the result is the comprehension of visually perceived information, the disclosure of semantic connections, the understanding of information. Reading is always directed depending on a specific purpose at a particular moment of reading. Reading performs various functions: the goals of practical language acquisition, means of learning language and culture, means of learning language and culture, means of informational and educational activities of a student, as well as means of self-education and recreational activities (reading for rest). In addition, the practice of reading allows you to maintain and improve not only reading skills that provide understanding and interpretation of what you read, but also basic skills associated with the processing of semantic information, implemented in a foreign language.

In the modern period of development of the methodology, when an activity-based approach to learning is taken as the basis for building any educational model, it is customary to build a typology of types of reading depending on the nature of the reader's activity. The nature of his activity changes, in turn, depending on the purpose of the reading and the expected result. Thus, in defining the types of reading as objects of learning, it is necessary to be guided by what communication tasks the reader will have to solve: they act as the main criteria for differentiating the types of reading. In turn, the communicative tasks that the reader has to solve in a foreign language are inextricably linked with the intended further use of the information of the text, which provides for a clear setting on the degree of completeness and accuracy of understanding, the depth of penetration into the content of what is being read. Therefore, it is important to understand that the qualitative characteristics of the result of reading activity (the degree of completeness, accuracy and depth of understanding) directly depend on the purpose of reading.

So, in distinguishing the types of reading, it is customary to combine three correlating factors: the goal of reading, the nature of the activity determined by it, and the goal-dependent setting on the degree of completeness, accuracy and depth of understanding.

Depending on the communication tasks during reading and the nature of the use of the information obtained, it is proposed to distinguish the following types of reading: introductory, studying, viewing and search. Each of them has specific goals and a different attitude towards the degree of understanding of the text.

The construction of a methodology for teaching reading is based on knowledge of the algorithm (sequence) of actions necessary for the reading process, knowledge of the dynamics of communicative tasks that must be solved in the reading process. The choice of adequate teaching techniques allows you to develop and improve the thinking mechanisms involved in the reading process.

The ultimate goal of school reading teaching is the ability to read authentic texts of various styles, using the main types of reading, depending on the communicative task. The final level of training of a graduate of the school in the field of reading is achieved gradually, improving at each of the stages of training: 2-4th, 5-7th, 8-9th, 10-11th grades. For each of these stages, the regulatory documents formulate requirements for the level of development of reading skills.

Let's take a closer look at the initial stage of learning to read in a foreign language. In the 2nd grade, the focus is on reading words, sentences, mainly aloud. By the end of the school year, it is possible to read aloud two or three coherent sentences, naturally with an understanding of their content. In grades 3-4, students are offered narrative texts with very simple plot and descriptive texts, not complicated by details.

At the same time, attention is paid to reading not only aloud, but also to oneself. Reading aloud at this stage should already be fluent. The stress in words and the intonation of sentences should be unmistakable. When reading to oneself, techniques for finding and comprehending information are developed (who is the main character, where the action takes place).

Since the leading principle of teaching a foreign language at the initial stage is the parallel and interconnected teaching of oral speech and reading, students have almost no difficulties in recognizing and understanding linguistic means: reading is carried out on the basis of texts built on the studied linguistic material. Such reading is not complicated either by the difficulty of the material or by any special reading tasks. It is most conducive to the formation of perceptual mechanisms for processing foreign language information [Theoretical Foundations

1981] and serves as a trigger for reading to oneself. By the end of elementary school, the text that students can understand should be about 100 words.

Metacognitive knowledge and experience can activate strategies aimed at two types of goals - cognitive and metacognitive. The former are aimed at a direct cognitive goal, the latter - at the metacognitive goal of assessing the knowledge gained. Cognitive strategies are designed to carry out the cognitive process, metacognitive strategies - to control it.

Experimental studies conducted in metacognitive psychology were aimed at identifying the ability of children to regulate their own cognitive activity based on knowledge of its features (J. Flavell, A. Brown, M. Reid, etc.). On the basis of these experiments, J. Flavell concluded that younger schoolchildren are very limited in their knowledge of cognitive phenomena and have little control over their own memory, understanding, and other cognitive processes.

J. Flavell emphasizes that cognitive development consists not only in the realization of perceptual, mnemonic abilities, the ability to learn rules, but also in the development of the function of metacognition - the ability to apply these abilities. The author notes that these abilities develop in for all children, however, the conditions of upbringing are of great importance.

Thus, J. Flavell emphasizes the controlling function of metacognitive processes and attaches particular importance to reflection. In this context, the conclusion made by the researcher about the limited metacognitive capabilities of primary schoolchildren is legitimate.

In the psychological literature, another point of view is expressed about the nature and functions of metacognition. In the works of R. Sternberg, D. Charatier and E. Loarer and others, metacognition is considered more broadly. The authors believe that the main feature of metacognitive processes is that they regulate the course of cognitive processes proper.

In the "triarchic theory of intelligence" by R. Sternberg intellectual activity is viewed as a system of processes (components) responsible for information processing. The author refers to these components not only cognitive processes (components of execution, transformation of information, assimilation and use of knowledge), but also metacognitive processes of regulation of intellectual activity, such as planning, tracking the progress of solutions, choosing the form of presentation of the problem, conscious distribution of attention, organizing feedback etc. D. Chartier and E. Lohrer consider their object to be the main criterion for distinguishing between cognitive and metacognitive processes. According to the authors, cognitive processes are applicable to objects in a broad sense, and metacognitive processes are applied to cognitive processes.

The points of view expressed in the works of R. Sternberg, D. Chartier and E. Loarer correspond to the philosophical understanding of metacognition, according to which metacognitive processes include those that are directed not at objects of the surrounding world, but a person's own cognitive processes.

Therefore, the regulation of one's own cognitive activity by an adult can be both conscious and unconscious. Since the child is not aware of the process of cognition, however, when solving the tasks available to him, he can act reasonably enough, therefore, this process is organized.

In later foreign theories of intelligence, the processes of organizing and controlling intellectual activity were given a significant place.

A positive aspect of these studies is the allocation of metacognitive processes into an independent group and the definition of metacognitive functions, that is, a clear definition of a new subject of research in psychology of thinking.

Piaget's studies on the role of reflection in human cognitive activity had a significant impact on the formation of metacognitive psychology. In his early works, the author explained the peculiarities of the child's mental activity precisely by the lack of awareness of his own thought. "Lack of awareness of thought, in relation to itself, -wrote Piaget, - explains why it is difficult for a child to operate with a logical justification. "

M Donaldson also emphasized that "the ability to direct thought processes to oneself" is one of the most important characteristics of mental activity, therefore the main task of mental development is the formation of reflection of mental actions.

Thus, on the one hand, the authors emphasize that reflection plays an important role in cognitive activity, and on the other hand, it is assumed that the cognitive process can be regulated by unconscious mechanisms.

In the studies of J. Kagan and N. Kagan it is shown that for children primary school age is characterized by impulsiveness in solving cognitive tasks. The authors associate the increase in the effectiveness of cognitive activity with age with the development of reflection in children.

Thus, the evolution of the study of cognitive processes in foreign psychology is a transition from a purely intellectualistic interpretation of cognitive activity to a new paradigm, according to which special importance is attached to the processes that ensure the regulation of the receipt and processing of information. These processes have been combined into a special group of metacognitive processes.

Despite the differences in views, all researchers emphasize the importance of metacognitive processes, pointing out that highly intelligent people have not so much more formed mechanisms for processing information, but more perfect mechanisms for regulating available intellectual resources. Therefore, in the works of J. Flewell, R. Sternberg, D. Kuhn, and others, particular importance is attached to the metacognitive development of children.

In essence, K. Fischer also spoke about the development of metacognitive functions. According to his views, intellectual development is the formation of hierarchically organized complexes of specific skills (sensory, representative and abstract - in the terminology of J. Flewell, cognitive functions) and combinatorial rules responsible for their interaction and transformation (metacognitive functions).

Many authors studied the features and possibilities of the formation of metacognitive processes in adolescents and senior schoolchildren, while insufficient attention was paid to the study of metacognition in children of primary school age. J. Flavell and his followers emphasize the controlling function of metacognitive processes, emphasize the role of reflection, and therefore deny the possibility of the formation of metacognitive processes in children of primary school age. R. Sternberg, D. Chartier and E. Loarer consider metacognition more broadly, understanding by metacognitive processes those whose object is not external phenomena, but the subject's own cognitive processes.

Metacognitive experience, notes M.A.Kholodnaya, includes:

1) Arbitrary intelligent control

Arbitrary intellectual control involves the ability to:

- to plan

- to put forward the goals and sub-goals of their own intellectual activity, to think over the means of their implementation, to build a sequence

own actions, etc .;

- to anticipate

- take into account the consequences of decisions made, as well as predict possible changes in the problem situation;

- evaluate

- subjectively determine the quality of individual "steps" of their own

intellectual activity;

- stop or slow down intellectual activity on

any stage of its implementation;

- choose a strategy for their own learning and modify it under the influence of new requirements and taking into account their intellectual capabilities.

2) Involuntary intellectual control,

3) Metacognitive awareness,

Metacognitive awareness involves:

- knowledge about knowledge,

- knowledge of their individual qualities,

- the ability to assess their individual intellectual qualities,

- willingness to use techniques to stimulate and adjust the work of their own intelligence.

4) Open cognitive position.

M.A.Kholodnaya identifies positions that indicate the formation of an open cognitive position:

- awareness of the possibilities of many different mental "views" on the same phenomenon,

- willingness to use many varying ways of describing and analyzing a particular phenomenon, etc. Traditionally, spheres of human activity that imply reflexive abilities were considered inaccessible to the child. V.V. Davydov argued that reflection functions when solving problems not only in a verbal-symbolic form, but also in a substantively effective and figurative form. V.V. Davydov and his collaborators have developed a specific technology for generating reflection by means of educational activity in younger schoolchildren. According to the author, the most important task of primary education is to form the child's "ability to teach oneself," which means, according to Davydov, a person's ability to overcome his own limitations. This ability presupposes, firstly, the knowledge of one's own limitations in something (and it is not only about the lack of knowledge, but also about the awareness of the shortcomings of one's own cognitive processes); secondly, the ability to overcome this limitation. In fact, we are talking about the same processes that J. Flavell called metacognitive.

In Russian psychology, considerable attention was paid to metacognition and metacognition. The problem of metacognition is reflected in the research of reflection, building a method for solving and controlling intellectual activity. In recent years, researchers have become increasingly aware of the need to separate the processes of organizing cognitive activity into a special group of metacognitive ones.

Thus, our research can serve as confirmation that consistent, systematic and regular training in the formation of metacognitive skills in reading based on the methodology developed by us contributes to an increase in the level of metacognitive skills. Reading skills increases the motivation of students to learn a foreign language and, in general, contributes to the formation of foreign language communicative competence.

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