Algorithm for developing the foundations of sociocultural competence of primary school pupils in the process of learning to read in English lessons

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Abstract. *The study explores the development of sociocultural competence (SCC) in primary school pupils through English reading lessons. Integrating pre-text, while-text, and post-text stages, the proposed algorithm activates prior knowledge, fosters anticipatory skills, and promotes comprehension. Findings confirm that sociocultural materials effectively enhance reading skills, supporting pupils' linguistic, speech, and cultural development in line with curriculum requirements.*
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According to methodological developments by scholars such as S.Yu. Nikolaieva, L.V. Kalinina, O.L. Kraskovska, and I.V. Samoiliukevych, the development of sociocultural competence (SCC) is an important aspect of the foreign language learning process. Drawing on the experience of the above-mentioned researchers, as well as seeking ways to optimize the development of SCC in young learners, we propose a scientifically grounded algorithm for developing SCC in the process of reading instruction.

The second grade is considered optimal for beginning the study of a foreign language. Thanks to mass media, independent reading, and family upbringing, primary school pupils already possess some information about Great Britain, the USA, and other English-speaking countries. This makes it possible, even at the initial stage of foreign language learning, to use various tasks aimed at the development of SCC. For instance, children can be introduced to certain facts about English-speaking culture, traditions, and so forth. Therefore, based on the knowledge already familiar to pupils, it is possible to model a variety of communicative situations.

The process of developing SCC takes place in three stages:

1. At the first stage, previously acquired positive knowledge about the target-language country is reinforced.

2. At the second stage, this knowledge base is significantly expanded.

3. At the third stage, misconceptions about the country (so-called stereotypes) are eliminated, and a positive attitude toward the target-language country is formed.

Familiarization with a new culture requires the use of linguo-cultural commentary, which involves:

Content-related commentary on set speech formulas, background vocabulary, proverbs;

Historical commentary, typical of children's folklore: songs, rhymes, counting-out games, short verses;

General behavioral commentary, which provides an understanding of communicative actions in the most typical situations of interaction with native speakers (as a guest, at school, on the phone, etc.).

The assimilation of new sociocultural information is preceded by the following forms of work:

1. A role-play basis for the lesson;

2. Motivated use of methods of psychological and pedagogical relaxation;

3. Use of various supplementary resources, including additive and audiovisual aids.

Since our study focuses on the development of SCC in the process of reading, it is also necessary to consider the stages of learning skimming (introductory) reading in general secondary education institutions.

Most methodologists, such as S.Yu. Nikolaieva, L.V. Kalinina, O.B. Bihych, N.F. Borysko, H.E. Boretska, S.V. Roman, and others, distinguish the following stages of reading instruction [1; 4; 3].

Table 1. Stages of teaching reading

Stage 1 **Pre-reading stage**	**Objective:** Developing the ability to predict the content of the text based on the title, the first sentence, key words, or guiding questions.	**Exercises:** Receptive-reproductive.
Stage 2 **While-reading stage**	**Objective:** Developing skills to check comprehension of the text and to activate language and speech material based on what has been read.	**Exercises:** Receptive-reproductive and reproductive-productive.
Stage 3 **Post-reading stage**	**Objective:** Developing learners' skills on the basis of the text read.	**Exercises:** Productive.

These stages reflect the approach to teaching reading. We integrate the stages of developing sociocultural competence (SCC) into the stages of working with reading texts and propose an algorithm that will enable teachers to effectively foster SCC in the process of reading in primary school.

Taking into account the curriculum requirements for teaching reading in primary school, the psychological characteristics of children's development at this age, and methodological recommendations regarding reading instruction, we believe that particular attention should be paid to sociocultural behavioral models, which are the most effective for developing SCC in primary school pupils.

Considering the above-mentioned stages and approaches to reading instruction, and drawing on the algorithm proposed in the teaching manual *Differentiated Approach to Teaching in Foreign Language Lessons in Primary School* [2], we propose our own algorithm for the development of SCC in the process of reading instruction.

This algorithm consists of *several stages:*

Preparatory Stage

The aim is to determine the value of the proposed material from the perspective of the sociocultural component, in accordance with the topic, curriculum requirements, and the age-specific characteristics of the pupils.

Pre-text Stage

The aim is to activate pupils' life and speech experience through the proposed tasks. To develop anticipatory skills (content-related, linguistic, and sociocultural). To formulate sociocultural tasks that precede the reading of the text.

Exercises are: receptive, reproductive, and receptive-reproductive:

Content anticipation

– Look at the picture & say

– Listen & find out

– Look & match

– Listen & answer

– Look & guess

– Listen & point out

Language anticipation

– What do you usually say when

– Match column A to column B and write down

– Think up and name 4 words connected with

– Look at the photos and read a set of words below

–Read and explain what people mean

Sociocultural anticipation

– Look at the picture & give your reasons

– Discus with your friends

– What do you usually say if

– Group up with your friend and decide

– Say what you know about

– Listen to pieces of music and say

Sociocultural component

– Listen to the girl's talks about…

– Read the information about holidays in Great Britain and compare

– Look through the carols and try to guess

– Draw the symbol of … and try to remember

– Listen to the descriptions.

Prediction

– Look at the picture and the words. Guess what the text is about

– Listen to the song & guess what the text is about

– Do the puzzle & guess what the text is about.

While-text Stage

The aim is to ensure comprehension of the text, to activate linguistic, speech, and sociocultural material based on the text read, and to expand pupils' knowledge of the sociocultural phenomenon.

Exercises are: receptive and receptive-reproductive.

– Read and point out

– Read and say which of the following statements are true or false

– Fill out the words with the suitable words from the text

– Read and give the definition of

– Read out of the text about

– Complete the sentences using the information from the text

– Read and write out

– Read and show

Post-text Stage

The aim is to improve all forms of oral speech – monologic, dialogic, and group interaction. To develop pupils' sociocultural skills based on the text read.

Exercises are: reproductive and productive.

– Mix up with other pupils and speak about

– Talk to your British friend about

– Find the correct answers to the questions

– Imagine and make a story

– Look at the picture and role play

– Draw the picture and ask your friend about

– Listen to the song and illustrate your story with the song

Thus, the conducted study confirms that sociocultural materials can serve as an effective tool for developing reading skills during English language learning for primary school pupils.

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