

Methods for Teaching Reading

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Annotation: Foreign language as one of the means of communication occupies a special place in the system of modern higher education. The article deals with the problem of communicative foreign competence formation among students of technical specialties. The author determines the teaching of a foreign language as a special kind of speech activity, based on a clearly organized system of educational speech actions. In this article, this system is presented in the form of teaching English texts reading, which requires the use of special speech material and an exercise system for performing this type of activity. The author presented the system of exercises with the purpose of forming of students' communicative competence.

Key words: Communication, methods, reading, students, through, language

Introduction. Teaching a foreign language at a non-linguistic university is seen as the achievement by students of the necessary and sufficient level of foreign language communicative competence to solve social and communicative problems. Everyone has a different way of learning and everyone will experience different difficulties when learning English. Reading is a complex cognitive process of character decoding aimed at understanding the text. Through reading in English, students develop an interest in learning English and the opportunity to gain knowledge. Reading is a means of teaching other types of speech activity.

Literature review. One of the means of language acquisition, communication, exchange of information, ideas. The main practical goal of learning a foreign language in students is to improve their communicative competence. I.L. Bim points out that in the process of reading, the text encoded by the author is recognized. This recognition occurs on the basis of auditory and graphic images of linguistic phenomena (words, phrases, sentences) created by the student in his speech memory (auditory, speech-motor and visual), which carry a certain meaningful coloring. "... it is generally accepted that it is harder to learn to read and write in English because the relationship between sounds and letters is more complex than in many other alphabetic languages"¹. But being prepared and having strategies for the most common difficulties could be the key to mastering a new language. To overcome these difficulties, you need to be observant. Pay attention when you are reading and listening to native/fluent English speakers. Increase your reading or include podcasts/movies to your daily routine. At the initial stage of education (1-2 years of systematic language learning), students must master the letters of the English alphabet, learn sound-letter correspondences, be able to read aloud and to themselves words, word combinations, individual phrases and short connected texts built on program language material. The ability to read is based on certain skills that must be formed by the teacher in the process of working in the classroom and at home. And the first of these skills is "correlation of the visual image of a speech unit with its auditory-speech-motor image". The sum of these skills is the reading technique. To properly plan reading lessons, you need to know two things: firstly, what it means to be able to read, and secondly, by what means this skill can be developed. Let us turn to the opinion of Professor E. I. Passov. "To be able to read is, first of all, to master the technique of reading, that is, to instantly recognize the visual images of speech units and voice them in internal

¹ Bim. I.L. The concept of teaching a second foreign language. - M.: Ventana-Graf, 1997. - 40 p.

or external speech.² Any speech unit is an operational unit of perception. Such a unit can be a word, or even a syllable (with poor reading technique), or a phrase of two or more words (syntagma), and even a whole complex phrase (and a paragraph in case of speed reading), the larger the operational unit of perception, the better the reading technique. and the better the reading technique, the higher the level of understanding of the text. To be able to read also means to instantly correlate lexical items and grammatical arrangements with their meaning. Moreover, this refers to a direct understanding of the semantic side of speech units. Such an understanding is largely based on the extent to which the reader is able to anticipate (anticipate) both the semantic content of the text being read (meaningful anticipation) and individual grammatical forms (structural anticipation). Passov identifies several methods for teaching reading techniques at the present stage of development of teaching foreign languages: alphabetic (learning the names of letters, and then their combinations of two or three letters), sound (learning sounds with their subsequent combination into words), syllabic (learning combinations of syllables), the method of whole words (memorizing whole words, sometimes phrases and even sentences - a direct method), the sound analytical-synthetic method, the phonemic-graphic method³.

Discussion. The alphabetic method involves the study of reading individual letters and their combinations without taking into account the fact that words consist of syllables and the reading of letter combinations depends on which syllable it is in. In addition, it is very difficult for elementary school students to memorize a huge number of rules without their specific application in reading. Learning the sound method begins with the study of the sounds of a foreign language, followed by folding them into words. Unfortunately, this method is not applicable to English, where the same sound can be represented by different graphemes. Methods of whole words, phrases, sentences are echoes of the direct method that existed back in the 19th century, students learn words without "boring spelling", they immediately understand the meaning of the word and have the opportunity to analyze various texts from the first lessons. True, reading aloud in this case turns into guessing the correct reading of the word. Students do not understand the mechanism of composing words, make a lot of mistakes when reading and can only read familiar words. In England, there was a period of enthusiasm for teaching a "holistic language" (whole-language approach). This extended to learning to read whole words and even phrases: listened - remembered and learned / read. This long-term experiment has led to a decrease in the literacy rate of students and school leavers. Any speech unit is an operational unit of perception. Such a unit can be a word, or even a syllable (with poor reading technique), or a phrase of two or more words (syntagma), and even a whole complex phrase (and a paragraph in case of speed reading), the larger the operational unit of perception, the better the reading technique. and the better the reading technique, the higher the level of understanding of the text. To be able to read also means to instantly correlate lexical items and grammatical arrangements with their meaning. Moreover, this refers to a direct understanding of the semantic side of speech units. Such an understanding is largely based on the extent to which the reader is able to anticipate (anticipate) both the semantic content of the text being read (meaningful anticipation) and individual grammatical forms (structural anticipation). Passov identifies several methods for teaching reading techniques at the present stage of development of teaching foreign languages: alphabetic (learning the names of letters, and then their combinations of two or three letters), sound (learning sounds with their subsequent combination into words), syllabic (learning combinations of syllables), the method of whole words (memorizing whole words, sometimes phrases and even sentences - a direct method), the sound analytical-synthetic method, the phonemic-graphic method. Consider the advantages and disadvantages of these methods. The alphabetic method involves the study of reading individual letters and their combinations without taking into account the fact that words consist of syllables and the reading of letter combinations depends on which syllable it is in. In addition, it is very difficult for elementary school students to memorize a huge number of rules without their specific application in reading.

² Passov E.I. Fundamentals of communicative methods of teaching foreign language communication. - M., 1989. - 625 p.

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Conclusion. Thus, the use of colorful visual materials, explanation through vivid images, frequent changes in types of work and repeated repetition contribute to the formation of reading skills. When teaching reading in English to students with various disabilities, it cannot be unequivocally said that this or that method is universal. Only by trial method it is necessary to select the most suitable forms, based on the individual characteristics of the child. All these tasks can be given a playful character, for example: filling in crossword puzzles, compiling rebuses, deciphering cryptography (reading text containing words with mixed letters), reading texts

⁴ Shatilov S.F. Theoretical foundations of teaching methods grammatical aspect of foreign speech. In: Issues of teaching the grammatical aspect of oral speech in a foreign language in secondary school and university. - L., 1971. - S. 1-63.

containing pictures instead of unfamiliar words, signing words under pictures, matching drawings and written words, team games to identify the best readers, etc. When learning English, at the initial stage, an integration process is carried out, which consists in the fact that learning language means of communication does not occur separately, but is interconnected: children master sounds, intonation, words, grammatical forms, performing speech actions with language material and solving various communication tasks. All forms and types of communication interact with each other, and their learning is also interconnected: children read what they have learned in oral speech (listening and speaking), talk about what they read. Therefore, it is recommended to teach reading on the basis of oral speech and in close connection with reading, as well as to teach children to use writing to better master vocabulary and grammar and master oral speech and reading.

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