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Teaching Reading: Goals and Techniques

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Annotation: This article elucidates how to teach reading with goals and techniques. Reading is an effective activity with a purpose. A learner may read in order to get information or check excising knowledge, and in order to criticize a writer's ideas and writing style. A reader may read the text only for relish, or to intensify knowledge of the language being read. The purpose of reading also confirms the appropriate approach to reading comprehension.

Key words: Reading, Extensive, Intensive, Scanning, Skimming, Process, Comprehension, Strategic process, Flexible process, Evaluating process, Linguistic process, foreign language, communication, speaking, speech communication, communicative competence, information and communication technologies, interactivity.

Reading is a receptive division of speech activity and it is a complex interaction between the reader and the text. Reading is a means of reader's prior knowledge, utilize reading strategies and coordinate to the reading situation and also it is a process of language acquisition, communication and shearing information and ideas. The purpose of reading requires that readers can identify the word in print this process called word constructing and recognition and construct a realizing from them and this process called comprehension One of the main purpose of reading is improving your comprehension. Rea-ding comprehension demands mental framework, motivation, concentration and good study techniques. Moreover, one of the basic purposes of reading is associate with the ideas on the page to what you already know. Unless you know anything about a subject then pouring words of text in your mind as pouring water into your hand.

Reading is a complex, purposeful, social and cognitive process in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text, and their knowledge of their culture to construct meaning. Reading is a selective process. It involves partial use of available minimal language cues selected from perceptual input on the basis of the reader's expectation. As this partial information is processed, tentative decisions are made to be confirmed, ejected, or refined as reading progresses. (Goodman, 1967: 128) There are some of the processes of reading:

❖ To seek simple for simple information
❖ To skim quickly
❖ To get used from the text
❖ To combine information
❖ To write (or seek for information needed for writing)
❖ To critique texts
❖ To general comprehension

We may be subdivided reading into several types according to the purposes of reading. There are four main types of reading – intensive reading, extensive reading, scanning reading and skimming reading.

Intensive reading is reading shorter text for in certain order information with an emphasis on exact considerate. Intensive reading is more beneficial way in utilizing at the English lesson because it helps learners to develop reading skills, vocabulary and grammar knowledge. Intensive reading gives an opportunity you to comprehend and remember the information for a long time.

Extensive reading is a means of rapidly reading and it is used to get a general information of a science and includes reading longer texts for pleasure and for an overall understanding. The aims of extensive reading are to make learner confidence and enjoyment.

Scanning is used to find specific information or a particular part of the information quickly and efficiently. There are some structures of how to scan:

❖ Fix stably in your mind what you are looking for;

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❖ Find heading to locate fact more quickly;

❖ Hang out your eyes to move and to find the fact and information faster.

Skimming is used to reading selectively to obtain a general idea of what an article is about and to become similar with the most important ideas in it. It is more useful for rereading tasks or texts that do not more pay attention and it helps reader to improve speed of reading.

✓ Run your eyes to find important information;

✓ Read headings and subheadings;

✓ Look at any illustrations or graphic features.

Linguistic competence is an ability to learn the elements of the writing system;

In this process reader can learn about the knowledge of vocabulary and how words are structured into sentences.

✓ *Discourse competence* is used in the knowledge of discourse markers and how they connect parts of the texts to others.

✓ *Sociolinguistic competence* is the knowledge about diverse range of texts and their usual structure and content.

✓ *Strategic competence* is the ability that is used to top- down strategies as well as knowledge of the language. The basic parts of this competence is comprehension.

There are some of the process in fluent reading comprehension:

❖ A strategic process (*make a decision for verifying comprehension, recognize the difficulties of process and shifting goals for reading*)

❖ A flexible process (*monitoring comprehension and changing the process*)

❖ An evaluating process (match and coherent the purpose of reading reader's motivation, attitude, feelings and expectation)

❖ A purposeful process (divers ways based on different purpose)

❖ A comprehending process (to understand a text)

❖ A learning process (informing about new facts through text)

The role of speech should not be underestimated. "We listen to the speaker a hundred times before we read what he wrote. This ability to speak alone is more important than anything else" wrote F.I. Buslaev. These trends are associated with the language training of students of technical universities. Expansion of the student body at the expense of students from remote regions o f the republic, where the level of proficiency in the new language is very low, requires the use of new teaching materials that meet the modern level of methodological thought. The priority task of teaching one language as a non native language at the initial stage of training at a university is the formation of communicative competence in the educational and professional field of activity. [1, 21]. The goals of speaking are realized in the process of performing the following tasks by students: - quickly and correctly navigate the communication environment; - consistently and logically build the presentation in accordance with the plan; - find adequate language means of expression; - use in the statement arguments that correspond to the communicative intonations of the speaker; - express your thoughts with sufficient completeness; - express your attitude to the subject of the speech. In the dictionary of methodological terms of E. G. Azimov and A. N. Shchukin, the following characteristics are given: "... a productive type of speech activity, through which oral speech communication is carried out" [2, p. 49]. According to N. D. Galskova and N.I. Geza, speaking is a form of oral communication through which information is exchanged, carried out through language, contact and mutual understanding are established, and the speaker is influenced in accordance with the communicative intention of the speaker [3,190]. From the point of view of E.I. Passova, "speaking is an extremely multidimensional and complex phenomenon," which serves as a means of communication, is one of four types of activity, the result of which is a product-statement [4, 6]. I. A. Zimnaya believes that "... speaking should be considered as the very implementation of communication, as a process of external expression of the way of forming and formulating thoughts through language" [5, 69]. Consider the complex structure of a speech act consisting of four phases:

1) incentive and motivational; 2) analytical and synthetic; 3) executive; 4) manager [6, 59-60].

Any speech intention arises on the basis of a motive, is mediated by a subjective speech code (subject code) and is formalized as a plan or program of speech utterance. This phase represents the origin of

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oral speech utterance and is a response to some presented stimulus, which creates the basis for speech activity [7, p.28]. The analytical synthetic phase is responsible for the internal formulation of the speaker's thoughts, i.e. for the choice of linguistic means of implementing the communicative plan. The executive phase is actually the vocalization of the thought, its phonetic and into national design. A thought formulated in inner speech is clothed in a sound form. The control phase involves comparing the voiced phrase with a certain reference sample for linguistic and semantic errors that arise during the pronunciation process in external speech, and, if necessary, their possible correction. [8, 217-219].

There are two main forms of oral-speech interaction: monologue and dialogical. Each of the forms of spoken language has its own characteristics that must be taken into account in the process of teaching a foreign language. Thus, utterances realized in monologue form are usually planned in advance by the speaker, and dialogical speech is controlled by both communication partners. For this reason, the generated monologues are distinguished by their logical construction, semantic completeness, and the dialogues - by discontinuity and reactivity. Let's take a closer look at each form. In Russian linguistics, monologue speech is understood as the speech of an individual person, addressed to an interlocutor or a group of listeners in order to convey information in a more or less detailed form, express their thoughts, intentions, evaluate events and phenomena, influence listeners. Persuading or encouraging them to take action. The purpose of teaching monologue speech is the formation of monologue skills, i.e. the ability to logically consistently and coherently, fully and correctly in linguistic terms express their thoughts orally (S. F. Shatilov). The content of teaching such types of monologues as narration, description and reasoning includes a system of supports demonstrating the characteristics of these types of monologues in terms of content, structure, lexical and grammatical features. First, these are examples of narrative, descriptive and reasoned texts. Secondly, these are lexical units and syntactic structures characteristic of narration, descript ion and reasoning. There are two ways to develop your speaking skills: 1. From top to bottom 2. Bottom up

Results And Discussion.

The first method involves the development of skills in monologue speech based on the text read. Here the text acts as a role model, which is reproduced in various variations. The second way is associated with the development of monologue speech skills without relying on an expanded text based on the studied vocabulary and learned syntactic structures, which are proposed to be used in the disclosure of the topic.

The second stage is a step-by-step drawing up of a dialogue. Its main task is to enhance the ability to establish semantic connections between replicas. When teaching reactive students, they are taught not to repeat the lexica l units and structure of the response to a stimulus, but to supplement the reaction with an incentive to continue the conversation. Learning incentives is accompanied by the installation of new interesting information on the message. At the subsequent stages, students' speech activity is modeled on the basis of a teaching speech situation, including such elements as the motive and purpose of speech activity, a description of the communication situation, and communicative characteristics. The third stage is training in standard situations with an exchange of 2-3 replicas from each side. Its task: teaching the use of all four communicative types of utterances - messages, three types of questions, urges, exclamations.

The fourth stage is learning based on situations that encourage detailed dialogue; these situations should be as accurate as possible model of communication, reproducing such conditions of communication of people that cause real motives of speech activity.

Conclusion.

The fifth stage is teaching speech interaction: students together in pairs solve peach and non-speech problems and group work; the technique of artificially creating information imbalance among students through individual work, different sources are used; this motivates the exchange of information to collect all the data in a common bank to solve the problem. In conclusion, in order to organize a system of works on teaching oral-monologue speech of students of national groups of technical universities, an attempt was made to divide the educational material of textbooks on mechanics and automotive industry and to identify the typology of scientific presentation presented in the teaching materials for this course at the initial stage of training. Today foreign language as a subject is increasingly becoming a language for the profession and

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is intended to ensure there adiness of future specialists for adaptation and self-determination in the world of new information technologies, for long-life education and personal development.

Foreign language is an organic component of such training. The knowledge of it broadens the professional context of specialists, makes their professional field wider due to availability of foreign information. Social order is expressed in the prestige of the knowledge of a foreign language, in the students´ priorities, thereby activating the pragmatic aspects of foreign language learning.

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