



THE ISSUES ON DEVELOPING READING SKILLS IN TEACHING A FOREIGN LANGUAGE

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ABSTRACT

The article under discussion depicts the main issues of developing reading skills in teaching a foreign language. The author of the article considers that it is important to continue and sometimes help to develop the reading skills of students at the foreign language lessons in technical higher educational institutions. It is necessary to teach students to mature reading, to master all kinds of reading and apply actively them both in class and in real life. The article under discussion discusses different types of reading and shows the importance to develop this skill among students.

KEY WORDS: *reading, master, skills, information, receptive, communication, a foreign language, learning, speech activity,*

DISCUSSION

Reading is one of the most important means of obtaining information and occupies a significant place in the life of a modern educated person. In real life, reading is a separate, independent type of communication activity, the motive of which is to meet the need for information contained in the text. It is a receptive type of speech activity, aimed at perception and understanding of the written text. In the process of reading, the information contained in the text is understood and evaluated [1].

In the process of teaching foreign languages, reading performs two functions:

- Reading is the purpose of learning, i.e. it is a type of speech activity (information retrieval tool).
- Reading is a means of teaching other speech activities. But in order to become a tool, reading must be a goal.

These two functions should be clearly distinguished in the learning process, as they define the methodical organization of all work. One of the practical goals of the course in a technical educational institution is to provide students with the ability to read in a foreign language.

Graduates of the technical university will be able to use the acquired skill practically if their reading is mature. The degree of maturity may,

however, vary and the teacher's task is to ensure a so-called minimum level of maturity (the minimum level of communicative competence). Its achievement is obligatory, because only in this case the objective prerequisites for reading are created on their own initiative.

The minimum level of maturity is primarily concerned with limiting the number of types of reading that students are able to master. Their definition is based on practical needs, on the tasks that most often arise when accessing a book in a foreign language. Depending on the purpose of the setting, a distinction is made between introductory, study, viewing and search reading. Mature reading requires both knowledge of all types of reading and easy transition from one type to another, depending on the configuration of the purpose of obtaining information from the text.

- Acquaintance reading (skimming) is a cognitive reading in which the subject of the reader's attention is the whole speech work (book, article, story) without setting to receive certain information. In introductory reading, the main communicative task of the reader is to extract the basic information contained in the text as a result of a quick reading of the whole text, i.e. to find out what issues and how the text deals with them, what exactly it says on these issues. It



asks for the ability to distinguish between principal and secondary information.

- A learner anticipates a very complete and clear understanding of all the information contained in the text and critical reflection on it. It is a thoughtful and leisurely reading that involves a targeted analysis of the content of the text to be read, based on the linguistic and logical links of the text. It is also intended to enable the learner to overcome difficulties in understanding a foreign language without the help of others. The object of "learning" in this type of reading is the information contained in the text, but not the language material. A specific reader learns to treat the text with care.
- Preview reading is about getting a general idea of the material being read. The aim is to get a general idea of the topic and the range of issues dealt with in the text. It is a cursory, selective reading, block-by-block reading of the text for a more detailed reading of its "focusing" details and parts. It may also end with the results of the reading as a message or an abstract. This type of reading requires that the reader has a fairly large amount of language material, so a teacher only teaches some of its techniques to determine the topic of the text.
- Search reading is aimed at reading newspapers and literature by specialty. Its target is to quickly find a text or an array of texts of quite certain data (facts, features, digital characteristics, instructions). It is focused on finding specific information in the text (scanning). It is clear to the reader from other sources that such information is contained in this book, article. Therefore, based on the typical structure of these texts, he/she also refers to certain parts or sections, which is subject to search readings without detailed analysis. At search reading extraction of the semantic information does not ask discursive actions and occurs automatically. Such reading, as well as viewing, assumes the ability to navigate in the logical and semantic structure of the text, select from it the necessary information on a particular problem, select and combine the information of several texts on individual issues.

When teaching a foreign language, the teacher has the task of teaching students to use all four types of reading. Teaching reading also involves developing skills: highlight the main facts; to

separate basic from secondary information; to anticipate possible events and facts; revealing the causal relationship between facts; understand reasoning; extract the necessary information of interest; determine your attitude towards what you have read. Special attention should be paid to the development of the ability to understand the basic content of texts that include unfamiliar vocabulary [2].

The practical orientation of learning requires that reading instruction focuses on the task of extracting useful information from text. In this regard, many of the properties of direct comprehension, such as the high speed of the act of understanding, the lack of awareness of the process itself, the synthetic nature of understanding, reliance on internal speech, etc., which in the concept of discursive understanding were seen as shortcomings, take on positive meaning in the modern formulation of the question [7]. It should also be borne in mind that when reading texts accessible from the point of view of language, understanding does not always come instantly. Very often it requires some reflection and meaning analysis. Nevertheless, in this case, understanding may retain its direct character, i.e., non-mediated by translation.

In modern methods, there are many techniques used by teachers to develop skills of students of reading and speaking in the process of teaching foreign languages:

- Inferring (it is a process of creating meaning from text. It combines prior knowledge with what is read. When readers infer, they create meaning that is not stated explicitly in the text. When readers infer, they draw conclusions, make predictions, create interpretations, make connections and think critically about the text. Inferring allows the reader to extend their comprehension beyond literal understanding).
- Dealing with unfamiliar words (the activity in which students have to underline the unfamiliar words, try to understand them, to rephrase. This is a good activity for early in a lesson to help students recognize and become familiar with their new vocabulary).
- Read and respond (this is the main part of the activity. The learners are first encouraged to read through the text quickly. They then read it more carefully).
- Completing (addition a piece of text using information from the text. Learners read a text and use the information to complete a list, table, chart, or picture).



- Information transfer (this activity involves getting students to put spoken or written texts into another form, such as a chart, grid, picture, table or diagram, or vice-versa. Make sure that the students cannot just copy chunks without understanding them by requiring a different organization to the text. These tasks encourage deep processing of information. The interpretation of text, diagram or tables is a skill that is very useful both in academic and everyday life.)
- Matching (learners match information in a text with other reading texts or pictures).
- Multiple choices (it is a form of assessment in which respondents are asked to select the best possible answer (or answers) out of the choices from a list).
- Outlining (an outline is a great way to organize your thoughts and research if you are preparing a speech, an essay, a novel, or even a study guide). – Predicting (it involves thinking ahead while reading and anticipating information and events in the text. After making predictions, students can read through the text and refine, revise, and verify their predictions)
- Re-ordering (learners read a text in muddled order and number the sentences or paragraphs in the correct order; or they physically reorder sentences on separate strips of paper).
- Story Pyramid (after students read a short story or chapter of a novel, they can use the Story Pyramid to reflect on key ideas and details) [7]. Using in practice the above mentioned activities helps to achieve effective results in the field of teaching reading and speaking. Using the textual problem tasks promotes not only to develop creative thinking at the process of foreign languages, but also increases motivation not only promotes the development of creative thinking on English lessons, but also increases the motivation to study, accustoms students to the attentive and thoughtful relation to reading [5].

CONCLUSION

Thus, learning to understand the language should be based on learners' mastering the structure of the language, its structural elements. Their function is to design and transmit semantic relationships between independent subjects of thought. Not only does mastering them make reading

easier and faster, as they allow the reader to quickly and correctly divide text sentences into syntagms and establish semantic relations between text elements at different levels, but they also provide the opportunity for accurate understanding of the text.

Reading is always aimed at the perception of the finished speech message (and not at its creation), at receiving information. The peculiarity of reading is that the evaluation of its success is subjective in nature and finds expression in the reader's satisfaction with the result obtained - the degree of completeness and accuracy of understanding.

Reading is a complex perceptual-thinking mnemonic activity, the procedural side of which is analytic-synthetic and varies depending on its purpose. A mature reader is one who is free to carry out this type of speech activity, thanks to his ability to choose each time a type of reading adequate to the task, which allows him to solve it not only correctly, but also quickly, thanks to the full automation of technical skills [3].

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