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EFFECTIVE TECHNIQUES FOR TEACHING READING IN ENGLISH LESSONS

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Abstract: This article examines teaching to read in English lessons, as it plays an important role in the process of teaching a foreign language and is both a goal and a means of teaching a foreign language. In the educational process, the stages of working with the text should be determined, possible exercises and tasks for the texts are proposed, since they determine the methodological organization of all work. As a result of reading a large number of texts, the student develops a sense of a foreign language, due to which the negative influence of the native language is weakened, which facilitates and accelerates the subsequent development of oral speech. Reading must be seen not only as a goal, but also as a learning tool.

Keywords: speech development, teaching reading, obtaining information, reading skills, source of information, communicative attitude, technology of reading, possible exercises, objectives of the text stage.

INTRODUCTION

The study of foreign languages contributes to the general speech development of students. Reading is one of the main types of speech activity. It can serve as both a goal and a means of teaching. With the help of reading, a person becomes familiar with the scientific and cultural achievements of mankind, gets acquainted with the art and life of other peoples. The reading process has a huge impact on the formation of personality. With the help of reading, students' active and passive vocabulary is enriched, grammatical skills are formed.

Learning to read is one of the problems that received the most complete coverage in the previous stages of the development of the methodology. Great attention has always been paid to the problem of developing reading skills. Reading in a foreign language should be independent, carried out not under duress, but accompanied by the interest of students. However, practice shows that students' interest in reading is rather low. This type of speech activity is not always for schoolchildren the main means of obtaining information, raising the cultural level, or simply a source of pleasure. In the structure of reading as an activity, motive, purpose, conditions and result can be distinguished. The motive is always communication using the printed word; the goal is to obtain information on the issue that interests the reader. The conditions of reading activity include the mastery of the graphic system of the language and the methods of extracting information. The result of the activity is the understanding or extraction of information from the read with varying degrees of accuracy and depth.

In the process of teaching a foreign language at school, reading, like speaking, acts as an end and a means: in the first case, students must master reading as a source of information; in the second - to use reading for better assimilation of linguistic and speech material. The use of reading as a source of information creates the necessary conditions for stimulating interest in studying this subject at school, which the student can satisfy on his own, since reading does not require an interlocutor or listeners, but only a book. Mastering the ability to read in a foreign language makes it real and possible to achieve the educational, educational and developmental goals of studying this subject.

MATERIALS AND METHODS

Mastering the technology of reading is carried out as a result of performing pre-text, text and post-text tasks. Pre-text assignments are aimed at modeling the background knowledge necessary for the reception of a specific text, at eliminating the semantic and linguistic difficulties of understanding it, and at the same time at the formation of reading skills and the development of a "comprehension strategy".

They take into account the lexico-grammatical, structural-semantic, linguo-stylistic and linguistic peculiarities of the text to be read. The pre-text stage assumes

- creating the required level of motivation
- definition of a speech task for the first reading
- reducing the level of language and speech difficulties

Possible exercises:

1. Determine the topic of the text by the title (a list of the problems raised in it)
2. Formulate assumptions about the topic of the text based on the available illustrations.
3. To be acquainted with the new vocabulary and determine the topic (problematics) of the text based on the language guess.
4. Review one paragraph and determine what the text is about.
5. Read the questions to the text and determine the topic of the text.
6. Try to answer the proposed questions before reading the text.

In text assignments, students are offered communicative attitudes, which contain instructions on the type of reading, speed and the need to solve certain cognitive and communicative tasks in the reading process.

Leading questions must meet a number of requirements:

- they are built on the basis of actively learned vocabulary and grammatical structures not used in the text in this form;
- the answer to the preceding question should reflect the main content of the corresponding part of the text and should not be reduced to any one sentence from the text;
- the questions put together should represent an adapted interpretation of the text.

The objectives of the text stage are:

- control of the degree of formation of various language skills and abilities.
- continuation of the formation of relevant skills and abilities.

- checking the coincidence of the pre-text stage assumptions with the information in the text.

RESULT AND DISCUSSION

The tasks for reading texts to oneself reflect their linguistic complexity. When teaching to read, students are presented with texts, both with removed and with unresolved difficulties, while the main thing is the solution of semantic problems. Assignments for the texts are offered below.

I. Tasks related to the control of text comprehension.

- Read the text and show the relevant items in the picture.

- Read the text. Choose from the pictures given here the one that matches the content of the text; tell her number (pick up the signal card with the corresponding number).

- Read the text and sentences below the line. Indicate with the help of the signal card the number of the proposal that does not correspond to the content of the text.

- Read the text and sentences below the line. On a piece of paper with sentence numbers, put a + sign if the sentence matches the content of the text, and a sign - if it doesn't match.

- Read the sentences and put a + sign next to the sentence number on the sheet if what you are reading about is true, and you can refer it to yourself. If not, put up a sign.

- Read the text and number the pictures according to the sequence of the unfolding content. Currently, more often when teaching reading, test tasks are used in which symbols are used, that is, numbers and letters for the manifestation of understanding. The most commonly used tests in connection with reading are multiple choice tests and matching tests.

II. Tasks involving citing from the text. Accurate citation - strong evidence of understanding without using productive forms of work; when quoting, the reader uses the ready-made material of the text, choosing it in accordance with the semantic problem. When quoting, reading to oneself is combined with reading

aloud (and sometimes with writing). Quoting exercises are very important in reading work. Sometimes quoting serves only as a means of revealing how carefully the text was read. In this case, the task is aimed at finding in the text a sentence suggested by the equivalent in mother tongue. For example: "Find sentences in the text that correspond to the following sentences." Quotes can be used to confirm / deny facts of a factual nature and to solve problematic issues. Citation takes place at all stages of learning.

III. Tasks related to question-answer exercises. They rank high among exercises that stimulate and control text comprehension. For example, in the question to the text: "Why did the tourists go to London?" - specific facts were suggested: the characters (tourists), where they went (London), in addition, the question also states that the text contains the purpose of the tourists' trip. Thus, the question reduces the degree of uncertainty, it rigidly controls the attention of the reader.

There are many types of questions that seek to elicit understanding. Possible questions to the text, suggesting a quote in the answer, that is, ready-made material. Quite typical tasks in this regard are: "Read the text and find the answers to the questions in it." Doing this kind of assignment can show understanding quite reliably. Possible questions introducing a riddle text. The answer to the question is usually laconic: just a clue, behind which, however, there is a careful and interested reading, taking into account all the details. Examples of tasks of this type:

- Determine from which fairy tale this passage is taken.
- Find out why the text is called that.
- Read and tell me whom this article is about. There are questions that suggest a free answer, although it follows from the content of the text, but is not available in the text itself. At this stage, the following exercises are performed:
 1. Find answers to the proposed questions.
 2. Choose a heading for each of the paragraphs.
 3. Insert the missing sentence in the text, which is appropriate in meaning.

4. Read a description of the appearance, the place of the event, the attitude of someone to something.

5. Arrange the illustrations to the text in order. 6. Guess the meaning of unfamiliar words. The post-text stage is very important because it gives students a sense of achievement.

Exercises:

1. Refute or agree with the statements.
2. Prove that ...
3. Make a plan for the text.
4. Tell the text on behalf of the main character.
5. Briefly outline the content of the text, make an annotation, and give a review of the text.
6. Choose a proverb that fits the meaning of the text.
7. Come up with a new title for the text.

Post-text tasks are designed to check reading comprehension, to control the degree of formation of reading skills and the possible use of the information received in future professional activities.

CONCLUSION

Reading is:

- the easiest skill to work with in and out of class;
- reading is an easier activity than speaking;
- gives an opportunity to gain knowledge and broaden horizons;
- reading and books open up another culture and another world;
- quiet and calm type of activity.

At the initial stage, reading aloud predominates, but it is a means of learning to read to oneself. The introduction to reading to oneself begins already at the initial stage, being a subordinate form of reading aloud. Reading at any level of development has practical value, and the associated feeling of success increases students' interest in a foreign language; it is the main way of familiarizing with the culture of the people whose language is being studied.

Learning a foreign language is identical to mastering a native language; reading creates opportunities for a sharp increase in speech practice and to some extent compensates for its deficiency in teaching a foreign language. In addition, reading creates opportunities for establishing direct links between a concept and a word in a foreign language. Therefore, regardless of the purpose of learning, you need to start learning with reading.

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