A Modern Approach to Teaching Reading in English

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ABSTRACT

The article discusses teaching reading in an English lesson. New approaches to organizing the process of teaching reading in a foreign language at a university are analyzed. Methods of teaching reading and some methods of teaching reading, a new approach to teaching reading in English lessons.

KEYWORDS: approaches, methods of teaching, teaching reading, learning activities, speech actions, visual support, cognitive activity, comprehensive development.

As is known, children's activity in assimilation of information occurs on the basis of their own views and interests, which is the main means of motivating learning activities. In this case, it is necessary to take into account the personal individualization of students, to correlate speech actions with their real feelings, thoughts and interests.

As lexical units accumulate, many children need visual support because It is extremely difficult to perceive speech only by ear. This is especially true for those children whose visual memory is better developed than auditory memory. That's why reading is so important.

Reading is one of the most important types of communicative and cognitive activity of students. This activity is aimed at extracting information from written text. Reading performs various functions: it serves for practical mastery of a foreign language, is a means of studying language and culture, a means of information and educational activities, and a means of self-education. As you know, reading contributes to the development of other types of communicative activities. It is reading that provides the greatest opportunities for the education and comprehensive development of schoolchildren through the means of a foreign language.

When learning to read at the initial stage, it is important to teach the student to read correctly, that is, to teach him to voice graphemes, extract thoughts, that is, to understand, evaluate, and use text information. These skills depend on the speed at which the child reads. By reading technique, we mean not only the quick and accurate correlation of sounds and letters, but also the correlation of the sound-letter connection with the semantic meaning of what the child is reading. It is a high level of mastery of reading techniques that allows one to achieve the result of the reading process itself - quick and high-quality extraction of information. However, this is impossible if the student does not have sufficient command of language means, cannot reproduce sounds or reproduces them incorrectly.

So, teaching the technique of reading aloud is at the initial stage both the goal and the means of teaching reading, since it allows you to control the formation of reading mechanisms through the external form, and makes it possible to strengthen the pronunciation base that underlies all types of speech activity.

The formation of reading skills and abilities is one of the most important components of the process of learning a foreign language at all its stages. Reading belongs to the receptive types of speech activity, is included in the sphere of communicative and social activity of people and provides a written form of communication in it.

The initial stage of learning to read is aimed at developing in students reading techniques in a foreign language and, in particular, such abilities as:

➤ quick establishment of sound-letter correspondences;

➤ correct pronunciation of the graphic image of the word and its correlation with the meaning, i.e. understanding/comprehension of what is read;

➤ reading by syntagmas, combining words into certain semantic groups;

➤ reading texts based on familiar language material at a natural pace;

➤ expressive reading of texts aloud, with correct stress and intonation.

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It is possible to effectively solve the assigned problems using modern teaching technologies that take into account the needs of younger schoolchildren, their psychological age-related capabilities when organizing the learning process.

Approaches to organizing the process of teaching reading in a foreign language in primary school

1. Practical orientation of the learning process: formulating specific communicatively motivated tasks and questions aimed at solving practical tasks and problems, allowing not only to master new knowledge and skills, but also to understand the content and meaning of what is being read;

obligatory highlighting of the loud speech (D.B. Elkonin's term) stage of reading in the system of teaching reading techniques in a foreign language, promoting the consolidation of articulation and intonation skills, phonetically correct speech and "inner hearing" [2].

2. Differentiated approach to training:
taking into account the age-related psychological characteristics of students, individual styles of their cognitive activity when communicating new knowledge and developing skills and abilities;

the use of analytical and synthetic exercises, tasks differentiated by degree of difficulty, depending on the individual abilities of the students; choosing adequate methods for teaching reading aloud and silently.

3. Integrated and functional approach to training:
building reading instruction based on oral advance, i.e. children read texts containing language material that they have already acquired in oral speech; at the alphabetic stage, mastery of new letters, letter combinations, and reading rules is carried out in accordance with the sequence of introducing new lexical units and speech patterns in oral speech.

4. Taking into account the characteristics of the native language:
using the positive transfer of reading skills developed or already developed in the students' native language;

maximum reduction of the interfering influence of native language reading skills associated with the peculiarities of the Russian language (phonemic writing and syllabic reading), through explanation, comparison, demonstration of methods of action and abundant training in reading.

5. Accessibility, feasibility and awareness of learning.

6. An integrated approach to the formation of motivation:
Paying much attention in the lesson to completing game tasks and acting in problematic situations of a communicative nature;

the use of various types of visual aids that stimulate comprehension of new material, the creation of associative connections, supports that promote better learning of reading rules, graphic images of words, intonation patterns of phrases.

In addition to compliance with the listed pedagogical requirements, the success of organizing training also depends on the level of professional literacy of the teacher, the degree of his methodological competence, and the ability to use effective techniques and forms of work in the lesson that are adequate to the set learning goal.

Let's look at some examples of communicatively-oriented problem tasks and exercises for teaching reading techniques, which allow children to act in situations that are close to real communication situations. And this, in turn, helps to increase learning motivation and its effectiveness.

Depending on the degree of penetration into the content of the text and depending on communicative needs, there are viewing, searching (viewing-search), introductory and studying reading.

When teaching reading to junior high school students, these types of reading must be mastered, and their features and relationships must be taken into account.

Search-and-browsing reading is aimed at obtaining the most general idea of the content of the text. The student searches the text only for information that interests him.

Introductory reading involves extracting basic information from the text, obtaining a general idea of the main content, and understanding the main idea of the text.

Study reading is characterized by an accurate and complete understanding of the content of the text, reproduction of the information received in a retelling, abstract, etc.

We live in a time when high-quality knowledge of foreign languages is necessary for every person, therefore teaching a foreign language is considered as one of the priority areas of school modernization. And in our school, foreign language teaching today is undergoing significant changes, one of which is the shift of the center of gravity from teaching to teaching. Cooperation between students and teachers, their mutual understanding is the most important condition for the educational process. Teachers are looking for a creative approach to teaching, creating an environment of interaction and mutual responsibility to achieve learning effectiveness.

It must be admitted that school foreign language education is characterized by certain problems that the teacher and students face in every lesson. First, we need to pay attention to ourselves, foreign language teachers. It is no secret that even qualified teachers are not always sufficiently aware of new trends in modern education and make little use of innovative methods and technologies for teaching foreign languages.

Secondly, now people's attitude towards their teaching has become selective and pragmatic. No one wants to waste their time mastering a subject from which they expect no benefit. Therefore, incentives must be sought in the productive purpose of training: if they are obvious, the student takes on a difficult task. Therefore, education must be structured in such a way that the direct activities of schoolchildren, their experience, worldview, academic and extracurricular interests and inclinations, and their feelings do not remain outside the school threshold, but are taken into account when organizing communication in the classroom. But in the era of the current information civilization, we have to work in conditions where scientific knowledge becomes outdated faster than students can assimilate it, so new forms and methods of teaching are needed to prepare a creative personality capable of continuous development and self-education. After all, the goal of a teacher is to educate a person so that he meets the requirements of modern times. Therefore, it is necessary to organize education in such a way that every child has the opportunity to develop and reveal himself as a creative person. All this requires an innovative approach to the organization of educational activities, to the search for new forms and methods of work. To solve this problem, modern technologies and the wide possibilities of the linguistic and regional approach are used, which completely coincides with the main goal of teaching English - developing in schoolchildren the ability to use English as a tool of communication in the dialogue of cultures and civilizations of the modern world.

It is no secret that modern schoolchildren do not like to read even in English, but what should we, foreign language teachers, do, how to introduce them to reading texts in a foreign language. In this case, a problem-based teaching method helps, which unobtrusively encourages the student to work actively and creatively in the lesson. Of course, in traditional teaching of reading there are a number of tasks to activate the mental activity of students (posing questions, test tasks, etc.). However, such tasks are given haphazardly, from case to case, and teach only individual mental operations. I believe that the problem-based approach is attractive because it forms a system of mental actions that the student can apply not only to solve educational and communicative problems, but also real life problems. It is also important that during the problem-search organization of a reading lesson, conditions are created that encourage the student to independently search, analyze, compare and summarize the necessary information in a foreign language. All work on a reading text can be divided into three stages: pre-text, text and post-text. Much attention is paid to the pre-text stage, since it is this stage that activates the system of problem-search tasks. Its peculiarity is that students begin working with information without opening the text of the textbook.

Another technology that helps to engage schoolchildren in reading is the technology of critical thinking. Its goal is to ensure the development of critical thinking through the interactive inclusion of students in the educational process. At this stage, a text is presented in which they are looking for new information. It has been noticed that in the process of reading (especially informative texts), students' interest quickly wanes, and information is difficult to remember. With the help of critical thinking technology, you can teach children not to memorize information, but to be able to analyze it and note something useful in it for themselves.

From all that has been said, we can conclude that problem-search activities instill a taste and interest in reading, and the use of new technologies contributes to the self-realization of the student's personal capabilities. As a result, in reading lessons it is possible to intensify the learning process, form stable cognitive interests and achieve a stable increase in motivation. In addition, students learn:

➢ read, analyze and systematize information and further explore the facts that interest them;

➢ work in a team, put forward and defend your ideas and be tolerant of other points of view;

➢ master independent work skills.

What do these technologies give to the teacher?

1. The teacher has the opportunity for self-development.

2. The teacher's preparation for the lesson changes.

3. The role of the teacher in the educational process is changing: he motivates, organizes, advises and controls.

And so reading as a means of learning is used to establish sound-letter relationships, create a complex of visual speech-motor and auditory images of linguistic signs of different levels, consolidate the introduced sound material, stabilize and improve pronunciation skills, meaningful division of the speech flow and its intonation, enrichment of vocabulary and strengthening grammatical skills, development of linguistic and semantic conjecture, as well as a sense of language, formation of linguistic consciousness (understanding of how language material functions in speech), development of loud and quiet reading techniques, development of reading mechanisms, improvement of skills and abilities of expressing thoughts in oral and written form.

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