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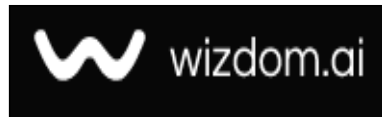
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## SPECIFIC FEATURES OF READING AND ITS ROLE IN TEACHING A FOREIGN LANGUAGE

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**Abstract** This article deals with the identifying the most effective methods and means of teaching reading in foreign language lessons. In addition, author provides the techniques and means of teaching reading and identifies those that contribute to the formation of interest in reading in a foreign language.

**Keywords:** *Reading aloud, transcoding, phrasal stereotype, intensity, extensiveness, untranslatability, translatability, analytical nature, synthetic*

In the life of a modern person, reading occupies a significant place. Reading enriches a person, allows him to learn more about the world around him. A person draws new knowledge from the book.

Reading is also of great educational importance. The best minds of mankind embody their aspirations and dreams in the printed word. By joining their thoughts, a person is enriched not only spiritually, but also morally. Books form a person's consciousness, act on his feelings and will.

Thus, reading is one of the most important means of human communication and one of the most important means of human culture.

In our time of increasing information exchange between different countries, reading in a foreign language occupies a large place in a person's life.

Modern man is becoming more and more involved in reading fiction, journalistic, specialized literature, as well as newspapers and magazines in foreign languages. This requires appropriate skills and abilities, which, as you know, are not formed by themselves. Therefore, one of the main tasks of teaching a foreign language in secondary school is to teach reading in it. A student graduating from high school should be able to read in a foreign language.

Previously, the question of the types of reading was one of the most developed and, at the same time, terminologically the most unstable. In numerous studies and works, we find several dozen names of types of reading.

The variety of names is explained by the fact that the authors proposed a variety of classifications of types of reading, based on the fact that they stand out as the main component of scientific analysis. In some cases, the authors used different names to refer to the same phenomenon. Some classifications are based on an insufficient basis of division. Now attempts are being made to understand in detail all the variety of names of types of reading. At the same time, it is quite correctly emphasized that different principles are laid down in the basis of each of the newly proposed classifications.

From our point of view, speaking about the types of reading, it is necessary to distinguish between the forms of the process and the forms of the conditions in which reading takes place or on which reading depends. The main division in this classification follows the mechanisms of reading: reading aloud, to oneself, artistic. From the point of view of communication, they represent significant differences and exclude each other.

Hypothetically, we can have four kinds of reading. We do not teach all of these types of reading at school. Thus, artistic reading cannot become an object of mastering in school conditions. At school, we teach reading aloud and to ourselves. Moreover, we are dealing in school with educational reading, which "represents one's own reading in the process of forming its mechanisms" [1]. Reading aloud and to oneself is taken in all the variety of factors

and conditions that determine it. We will describe only some of them.

## *Reading aloud*

Reading aloud is very important for teaching a foreign language in general and the reading process in particular. Reading aloud allows you to master the sound system of the language. It fixes the ability to sound transcoding of signals both at the letter level and at the level of a word, sentence, and text. Reading aloud is a method of forming a “phrasal stereotype” in the reader [2].

In a school setting, reading by material and by preliminary work can be a text with difficulties not removed, with difficulties partially removed, with difficulties completely removed, prepared, partially prepared and unprepared, explained, partially explained and unexplained. At the same time, according to the role in the educational process and organizational forms of work, reading aloud is divided into informational, training and control, classroom and extracurricular, individual and group. This division may be complicated by other signs of reading, such as its intensity or extensiveness, untranslatability or translatability, analytical nature or synthetic. Continuous texts or individual text fragments can be read. Reading can be auxiliary or basic, slow or fluent, with or without a dictionary. The reading material can be programmed or not. And all this variety of reading conditions can be combined with each other in different ways. So, maybe such a type of reading as reading aloud with partially removed difficulties: unprepared, unexplained, control, laboratory, intensive, untranslated, synthetic, continuous, unprogrammed, - or reading aloud with completely removed difficulties: prepared, explained, training, laboratory, individual, extensive, untranslated, synthetic, continuous, unprogrammed. Everything will depend on the goals of setting the method of teaching a foreign language. It seems to us that for the great success of learning to read, all possible combinations should be used. Only the variety of types of reading used will ensure a real mastery of the mechanisms of reading and understanding of what is being read. Moreover, at different stages of learning, these types of reading options should be distributed differently. At the initial stage of training, it will be especially useful to read aloud with the difficulties removed: prepared training, classroom, individual and choral, untranslated, synthetic [3].

At the initial stage, reading aloud is an important means of developing reading techniques, at more advanced stages of learning aloud mainly acts as a control or expressive reading.

## *Reading to yourself*

Of particular importance is reading about yourself. If the purpose of the training is to teach students to read unadapted literature, newspaper and popular science articles, then it is especially important to develop the skills of fast, mature self-reading.

Reading to yourself according to the material for preliminary work on the text, as well as reading aloud, can be of several types.

When reading to yourself, the more common option is an unprepared reading on the material with the difficulties not removed or partially removed difficulties. It is necessary to teach students the ability to use a dictionary when reading. Of course, the student should not use a dictionary, searching for every new word, but he should find some words in the dictionary and find them very quickly. It seems that a cool reading of small texts to oneself with the use of a dictionary should take its proper place in the educational process.

Depending on the target setting, on the role of reading in the educational process and on the organizational forms of work, self-reading, as well as reading aloud, is divided into several types. First of all, this is reading – searching. Students are often asked to read some text and find information in it concerning, for example, the description of the appearance of the hero. Moreover, at an older stage, these tasks become more complicated and may concern not only a literary text, but also scientific and journalistic [4].

The second type of reading is also more characteristic of reading to oneself than reading

aloud, this is reading for the purpose of review. Moreover, a variant of this type of reading is a detailed reading of the text. Sometimes critical reading is also used in school.

Very peculiar, within the limits of educational reading, is the case with such a type of reading as reading for pleasure. In essence, one of the varieties of educational reading – home reading should, within certain limits, be reading for the pleasure of students. Unfortunately, this is not always the case. Sometimes a book is too difficult to read and students soon lose interest in it. In some cases, the content of the material is not entertaining for students. Very often, home reading is complicated by additional tasks of an analytical order. All this turns reading into a difficult task, deprives it of its immediacy and vividness of impact.

Reading about you is most often cognitive in nature. Therefore, it should be carried out on a large number of texts, be of an intensive nature. Within the framework of educational reading, reading to oneself is a training reading, since it contributes to the development of appropriate skills. However, for students subjectively does not act as such. They perceive it according to the tasks that are set before them in the process of reading [5].

Reading texts from a textbook can turn into a very boring task if you read one text repeatedly; therefore, you need to make sure that the text is read for a short time, accompanied by various tasks, for example, to find the main idea of the text, highlight a certain linguistic phenomenon, analyze the image of the hero, etc. Thus, students receive some new information every time from a text, even a familiar one.

If we are talking about reading as an independent form of speech activity, then such reading is aimed at extracting complete information from the text. In real life, we read differently, and the nature of reading is determined by the goal that we pursue in each case.

In the domestic methodology, the following types of reading are distinguished:

Viewing reading involves getting a general idea of the material being read. Its purpose is to get the most general idea of the topic and the range of issues addressed in the text. This is a cursory, selective reading, reading the text in blocks for a more detailed acquaintance with its “focusing” details and parts. It usually takes place during the initial acquaintance with the content of a new publication in order to determine whether there is information of interest to the reader in it, and on this basis to make a decision whether to read it or not. It can also end with the presentation of the results of the reading in the form of a message or an abstract.

When viewing reading, sometimes it is enough to get acquainted with the content of the first paragraph and the key sentence and view the text [6].

The completeness of understanding during a viewing reading is determined by the ability to answer the question whether this text is of interest to the reader, which parts of the text may be the most informative in this regard and should later become the subject of processing and comprehension with the involvement of other types of reading.

To teach viewing reading, it is necessary to select a number of thematically related text materials and create viewing situations. Educational tasks should be aimed at the formation of skills and abilities to navigate the logical and semantic structure of the text, the ability to extract and use the material of the source text in accordance with a specific communicative task [7].

Introductory reading is a cognitive reading, in which the subject of the reader's attention becomes the entire speech work (book, article, story) without setting up to receive certain information. This is reading "for yourself", without prior special installation for subsequent use or reproduction of the information received.

During introductory reading, the main communicative task that the reader faces is to extract the basic information contained in it as a result of a quick reading of the entire text, that is, to find out what issues and how the text is solved, what exactly is said in it on these issues, etc. It requires the ability to distinguish between the main and secondary information. This is how we usually read works of fiction, newspaper articles, and popular science literature when they do not represent the subject of special study. The processing of the information of



the text is carried out consistently and involuntarily, its result is the construction of complex images of the read [8].

For practice in this type of reading, relatively long texts are used, linguistically light, containing at least 25-30% of redundant, secondary information.

Learning reading provides for the fullest and most accurate understanding of all the information contained in the text and its critical comprehension. This is a thoughtful and unhurried reading, involving a purposeful analysis of the content of the text being read, based on the linguistic and logical connections of the text. Its task is also to form the learner's ability to independently overcome difficulties in understanding a foreign text. The object of "study" in this type of reading is the information contained in the text, but not the language material.

It is studying reading that teaches careful attitude to the text. For this type of reading, texts are selected that have cognitive value, informative significance and represent the greatest difficulty for this stage of learning, both in terms of content and language [9].

Search reading is focused on reading newspapers and literature in the specialty. Its purpose is to quickly find well—defined data (facts, characteristics, numerical indicators, indications) in the text or in the array of texts. It is aimed at finding specific information in the text. The reader knows from other sources that such information is contained in this book, article.

In educational conditions, search reading acts more like an exercise, since the search for this or that information is usually carried out on the instructions of the teacher. Therefore, it is usually a concomitant component in the development of other types of reading.

Mastering the technology of reading is carried out as a result of performing pre-text, text and post-text tasks.

Reading is a very important type of speech activity, because it affects the formation of other types of speech activity that is, speaking, writing, listening. For example, with constant reading of books in a foreign language, the vocabulary is enriched, new words are fixed, the scope of their use is expanded; intensive reading of foreign literature contributes to the development of oral speech skills.

There are different types of reading, but their use depends on the stage of learning to read in a foreign language. The initial stage is characterized mainly by controlled reading aloud. It provides not only a consistent formation of this skill, but also a sufficient degree of self- and mutual control.

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