READING TECHNIQUES IN TEACHING ENGLISH TO INTERMEDIATE LEVEL STUDENTS

Mannonova Shakhnoza
Senior English Teacher and Head of Foreign Languages Department at
Academic Lyceum of UWED
mannonovashahnoza0603@gmail.com

ABSTRACT

The main purpose of teaching a foreign language is the formation and development of foreign language communicative competence, that is, the ability of students to learn new words and phrases and use them in the process of communication, the ability to analyze their actions and words, the development of horizons, the ability to interest the interlocutor or listener, as well as the development of logic for a competent and consistent presentation of thoughts.

Keywords: reading techniques, mastering a native language, reading for gist, skim reading, skimming

Reading is the main way of familiarizing with the culture of the people whose language is being studied. As a result of reading a large number of texts, the student develops a sense of a foreign language. Reading should be considered not only as a goal, but also as a means of learning. Teaching a foreign language is identical to mastering a native language, reading creates opportunities for a sharp increase in speech practice and to some extent will make up for its lack when teaching a foreign language. In addition, reading creates opportunities for establishing direct links between the concept and the word of a foreign language. The interest in reading among most schoolchildren is quite low. Ideally, reading in a foreign language should be independent, carried out not under duress, but accompanied by interest on the part of students. The teacher is tasked with teaching students to read texts, understand and comprehend their content with different levels of penetration into the information contained in them.

To get high scores on the exam, when performing tasks in the "Reading" section, students need to be able to:

- ➢ Understand the topic in full;
- ➢ Extract the necessary/requested information in the task;
- ➢ Understand logical connections within and/or between parts of the text;
- ➢ Guess the meaning of a particular expression by context;
- ➢ Select the right strategy depending on the purpose of reading;
- ➢ Change the reading speed depending on the task.

Unfortunately, many schoolchildren do not know all the ways of reading in a foreign language and make typical mistakes: they panic at the sight of the first unfamiliar word, completely ignore an unknown construction /word, thereby missing the essential meaning of the utterance; they incorrectly distribute forces and time for tasks, therefore, they cannot keep up with time. Different exams in English include tasks to test skills in the following types of reading: understanding the main type of reading; (reading for gist, skim reading or skimming);

extraction of necessary information (reading for specific information or scanning); full understanding of what was read (reading for detailed comprehension or reading for detail).

There is no doubt that the text is a multifunctional phenomenon, because, being a language formation, the text accumulates the functions of language – communicative, cognitive, expressive, aesthetic, emotional, etc. The content side of the educational materials intended for reading is important. It is the content that holds the potential to awaken positive motivation in students, to cause the need to read in a foreign language.

The text should be characterized by criteria:

1) a bright and entertaining plot of a text or passage;
2) emotionality and imagery of presentation;
3) the relevance of the material;
4) rich vocabulary with the repeatability of common vocabulary
5) compliance of the content with the age interests of students;
6) adaptation of the text to a certain degree of training.

When working with texts in the classroom, the teacher should take into account the types of reading, their classification, features and tasks that they perform. Under the types of reading, it is customary to understand a set of operations conditioned by the purpose of reading and characterized by "a specific combination of techniques of semantic and perceptual processing of the material perceived visually.

Types of Reading

Understanding the main content of the read (introductory reading).

The text is read as quickly as possible in order to understand the main content and general structure of the text or to select the main facts. For this type of reading, understanding 70% of the text is enough; the main thing is the ability to highlight and understand keywords. When teaching this type of reading, it is necessary to learn how to bypass unfamiliar words and not interrupt reading if this occurs. You also need to learn to guess the meaning of keywords from the context. It should also be remembered that there is no need to focus on the grammatical structures of the text and analyze them. Reading is a cognitive reading in which the whole story becomes the subject of the reader's attention 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. It requires the ability to distinguish between the main and secondary information.

Extraction of necessary information (search/viewing) In search reading, the text is read in order to find a relatively small amount of information for its subsequent use for certain purposes. This may be the date, time, opening hours, names and titles, or more detailed information in the form of descriptions, arguments, rules, value judgments. Task: answer the question by text. During the viewing reading, the reader collects information and determines whether he will need this information for future use, for example, which museum will be most interesting to visit. To do this, it is enough to get acquainted with the structure of the text, read the headings

and subheadings, individual paragraphs. This type of reading involves searching for specific keywords and finding the part of the text that contains the necessary information. Reading the entire text is a waste of time. Therefore, when teaching this type of reading, it is also necessary to strictly limit the time to complete the task.

Complete reading comprehension (learning reading). This type of reading assumes a complete and accurate understanding of all the main and secondary facts, the student should be able to evaluate, comment, explain the information, draw a conclusion from the read text. It is assumed that in order to master this type of reading, the student must be able to guess the meaning of words from the context, understand the logical connections in a sentence and between parts of the text.

Stages of working with the text and tasks at each stage.

The pre - text stage assumes:

- creating the necessary level of motivation
- definition of the speech task for the first reading
- reduction of the level of language and speech difficulties

Possible Exercises

1. By the title, guess what the text is about
2. From the available illustrations, guess what the text is about
3. Get acquainted with the new vocabulary and determine the subject
5. Read the questions to the text and determine the subject of the text.
6. "Associations and assumptions" Students individually or in subgroups are assigned to answer the following questions:
7. What do you think this text (article) is about?

A) neutral information   C) humorous conversation

B) event   D) tips and instructions

8. Where is this text (article) possibly taken from? A) from a novel B) from a diary C) from a magazine D) from a newspaper

9. "Mind - Map" The teacher writes a keyword on the blackboard. Students need to find spontaneous associations for this word, which are recorded on the blackboard in the form of a list. Then the text referring to the above-mentioned keyword is distributed to the students.

10. Find pairs: a word and its definition. Students are given 2 columns, their task is to connect pairs of arrows.

11. Choose an antonym of a word from a given set of words.

12. Choose a synonym of a word from the proposed group.

13. Explain a word or phrase, an idiom, without translating it.

Text stage:

The objectives of the text stage: to control the degree of formation of various language skills and speech skills;

continue the formation of appropriate skills and abilities

Possible exercises:

1. Find answers to the suggested questions.

2. To confirm the correctness or falsity of the statements, or to reveal that it is not mentioned in the text.

3. Find matches.

4. Arrange the proposals in order

5. Insert a word or sentence that is appropriate in meaning, omitted in the text.

6. Select sentences with the following words/grammatical phenomena/ idiomatic expressions and so on.

7. Guess the meaning of a word or words by context, which of the proposed translations of the word most accurately reflects its meaning in this context.

8. Perform a multiple choice task

9. Choose the appropriate title for each of the paragraphs.

10. Read the description of the appearance, the place of the event, the illustrations, the attitude of someone to something.

11. "Text with missing words"

Option A: The teacher hands out a sheet with the text where the words are missing. Students work in groups of two and fill in the gaps themselves.

Option B: The teacher distributes a text with omissions and a list with missing and superfluous words, which are arranged in alphabetical order. Students work on the text in small groups.

The teacher pre-cuts several texts and mixes them. Students work in small groups and reconstruct these texts in the right sequence. The teacher can also add plot photos, pictures, excerpts from other texts to these texts.

The goals of the post-text stage are to use the situation of the text as a linguistic, speech, and content support for the development of skills in oral and written speech.

Possible exercises:

1. Tasks related to question-and-answer exercises. They occupy a large place among the exercises that stimulate and control the understanding of the text. The question reduces the measure of uncertainty, it rigidly controls the reader's attention. There are questions that presuppose a free answer, although arising from the content of the text, but not available in the text itself.

2. Identify new things from the read text, express your opinion about what you read

3. To say which of the following statements most accurately conveys the main idea of the text. Justify your answer.

4. Make a plan of the text, highlighting its main thoughts.

5. Prove or characterize something

6. Retell /summarize the content of the text, possibly in writing. Tell the text on behalf of the main character

7. Come up with what could happen if... come up with a new end of the text.

8.Read the text and sentences under the line. On a piece of paper with the numbers of sentences, put a + sign if the sentence corresponds to the content of the text, and a sign if it does not. Read

the text and sentences below the line. Use the signal card to indicate the number of the sentence that does not correspond to the content of the text.

9. Prove that…

10. Make a text plan.

11. Make an abstract, give a review of the text.

12. Choose a proverb that fits the meaning of the text.

13. Come up with a new name for the text.

14. "Text reduction"

The teacher hands out a sheet of text (15--26 sentences). Students read the text and shorten the proposed text to 8-10 sentences.

15. "Definition" The teacher hands out a sheet of text. Students read the text and replace the highlighted words with definitions.

16. "Come up with the ending of the text!"

Students read the text only before the denouement of the action and should assume what is going on next. Then all the ideas are compared with the original continuation of the text.

17. "Telegram"

Students read the text and, working in small groups, develop a presentation of the content using keywords (students cross out all insignificant words and leave only the most important ones). Worksheets are collected and exchanged between small groups. The text is reconstructed on the basis of "Telegrams". Then there is a discussion of the results.

18. "Advertising"

Students read the text, draw a beautiful advertisement on the subject of the text and select a suitable slogan for the drawing.

20. "Improving the style"

The teacher hands out a sheet of text. Students read the text and write a conclusion to it. Then the student exchanges his conclusion with his neighbor and improves his style, i.e. they "embellish" their conclusions with adjectives.

21. "Your reaction to the text". The teacher prepares cards in advance or demonstrates the following unfinished sentences on the blackboard (screen, etc.):

What I found most interesting about this text was…..

What I found most boring about this text was…..

What I found most shocking about this text was…..

What I found most amusing about this text was…..

What I found most irritating about this text was…..

What I found most incredible about this text was…..

What I found most distressing about this text was…..

Students finish sentences.

22. "Expand the text". Come up with and offer students 5-7 sentences that could expand the read text. They are looking for the most appropriate places in the text where these sentences could be inserted. Another option is for students to come up with such proposals themselves (in groups or in pairs).

23. "Deduce the story". Print the text in A-4 format, tear off the right and left strips of text about 4 cm. Put this sheet on a blank sheet A-4 and make a photocopy. Offer the remaining middle part of the text to students. Their task is to restore the content of the text from the available material

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

REFERENCE

1. Alyousef H. S. Teaching Reading Comprehension to ESL/EFL Learners / H. S. Alyousef // The Reading Matrix. - 2005. - №2. - pp.143-154.
2. Archer A. L. Before Reading Practices / A. L. Archer. - Curriculum Associates, Skills for School Success. 2001. 56 p.
3. Beatrice S. Teaching reading in a second Language / S. Beatrice, E. D. Mikulecky. - London: Pearson Education, 2008.
4. Brindley S. Teaching English / S. Brindley. - London, NY: Routlge, 1994. - 268p.
5. Calhoun E. F. Teaching Beginning Reading and Writing with the picture word inductive model / E. F. Calhoun. - Alexandria, Virginia: Assotiation for Supervision and Curriculum Development, 1999. - 125 p.