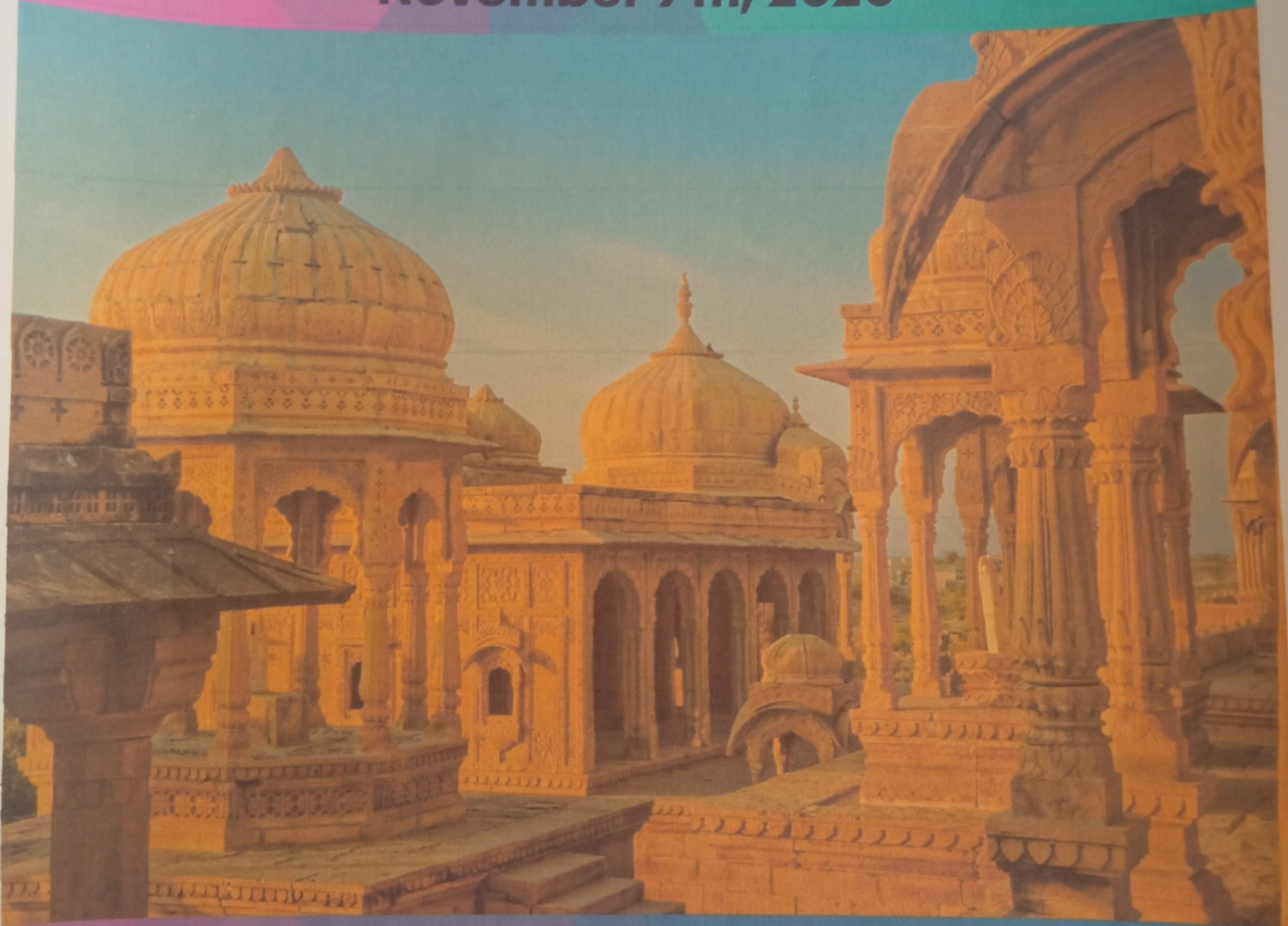


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READING AS ONE OF THE TYPES OF SPEECH ACTIVITY IN ENGLISH LESSONS

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Annotation:

This article discusses the importance of reading skills and its types. The main types of reading in the process of educational activity are viewing and searching, translated and uninterrupted, studying and introductory, analytical and synthetic reading are described.

Key words:

Reading skills, and synthetic reading, communication, reading comprehension, introductory reading, inextricably, interconnected, distinctive.

It is well known that reading takes a significant place in human life. It not only develops a person's ability to think and allows a deeper understanding of the world around him, but also enriches it spiritually. Reading is one of the most important means of human communication, and one of the most important means of human culture. In the modern world, with an ever-increasing flow of information between countries, reading in a foreign language begins to take a large place in a person's life. One of the main tasks of teaching a foreign language in basic school is teaching to read and understand the text in a foreign language.

Based on this function, teaching reading should be built, in my opinion, in such a way that students perceive it as a real activity of practical importance. What is the reason for the poor mastery of basic school students in reading technique and reading comprehension? The main reason is that teachers pay very little attention to the very development of teaching methods for teaching reading and understanding a text in a foreign language. In addition, much more time is spent on speaking in the lesson than on reading. In modern school textbooks on foreign languages, a differentiated approach to teaching oral speech and reading is reflected. Reading in the classroom, as it were, loses its independence and turns into an attribute of oral speech, and reading material is only an additional stimulus for the development of speaking skills. Speaking and writing, according to Belyaev B.V. Razygraeva L.I., are an active form of verbal communication, and listening and reading are a passive form. However, reading from a psychological point of view is a process of perception and active processing of information graphically encoded according to the system of a particular language. Thus, in this process of speech communication, there are two main inextricably interconnected distinctive features: a) the process of perception of a printed or written text; b) the process of comprehending what is read. Reading as a type of speech activity is the extraction of information from printed text. This activity is differentiated according to different characteristics, which is embodied in different types of reading. In any educational institution, and in basic school as well, the purpose of education is to develop the ability to read to oneself, synthetic, uninterrupted.

Other types of reading prepare it to function as a type of speech activity and generally serve as a means of teaching a foreign language. The new state standard of basic general education in a foreign language specifies the minimum content of basic educational programs. Depending on the type of reading, it requires students to achieve understanding of texts with different depths and accuracy of penetration into their content: with an understanding of the main content (introductory reading), with a full understanding of the content (learning reading), with a selective understanding of the main content of authentic texts, materials reflecting the peculiarities of life, culture and everyday life of the countries of the studied language. The main types of reading in the process of educational activity are viewing and searching, translated and uninterrupted, studying and introductory, analytical and synthetic, as well as reading aloud and to oneself.

Review 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 discussed in the text. This is a cursory selective reading, reading the text block by block for a more detailed acquaintance with its "focusing" details and parts. It usually takes place at the initial acquaintance with the content of a new publication in order to determine whether it contains information of interest to the reader, and on this basis make a decision whether to read it or not. 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 a text or in an array of texts. It is aimed at finding specific information in the text. Reading without translation and in translation is closely related to the degree of students' mastery of a foreign language. Their essence lies in the fact that penetration into the content of the text goes through a conductor - the native language or directly bypassing it. The process of understanding the content of the text can be mediated by the student's native language or be direct. When the content of the text is understood directly, then we are talking about uninterrupted reading. Reading without translation occurs in advanced learners when the process of reading in a foreign language becomes similar to reading in a native language. Translated reading develops the ability to independently work on a foreign text and use dictionaries and reference books, which is a means of improving the educational level of students. For the study of a foreign language, the observations and conclusions of S.K. Folomkina about the ratio of reading to oneself and out loud are useful. The main task of teaching reading aloud is to achieve the correct intonation of the text from the point of view of the logical division of the sentence, highlighting the main and the secondary. However, over-reading aloud interferes with reading fluency by reinforcing the habit of full pronunciation. When reading silently in class, the teacher should explain difficult points or lead students to understand them before they read the text themselves. Reading to oneself must be carried out both in class and at home. Analytical and synthetic types of reading are distinguished on the basis of a psychological attitude. In analytical reading, the attention of students is directed to a detailed perception of the text with an analysis of the linguistic form, in synthetic reading, to a holistic perception of the content.

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