

## THE ROLE OF HOME READING IN FORMING FOREIGN LANGUAGE SPEECH SKILLS IN ENGLISH LESSONS

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### Annotation

*This article considers such an important aspect as home reading and its role in the formation of students' speech skills in a foreign language and understanding of a foreign culture. The authors reveal the concept of home reading; give a generalized description of the types of texts used for it. The article analyzes tasks based on what has been read and target tasks aimed at discussing what has been read. The opinion is expressed that the complication of tasks in the senior classes should go along the line of deepening the content of the issues under discussion and the introduction of literary analysis. On its basis, one of the most important types of oral speech activity is taught: oral unprepared speech. The authors come to the conclusion that work on home reading has a positive effect on the natural motivation of speech acts during discussions, and the discussion of moral and ethical problems is of great interest to students.*

### Key words

*home reading, fiction, non-dictionary understanding, conversations on what was read, target tasks, literary analysis, unprepared speech.*

Home reading is one of the most important aspects of the language training of students. This type of reading should not be perceived as an appendage to class work. This is an organic inclusion in the content of the entire cycle of lessons, an important element in the education of students, which largely determines their qualitative level of language proficiency, because "learning a language outside the language environment is possible only on condition of regular, daily and abundant reading".

It is the reading of adapted fiction that plays a leading role in understanding a foreign language culture, in maintaining students' interest in learning a foreign language. Thus, home reading provides "a lot of information necessary for the general development and raising the level of culture of each person, for enriching his native language, for his linguistic and philological education".

Not every reading at home is home reading. The concept of "home reading" has been clearly defined in methodological science since the end of the 19th century, and in relation to our conditions, this definition could read as follows: home reading is extra-curricular independent reading of relatively voluminous works of fiction, built (with the exception of a small percentage of unfamiliar vocabulary) on covered material in new contextual combinations, as a rule, thematically not related to the textbook. Home reading is a complex type of work on teaching non-translating reading, speaking, vocabulary and grammar. Learning to understand texts without translation is almost unthinkable if they contain a significant percentage of unfamiliar language material.

Home reading work should make independent reading a habit and a need for students, which is also impossible if understanding is seriously hindered. The special development of the abilities of non-dictionary understanding of texts (semantization without a dictionary and the so-called "surface understanding" - leaving some language units unsemantized) is not included in the functions of home reading. These aspects of teaching reading should be carried out by special texts (including newspaper articles) that develop such skills as understanding by contextual guess, by word-formation elements. Meanwhile, the number of unfamiliar lexical items in home reading texts may gradually increase, as students must develop the ability to understand texts without vocabulary based on a linguistic guess. Teaching oral speech in home reading should be based on a discussion of problem situations identified in the content of the work, and their correlation with reality.

It is home reading that is the aspect that makes it possible to practically solve the complex task dictated by program requirements: to teach students ideological and artistic analysis. The solution to this problem is possible in home reading classes, when work is carried out with a whole work of art (story, short story, play, etc.) based on target tasks.

As a rule, when discussing what they have read in their home reading classes, students receive two types of tasks:

1) related to the reproduction of the direct content of the read, for example:

Tell the class everything you have learned about...

- tell us about the main events of the 7 chapters you read on the basis of the proposed pictures, etc.

2) leading students away from the direct content of the text. These include the following tasks:

a) tasks for correlating some points in the text with the students' own life experience, for example, a task for expressing attitudes towards what they read, for expressing an assessment of an event, phenomenon, fact (Do you agree that?). Tasks of this type are problematic and unproblematic.

b) tasks based on introducing elements of fantasy into the discussion of the read, for example: what questions could you ask the hero (name, where he was born, education, where he went, why.)

c) tasks related to the disclosure of the author's intention. They contain mental tasks based on operating with direct content, if necessary, to identify connections in it. Each new proposal must be correlated with the previous one. Such assignments define text links, expressed implicitly, for example:

- tell us about all the dangerous situations in the life of the main character (there are 6 of them). Start with.

d) tasks for determining causality. This is a chain of questions, the purpose of which is to reveal the reasons for a particular fact, act or event, for example:

Why did the main character do this?

However, it should be remembered that students' answers to questions, contrary to popular belief, do not help to gather facts together, but, on the contrary, split the content of what they read. Therefore, especially at the beginning, it is necessary to support the expected answers with prompts (in particular, keywords). Home preparation provides a normal speech pace and a minimum number of errors in the classroom discussion of the passage.

According to P. B. Gurvich, unprepared speech is such a level of mastery of foreign language speech communication, in which the speaker is able to use the learned language material in previously unseen combinations without preparation in time and without direct urges of the interlocutor to speak. Teaching unprepared speech consists in the consistent development of three skills:

- skills of new combination (establishment of new speech connections using already familiar speech units);

- proactive speaking skills;

- Skills of quick speech reaction.

Recombination is considered the most important skill, since the other two depend on it. Therefore, the central issue of teaching unprepared speech in general, as well as oral speech when discussing read texts for home reading in particular, is the development of the ability to combine.

The path to achieving the level of impromptu, unprepared speech begins with prepared speech, which, consistently including elements of unpreparedness, gradually becomes unprepared speech in the unity of all three of its characteristics.

The skills of oral unprepared speech are developed on the basis of work with target tasks, for example:

I. 1) Content Transmission Tasks

- analysis of the structure of the narrative (into how many parts / paragraphs the text can be divided;

How can you title each section?

- separate important events from minor ones, etc.

2) tasks for compiling a simplified and abbreviated retelling;

3) tasks for annotating what was read (state the essence of what was read in 1-2 sentences);

4) tasks for compiling short messages on title issues (proof of certain theses);

5) tasks to characterize the main characters:

- presentation of events from the point of view of the narrator (the main characters of the work);

- changing the situation, place and time of the story, etc.

II. 1) Tasks to identify the creative ideas of the author (questions can be asked throughout the work if the students read it in Russian or watched the film):

- indicate the causes of the events;

- identify the consequences of events by comparing certain points of the text;

- what events were unexpected for readers, and what they could expect, etc.

III. 1) Tasks for assessing and expressing a personal attitude to what has been read (comparing it with the surrounding reality):

- expressing a general opinion (did you like the text, was there anything similar in your life, etc.);

2) polemical discussion of controversial issues on the content of the reading;

3) tasks for making fantasy changes and additions:

- writing prehistory and sequels;

- guesses about the content of subsequent chapters;

- tasks to change the course of events;

- writing stories that are similar to what you have read, etc.

Thus, home reading can become a powerful stimulus and help in the formation of skills and abilities of oral speech when teaching students a foreign language. It has a positive effect on the natural motivation of students' speech

actions in discussions and is of great interest when discussing moral and ethical problems.

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