



SOME PECULIARITIES OF TEACHING READING AT HIGHER EDUCATIONAL INSTITUTION

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Annotation: The main purpose of reading is to extract and comprehend the information contained in the written text. In the process of reading, the reader not only perceives information, but also carries out its semantic processing. The relevance of this article should be overestimated, since today there is a tangible need for teachers-practitioners working at universities to get acquainted with both modern theoretical approaches to teaching reading and practical experience - in different educational contexts, in different foreign languages, for different purposes and learning objectives.

Keywords: teaching reading, specific reading situation, vocational guidance, skills and abilities, reading strategy, subsequent translation, scientific texts, speech tasks.

One of the goals of teaching a foreign language in higher education is teaching to read texts in a specialty for obtaining information and its further processing (annotation, abstracting, synopsis). A student at the end of a foreign language course must have professionally oriented skills and abilities, all types of scientific text processing for independent work. Depending on the task to be solved in a specific reading situation, in the learning process, introductory, in-depth and translated-abstract reading are considered, taking into account the strengthening of the vocational guidance of the content of the texts.

The study of texts should contribute to the formation of students' skills and abilities of the so-called "flexible" reading, in which the reading strategy changes in accordance with changes in reading tasks. One text can serve as an object of obtaining information, the other is necessary for study and subsequent translation.

The main task of teaching reading at the beginning of the course is to show the way, following which the student can understand the content of any studied text, the main elements of introductory, in-depth and translated-abstract reading are studied. The student should be aware that reading tasks change.

At the next stages, the types of tasks that are directly correlated with the studied information become more important. The study of texts in the specialty should teach how to master certain types of reading, develop the ability to independently change the way of reading, using certain types of reading or their combinations. During introductory reading, special attention is paid to the rapid coverage of the main content of the text, the development of the reading speed skill. Speech tasks are used in full when working with the first texts; when studying further texts, the student must independently extract text information. The success of the initial acquaintance with the text largely depends on the vocabulary, as well as on its ability to thoughtfully and quickly analyze the vocabulary, to guess the meaning of words in context.

Here, attention is paid to the methods of determining the meaning of words and phrases by context. The leading role is played by tasks aimed at analyzing the grammatical structure of the text: groups of words, sentences, paragraphs. The article deals with the most important grammatical indicators necessary for understanding the relationship between various structural units of the text. The volume of

grammatical phenomena can increase or decrease, but it should be remembered that this is only one of the means of understanding the content of the text. When studying grammatical phenomena used in technical literature, it is necessary to focus on the practical use of these models, their synonymy, working out the necessary models using terms, and not on the theoretical part of this grammatical phenomenon. The student must acquire the ability to quickly understand the general content of the read, as well as to analyze linguistic phenomena in order to fully extract text information.

At the second stage, one of the main directions in teaching introductory reading is the development of the ability to quickly "grasp" the main meaning of the text. It consists of a certain speed of reading, reliance on known elements, understanding the connection between parts of the text, which allows you to see the text as a whole. To improve the mastery of linguistic material, it is necessary to summarize the information, offering to draw up a general plan, to present the content in the form of a retelling. The student must himself determine what prevents him from understanding the content of the text, be able to cope with these difficulties, and ask for help only in certain cases. In in-depth reading, tasks are first carried out regarding familiarization with the general content, and then the analysis of places that make it difficult to understand the content of the entire text. The resulting textual information should serve as material for subsequent discussion. The transmission of information received during reading requires mastering special techniques.

At the last stage, it is advisable to devote time to discussing prepared annotations, abstracts, and translations. One of the forms of conversation about the information received is the description of diagrams and drawings. It is advisable to give each student individual texts for translation and abstracting. You can consider some reading strategies that help you comprehend the content of the text with a minimum of time. The type of reading depends on the purpose for which it is being read. There are the following types of reading: look-through reading, search reading, detailed reading. There are some reading strategies that help you understand the content when reading foreign language texts.

The choice of reading strategy depends on the purpose of the reading. English study guides provide the following reading strategy guidelines:

1. What visible and graphic markers call the subject of the text? For example: title, subheadings, pictures, graphics, captions under pictures.
2. What type of text are we talking about (poem, newspaper article ...). For whom and by whom this text was written, what can be discussed in this text.
3. What keywords are found in the text? Key words - words that are often repeated in the text, as well as in the form of synonymous expressions. Keywords carry basic information.
4. The presence in the text of numbers and numbers, which often contain important information on the content of the text.
5. The presence in the text of internationalisms or proper names.
6. Try to understand unfamiliar words using context or known parts of a word.
7. What conjunctions or union words, prepositions connect parts of a sentence, a sentence and part of a text (indicating the time, justify, express reasons, indicate a goal, express a condition ...).
8. What other elements the sentence can connect, for example, personal pronouns, demonstrative pronouns, synonymous expressions.

Other sources name the following text understanding strategies:

- at the word level (recognition of words - internationalisms, single-root words, recognition of the meaning of complex words);
- at the sentence level (bold, numbers, negation, punctuation, point, question, point and familiar grammar activation);

- the text as a whole (which defines the text as a whole, the type of text, the separation of the text, the highlighting of the main questions in the text, the finding and recognition of the bundles in the text, which indicate the argumentation, recognition and identification of text links, marking of speech registers);
- the level of the cultural context (recognition of "false" friends of the translator, sociograms for key concepts of the text that have different concepts in a foreign language and in a native language, comparison of information in texts in the native and foreign languages on similar topics).

The more common text processing is translation. To translate means to convey the content and stylistic features of the source by means of another language. Accuracy of translation is a basic requirement for the translation of a scientific and technical text.

Adequate translation is a translation that ensures the equivalence of the meanings of the original and the translation, the identity of the semantic and stylistic functions of the translated texts and the original, when the choice of translation is carried out taking into account the specifics of the system and structure of languages, the rules for combining words, grammatical forms and sentences. Reading texts in a specialty in a foreign language serves as a source of information, and the acquired skills and abilities of scientific processing of texts (translation, synopsis, annotation, abstracting) make it possible to use foreign sources in mastering a specialty or contribute to professional development.

Both domestic and foreign methods of teaching foreign languages at the higher education pays great attention to teaching reading in a foreign language. Reading is one of the leading activities of students at the stage of study at the university, since teaching reading allows you to form reading skills and abilities, related language and speech skills, transform the student's knowledge within all studied disciplines. It is interesting that the reasons for the high status of reading as one of the main goals of education at a university are different in the domestic and foreign educational context. The goals of learning to read are in part a reflection of the social order in a given period of time.

Most scientists in the field of psychology and psycholinguistics agree that reading is a type of speech activity, and any activity has three sides (phases): motivational, goal-oriented and executive. The phases reflect the peculiarities of speech activity, its hierarchical structure, purposefulness and motivation. Some consider speech activity as a process of receiving and transmitting a message and a way of forming thought through language in the processes of speaking (writing) and listening (reading). The subject content of speech activity is thought as a form of reflection of objects and phenomena. Units of speech activity are a semantic decision (when reading, listening to speech) and a speech act (when speaking and writing).

Reading is a type of speech activity, that is, a way of forming and formulating thoughts. Meaning is a reflection created in the subject's activity. The reading mechanism as a type of speech activity involves the following stages:

- a) inclusion of needs;
- b) meeting a need with an object (thought);
- c) emotional experience of this need (interest);
- d) volitional regulation (maintaining interest).

An important role in learning to read is also played by probabilistic forecasting, or "mental overtaking in the process of reading." It helps the successful perception of the text and its understanding in any kind of reading. Prediction creates an emotional state of mind and readiness to read. The condition for updating or launching the forecasting mechanism is the presence and systematization of the reader's past experience, that is, anticipation of the content occurs. Forecasting also depends on the degree of familiarity of the reader with the topic, the ratio between the known and the unknown in the text. In other words, the presence of associative links helps in the process of searching and selecting information in the text. Reading is a complex analytic-synthetic activity, which consists of the process of perception and understanding of the text.

Therefore, it is important to form strategic reading skills - for example, the student should be able to predict the meaning of words by initial letters, predict the content based on headings, ignore unfamiliar words that do not affect comprehension, return to what he read in order to clarify for better memorization, use for understanding content support text, bilingual and monolingual dictionaries.

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