Research Article

PECULARITIES OF TEACHING READING (SKIMMING) IN ENGLISH LANGUAGE LESSONS IN SECONDARY SCHOOL

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ABSTRACT

This article emphasizes the importance of a differentiated approach to teaching reading, specifically focusing on skimming reading in middle and senior classes. It addresses psycholinguistic, didactic, and methodological aspects and offers a set of exercises for pre-text, text, and post-text stages. The content is valuable for English language teachers in senior classes.

KEYWORDS

Reading, activity-based approach, type of speech activity, types of reading, skimming.

INTRODUCTION

Reading is an indirect form of communication. During the reading process the following is carried out:

- perceptual actions, including operations of perception, recognition, understanding of linguistic means (phonetic, lexical, grammatical);

- mental - operations: linguistic and semantic forecasting, decoding, isolating semantic milestones, etc.;

- mnemonic - related to memory work;

- motor - pronunciation, carried out in internal speech.

The listed actions constitute the procedural side of reading. The content side is the result of reading activity - understanding what is read. Reading as a type of speech activity represents the unity of two sides - procedural and content.

METHODS

Thus, "reading is the process of perception and active processing of information graphically encoded according to the system of a particular language" [3]. While reading, the eye makes jerky translational movements along the line. Reading is carried out at the moment the eyes stop - a comparison of graphic signs with the standards of linguistic signs stored in the memory of the reader takes place [5].

Mamutova's paper emphasizes teaching English introductory reading with a focus on silent reading and comprehension. It advocates for prioritizing silent reading skills, transitioning from reading aloud. The importance of mastering introductory reading skills and employing strategies for understanding authentic texts is highlighted. The paper provides valuable insights into effective methodologies for enhancing students' reading proficiency in English. [6]

Reading acts as both a means and a goal of learning. The program provides the following goals for teaching reading:

1. developing the ability to read authentic texts of various functional styles: artistic, journalistic, popular science, pragmatic;

2. the ability to read authentic texts with full understanding and understanding of the main content;

3. be able to use reference literature when reading (bilingual dictionary, linguistic and cultural dictionary, grammatical reference book) [1].

The State Standard states that schoolchildren at the middle stage of education must "learn to read and understand authentic texts with varying depth and accuracy of penetration into their content (depending on the type of reading) and with an understanding of the main content (introductory reading), with a full understanding of the content (studying reading), with selective understanding of the necessary information as information of interest (scanning/search reading)" [4].

The text simultaneously serves as an object of perception and is an object of semantic processing, being at the same time a product of speaking [2] and a means of verbal interaction with the reader [4].

Different types of texts are used in school settings:

1. educational (supporting) texts compiled by the authors of the teaching materials, containing only familiar lexical and grammatical material;

2. texts - models intended for working on an oral topic, by analogy with which students compose monologue statements;

3. texts of different functional styles [5].

Texts offered for teaching skimming must be accessible, interesting for learners, correspond to the age and psychological characteristics of their age, it is necessary to take into account the content, information richness, language and volume of the text [1].

At the stage of improving reading skills and abilities (middle and high school), learning to read, or communicative reading, occurs.

When working on each type of text, a differentiated approach is required, because the reader sets different goals for himself:

1. when reading a literary text - the concept of the storyline, the actions of the characters, their relationships, the main ideas of the text;

2. popular science text - find interesting facts to broaden your general horizons;

3. pragmatic texts - find information of interest, for example: when reading a theater program, choose a performance staged by a director you are interested in, or with the participation of an actor you are interested in.

Work on teaching skimming is carried out in the classroom under the supervision of a teacher in 2 modes - without and with time limits. The technology for teaching different types of reading is based on the following scheme.

I. Pre-text stage.

1. Students are given a speech instruction, a communicative task.

2. Removing difficulties. To ensure translation-free understanding of what is being read, the teacher writes down language units that are phonetically and semantically difficult on the board. Phonetic difficulties can arise from proper names and place names. Understanding of the meaning can be disrupted by unfamiliar but necessary words to reveal the content of the text. The teacher either tells their meanings (the words are given on the board with translations), or the students themselves guess their meanings based on the context.

II. Text stage: reading a text to yourself with a task. The presence of preliminary tasks speeds up reading and directs the reader's attention to the content, narrowing the field of search for the necessary information.

III. Post-text stage.

1. Search tasks of a conditionally communicative nature, which help the teacher find out the degree of students' understanding of the text read. For example:

- Multiple choice;

- Put the sentences from the text in the correct order;

- correct sentences from the text if they are incorrect;

- answer problematic questions based on the text - Think and explain why ...

This is followed by text-based exercises for the development of oral speech.

We have developed a set of exercises aimed at optimizing the process of learning to read by sight. This complex contains a variety of tasks, divided into two groups - preparatory exercises and exercises for extracting information from the text at the level of content and meaning.

Preparatory exercises. The proposed set of exercises includes exercises aimed at developing a probabilistic forecasting mechanism, teaching the identification of various categories of semantic information, attention, imagination, logical thinking, and linguistic guesswork.

This complex was used when working with each authentic text and included exercises based on the material of the corresponding text.

1. Grapheme-phoneme exercises, the purpose of which is to instantly recognize the graphic form of words and prepare for reading coherent sentences, paragraphs, and text.

2. Operational and structural. The goal is the ability to divide the text into meaningful passages, determine the known and the new, the main and the secondary. To do this you need:

- training in correct intonation from the point of view of the logical division of a sentence;

- training in formal indicators for expressing something new: there is/there are; excretory particles alone, one, so, even; syntactic phrases - It was Smith who …

Exercises to extract information from text at the level of content and meaning.

We offer students the following tasks:

- Look through the article and guess what it is about.

- Read the title / subtitle, the first sentence of the text and guess the topic, place and time of events.

- Choose from these articles the articles on the topic …

- Choose which articles you could use when preparing for a lesson on the topic …

- Find out if there is an article about … in this journal …

One of the important points when working on developing reading skills is monitoring the understanding of the text. We found it appropriate to use the test as a means of monitoring understanding. Students were asked to choose from among the control sentences those that corresponded to the content of the text. We used this technique for monitoring understanding because it allows us to check all students at the same time, it is economical and objective.

Here is an example of a fragment of a lesson on teaching exploratory reading. Students were asked to read the text "Robin Hood" (a selected short story about Robin Hood) [5].

The work was carried out according to the following plan:

1. Pre-text stage.

Do you remember who was Robin Hood? What was he famous for?

Look at the text, but don't read it yet. What type of text is it?

a) a newspaper article

b) a letter

c) a TV script

d) a biography

e) a short story

2. Text stage.

Goal: finding the necessary information.

Look through the text very quickly. Finish the sentences:

1) Robin Hood is…

2) He lived in …

3) One day Robin Hood was…

4) The young man was.

5) So Little John married.

6) When the young man came.

7) She was going into.

Put the sentences in the correct order to make a plan.

1. The priest refused to marry the girl to Allan-a-Dale.

2. The young man was sad and unhappy.

3. Robin Hood met a young man.

4. Little John married the young people.

5. Allan-a-Dale became Robin Hood's true servant.

6. They saw the girl in the church.

3. Post-text stage.

Goal: identifying the main elements of the text content.

Agree or disagree with the sentences.

1. Robin Hood is a legendary hero of England.

2. The young man answered that his name was Robin Hood.

3. Robin Hood lived in Greenwood with his merry men.

4. The young man was wearing a red coat and singing merrily.

- Give your opinion about his text.

CONCLUSION

Teaching reading will be more effective if it is combined with a rational control system. Control acts as a stimulus for learning activities for the student and as a way of managing this activity for the teacher. The main task of a teacher when teaching reading is to teach students to read with understanding, extracting content from a written text, as this is required by modern living conditions.

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