



TECHNIQUES FOR USING DIFFERENT TYPES OF TEXTS IN FOREIGN LANGUAGE LESSONS

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Abstract

Teachers do not always use effective techniques for working with texts that allow them to minimize the time spent in the lesson and choose the type of reading in accordance with the goal (familiarization, viewing, searching); accordingly, students do not work productively and purposefully with literary, journalistic, official texts. business styles, understand their specifics. Nowadays, due attention is not paid to this problem. This is due to the emergence of a large number of other sources of information [1]. Purpose of the article is to consider effective methods of using various types of texts in language lessons at the intermediate stage of education.

Keywords: Familiarization, viewing, searching, official texts, business styles, speech skills, target language, reading fiction.

Introduction

Reading literature in the target language contributes to the development of oral speech, enriches vocabulary, introduces the culture and literature of the country of the target language, and develops analytical thinking. It also contributes to the education of the student's personality, the development of his aesthetic consciousness, and the formation of a worldview. Literature helps to actively master speech, feel the beauty and expressiveness of words, and expands the understanding of the world.

When teaching a foreign language, reading is considered as an independent type of speech activity and occupies one of the main places in its importance and accessibility [2].

Reading consists of the reader's perception and processing of an objectively existing text - a product of the author's reproductive activity [4]. Thanks to reading, during which information is extracted from the text, it is possible to transfer and appropriate the experience acquired by humanity in a wide variety of fields of activity. Reading lessons are undoubtedly valuable: firstly, because the student comes into contact with a modern living language, and not a conventional educational one; secondly, there is an opportunity to express your opinion and evaluate the work, characters and





situation [5]. But to make reading fun and at the same time developing speech skills, it is necessary to work on the text, both before reading the passage and after, to help students understand the text and activate new language phenomena. Therefore, the teacher needs to know various exercises for working with texts.

The teacher's task is not only to teach students to read and understand texts in the target language, but also to instill a love of reading [6]. For this purpose, students must be introduced to reading fiction, journalistic, scientific and other specialized literature in a foreign language.

In the university, the topics and problems of communication become more complex. In a classroom-lesson system, in the absence of real communicative situations, a reading text can become, on the one hand, an incentive for discussing a variety of problems, and on the other hand, provide the necessary factual language material for formalizing one's own statement [7].

Teachers do not always use effective techniques for working with texts that allow them to minimize the time spent in the lesson and choose the type of reading in accordance with the goal (familiarization, viewing, searching); accordingly, students do not work productively and purposefully with literary, journalistic, official texts [3]. business styles, understand their specifics. Nowadays, due attention is not paid to this problem. This is due to the emergence of a large number of other sources of information.

These contradictions helped us formulate the problem of our research: what are the mechanisms for developing skills and abilities when working with texts of different types in language lessons at the secondary stage of education [8].

Currently, the main attention is paid to the development of oral speech skills, and the teacher unwittingly subordinates all work on reading to the solution of this task. Reading in class seems to lose its independence and turns into an attribute of oral speech, and reading material is only an additional incentive for the development of speaking skills.

Teaching reading as a process of extracting information from a printed source is being replaced by "working through" reading material out loud, question-and-answer form of work, translation, retelling, etc. Reading as a speech activity is almost never taught: it always falls out of the teacher's field of vision [9].

It would be unfair, however, to look for the reason for this situation in the fact that oral speech has taken one of the main places in learning and has, as it were, supplanted reading. She did not supplant reading, but subjugated it, which should not be the case. Oral speech and reading are two types of speech activity. Despite all their interconnections, they have their own specifics. "Just as it would be inappropriate to teach oral speech on the basis of printed texts only, without the use of other means of



stimulating speech, it is also inappropriate and ineffective to teach reading only on the basis of oral speech" [1].

There are many different classifications of types of reading. Each of them is based on different principles [10]. Thus, some authors divide reading into types according to the psychological characteristics of their perception: translated - untranslated, analytical - synthetic; other authors - according to the conditions of their implementation: independent or dependent, prepared - unprepared; according to the abundance of what is read: extensive - intensive, etc. Currently, "... the classification of reading proposed by S.K. Folomkina into studying, familiarizing, viewing and searching has become widespread" [11].

Synthetic reading is reading in which the reader's attention is completely or mainly focused on the content, and this content is perceived synthesized and quickly.

Analytical reading is reading in which the reader's attention is partially turned off to the linguistic design of the text, hence this reading proceeds much more slowly.

Synthetic reading teaches understanding of simple texts, without the use of analysis and translation. Analytical reading serves as a means of understanding more complex texts, including individual difficulties that can only be overcome through reading and translation [10]. But this approach turned out to be ineffective, because in this case, students do not learn to read without a dictionary, do not trust their knowledge, translate the entire text in a row, even simple sentences, and do not know how to use linguistic guesswork.

Starting to teach synthetic reading turned out to be more effective, because the students master the ability to understand passages from the text without resorting to the help of a dictionary and, thus, reading more complex text proceeds normally, without painful deciphering. Unfamiliar language material can also be encountered during synthetic reading, which should not interfere with understanding [12]. The prerequisites for understanding in this case are provided by the following:

A strong command of the language minimum, as a result of which a small number of unfamiliar words enters a familiar environment;

The ability to identify unfamiliar words and understand them either based on context or on the basis of word-formation analysis [13];

The ability to omit points that are unimportant for understanding what is being read. However, already in the 7th grade it is necessary to gradually introduce reading with elements of analysis [14]. For this purpose, individual unfamiliar words may be included in the texts. The volume of unfamiliar material in texts for analytical reading should be 2% of the familiar.



It is impossible to imagine that analysis appears only when unfamiliar words appear. It can also arise when understanding the text without translation, for example, when setting to highlight any linguistic features of the text or content. Analytical perception may arise in connection with preliminary work on the text. An essential feature of analytical reading is the presence of an analytical attitude in the process of reading itself [15].

By home reading we mean mandatory for all students, additional to the textbook, constant and abundant reading in order to extract meaningful information. In order for this reading to be constant and mandatory, it must be feasible. Therefore, the texts should be light (adapted) from fiction, social, political and popular science literature, containing mainly lexical and grammatical material familiar to students.

By the nature of understanding, what is being read is synthetic reading, since the linguistic form of the texts in this case does not require significant mental and volitional efforts from the reader to reveal it, and the reader's main attention is directed to extracting the information encrypted in the text. According to the method of reading, this is reading silently or, ideally, visual reading, "as the most perfect and mature reading" [12].

In terms of place and time of reading - this is extracurricular, home reading. So, the main purpose of home reading is to obtain information from texts in a foreign language. At the same time, systematic and systematic home reading is an important source and means of increasing vocabulary and developing students' oral speech skills. In the development of the skills and needs of language reading, the formation in students of the psychophysiological mechanisms of reading as an activity, a process, as well as in improving the oral speech skills of students based on what they read, home reading is called upon to play a leading role. Home reading allows students to become familiar with reading in a foreign language as a real speech activity already at university.

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