



## Improve Students' Reading Skills by Translating Texts

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### ABSTRACT

The article is devoted to the main points in teaching reading in a foreign language, considering some ways of developing reading skills. Reading is a process of thinking: the reader approaches the interpretation of texts with his baggage of knowledge and experience, which explains the unequal interpretation of the meaning of the same text by different readers. In the course of teaching to read, students try to exchange their thoughts about what they have read, learn to ask questions. The teacher, in turn, acts as a kind of mediator between students and the text. At the same time, you need to read more for your own pleasure, with the opportunity to discuss what you read with people who are able to competently recreate the language models necessary in learning a foreign language. Apply interactive lessons that target specific reading skills with the ability for students to express their thoughts.

### Keywords:

Teaching to read in a foreign language, mastering reading and writing skills, language models, vocabulary, reading speed.

### Introduction

Effective reading is the foundation for the successful acquisition of foreign language skills. First of all, reading is the foundation in all aspects of language learning: using textbooks for language courses, writing, developing vocabulary, acquiring grammatical skills and controlling them. Including reading of instructions is included in every language teaching program. It should be taken into account that while learning a second language, both a child and an adult who have acquired some general reading skills in their native language (using graphic code to recreate elements of the language) do not experience problems when the graphic code of the target language is based on principles that correspond to the native language. Reading is a conscious or unconscious process of thinking. The reader uses many strategies to reconstruct the meaning that was laid by the author; in this case, the reader resorts to comparing information from the text with his own personal experience and knowledge. The reader approaches the text with a huge store of knowledge and experience,

including his own attitude towards speaking and writing.

### Material And Methods:

All own knowledge, experience and values are organized into categories or schemes. Each of them is connected to the others in a complex mental grid. Depending on what facts and ideas were noted in the text, the reader compares the information received with background knowledge and builds a version of the meaning of the text.

Perceptual researchers have established a parallel between information processing and understanding how people think, study, and remember what they read. The process, when the reader focuses his attention first of all on what he already knows, is conceptually driven and is a top-down method. Otherwise, when the reader relies primarily on the features and information of the text in order to understand what he has read, the data management process takes place - the "bottom-up" method. In other words, the reader is constantly comparing the facts obtained from the text with what he

already knows. When a person reads, both methods are in constant interaction. Text information activates personal knowledge, and personal knowledge, in turn, contributes to making assumptions about what is in the text. This predominantly unconscious, interactive process continues until the reader is satisfied with the comparison of the data obtained from the text with his knowledge, and fully understands what he is reading about. The first language and the mental consciousness of the reader determine what he notes in the text and how he applies knowledge to text information. When reading in a foreign language, he draws on his own language and culture. This means that the reader will highlight facts and interpret them depending on the structure of the language and the cultural attitude in relation to its literacy. It is important here to clarify the relationship between reading and literacy. The concept and goals of literacy, which differ in cultural contexts, are the basis for the acquisition and further use of reading and writing skills. Language and culture are inextricably linked. Knowledge of language and the form of thought are socially built and include cultural attitudes, and each language / culture contributes to the development of its own understanding of the world. That is why two people from different cultures, reading the same text, can come to completely different conclusions. It depends on different background knowledge, expectations about what the textual information is, and different ways of reproducing meaning. Consequently, not always a person who is fluent in reading skills in their native language will be able to apply them to a text in a foreign language. Reading in a foreign language requires mastering certain skills in speaking and writing. The teacher should help the student to master the grammatical structure of the studied language, in constant practice to acquire "secondary language literacy": to introduce them to a new culture, cultural understanding of language and speech, to identify specific formal and content systems. It is important to understand: in order to teach to read in a foreign language, you literally need to change the cognitive activity and the system of values of the student. For successful mastering

of reading skills, the student must: understand that reading is not only translation of words, it is a thought process; talk about what he read and explain how he came to this or that conclusion; refuse to read individual words to increase the speed of reading the text as a whole; learn to choose the pace of reading based on the initial settings; use a top-down method to link personal knowledge with text; use a bottom-up approach to memorize more useful words and choose the right learning strategy to better understand meaning in context; acquire certain reading comprehension skills that they can apply depending on the situation. Taking into account all of the above factors, we can conclude that teaching to read in a foreign language will be more successful in a group of students. At the same time, you need to read more for your own pleasure, with the opportunity to discuss what you read with people who are able to competently recreate the language models necessary in learning a foreign language. Apply interactive lessons that target specific reading skills with the ability for students to express their thoughts. Train and practice reading fluency. Activate vocabulary, including direct pointing to frequently used words and topic words.

### **Conclusion**

Reading is a cognitive process that the reader uses to recreate the meaning of a text. Those who read fluently, unconsciously and automatically use certain reading skills. Students can choose which books to read. The teacher, in turn, should guide the students, help with the choice of texts that correspond to the level of knowledge, and develop a positive attitude towards reading in a foreign language. The more students read, the better their vocabulary becomes. The more vocabulary they have, the better they can read. In addition, reading improves your writing skills. Reading in a foreign language can motivate the student to further improve their language skills.

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