Types of Reading in Language Teaching at the University

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ABSTRACT

This article discusses the types of reading in language teaching at the university. Depending on the target installation we distinguish the skimming, scanning, reading for detail. Mature ability to read involves both possession of all kinds of reading, and eases the transition from one of its kind to another depending on changes in the purpose of obtaining information from the text. And also states that these kinds of reading and developing their role in language teaching.

Keywords: Types Of Reading, The Skimming, Scanning, Reading for Detail, Search Reading, Information, Text, Language Teaching.

Viewing reading involves obtaining a general idea of the material being read. Its purpose is to obtain about the topic and range of issues addressed in the text. This is a fluent, selective reading, reading the text in blocks for a more detailed acquaintance with its "focusing" details and parts. It usually takes place during the initial acquaintance with the content of a new publication in order to determine whether it contains information of interest to the reader, and on this basis a decision is made whether to read it or not. It can also end with the presentation of the results of what has been read in the form of a message or abstract. When viewing reading, it is sometimes enough to familiarize yourself with the content of the first paragraph and the key sentence and view the text. The number of semantic pieces in this case is much less than in the study and introductory types of reading; they are larger, as the reader focuses on the main facts; operates on larger sections. This type of reading requires the reader to be quite highly qualified as reading and mastering a significant amount of language material. The completeness of understanding during viewing reading is determined by the ability to answer the question of whether this text is of interest to the reader, which parts of the text may be the most informative in this respect and should be further processed and comprehended with the involvement of other types of reading. To teach viewing reading, it is necessary to select a number of thematically related text materials and create viewing situations. The speed of viewing reading should not be lower than 500 words per minute, and learning tasks should be aimed at developing skills and abilities to navigate the logical and semantic structure of the text, the ability to extract and use the source text material in accordance with specific communication tasks.

Introductory reading is a cognitive reading, in which the entire speech work is put as the subject of the reader's attention without setting to receive certain information. This is reading "for oneself," without prior special installation for the subsequent use or reproduction of the information received. In introductory reading, the main communicative task that the reader faces is to extract the basic information contained in it as a result of a quick reading of the entire text, that is, to find out what issues and how are resolved in the text, what exactly is said in it according to the data.

questions and so on. It requires the ability to distinguish between primary and secondary information. So we usually read works of art, newspaper articles, popular science literature when they do not represent a subject of special purpose. The processing of text information is carried out sequentially, its result is the construction of complex images of what is read. At the same time, attention to the linguistic formations that make up the text is deliberately excluded, elements of analysis are excluded. To achieve the goals of introductory reading, according to S.K. Folomkina, it is enough to understand 75% of the predications of the text, if the remaining 25% do not include the key provisions of the text that are essential for understanding its content. For practice in introductory reading, relatively long texts are used, which are easy in linguistic terms, containing at least 25 - 30% of redundant, secondary information.

Study reading provides for the most complete and accurate understanding of all the information contained in the text and its critical comprehension. This is a thoughtful and unhurried reading, which involves a purposeful analysis of the content of the text being read, based on the linguistic and logical connections of the text. Its task is also to develop the student's ability to independently overcome the difficulty in understanding a foreign text. The object of "study" in this type of reading is the information contained in the text, but not the language material. Learning reading is distinguished by a greater number of regressions than other types of reading, repeated reading of parts of the text, sometimes with native pronunciation of the text to oneself or aloud, establishing the meaning of the text by analyzing language forms, deliberately highlighting the most important theses by repeatedly saying them out loud in order to better remember the content for subsequent retelling, discussion, use in the work. It is studying reading that teaches a careful attitude to the text. Although studying reading unfolds at a leisurely pace, one should point out its approximate lower limit, which, according to S.K. Folomkina, is 50 - 60 words per minute. For this type of reading, texts are selected that have

cognitive value, informative significance and present the greatest difficulty for this stage of learning, both in terms of content and language.

Search reading is focused on reading newspapers and literature in the specialty. Its purpose is to quickly find quite specific data (facts, characteristics, numerical indicators, indications) in a text or an array of texts. It is aimed at the descent of specific information in the text. The reader knows from other sources that such information is contained in this book, article. Therefore, based on the typical data structure of texts, he immediately turns to certain parts or sections, which he subjects to studying reading without detailed analysis. In search reading, the extraction of semantic information does not require discursive processes and is automated. Such reading, like viewing, presupposes the ability to navigate the logical and semantic structure of the text, select information from it on a specific problem, select and combine information from several texts on individual issues. In educational conditions, search reading acts more like exercises, since the search for this or that information, as a rule, is carried out at the direction of the teacher S.K. Folomkin. Therefore, it is usually an accompanying component in the development of other types of reading. Mastering the technology of reading is carried out as a result of performing pre-text, text and post-text tasks. Pre-text tasks aimed at modeling background knowledge necessary and sufficient for the reception of a particular text, at eliminating the semantic and linguistic difficulties of understanding it and at the same time developing reading skills, developing an "understanding strategy". They take into account the lexico-grammatical, structural-semantic, linguo-stylistic and linguo-cultural features of the text to be read.

In text tasks, students are offered communicative settings, which contain instructions on the type of reading, speed and the need to solve certain cognitive-communicative tasks in the process of reading. Preliminary questions must meet a number of requirements:

- they are built on the basis of actively learned vocabulary and grammatical structures that are not used in the text in this form;

- Taken together, the questions should represent an adapted interpretation of the text. In addition, students perform a number of exercises with the text, which ensure the formation of skills and abilities corresponding to a particular type of reading.

After text tasks are designed to test reading comprehension, to control the degree of formation of reading skills and the possible use of the information received in the future professional activity. As for the sequence of types of reading, two options are used in the practice of teaching:

a) introductory - studying - viewing - search;

b) studying - introductory - viewing - search;

The latter option seems to us more effective, as it prepares all other types of reading to a greater extent. If we are talking about reading as an independent type of speech activity, this kind of reading is aimed at extracting complete information from the text. In real life, we read in different ways, and the nature of reading is determined by the goal that we pursue in each case. Some methodologists, for example, Professor E.I. Passov, believes that these are just different purposes of using reading. There are too many types of informative reading, and it is enough to distinguish between studying and searching types of reading. For effective reading in a foreign language, it is necessary to formulate the skills that have already been mentioned above:

- isolate semantic information;
- read by keywords;
- work with a dictionary;
- use footnotes and comments offered in the text;
- interpret and transform the text and so on.

Thus, we can safely say that there are no serious disagreements in the understanding of what types of reading should be mastered in the process of learning a foreign language in domestic and foreign methods. The differences are mostly terminological. However, if the positions of methodologists from different schools are close in the theory of teaching reading, then in practice there is a significant discrepancy. In domestic practice, teaching reading is often offered such a methodological apparatus for working with texts, which forms only the ability to read and complete understanding. These are the skills that we traditionally develop very consistently and carefully. In this case, students are required to: know almost all the words of the text, be able to answer questions that check the complete understanding of the text; be able to retell the text briefly or in detail, on behalf of the main or secondary character, on behalf of the author. Neither textbooks of the new generation, nor advanced training courses are able to radically change the situation and make the process of teaching foreign languages in general and reading in particular such that it does not conflict with the skills and goals of teaching languages of intercultural communication. If only one effective means is to change the format and content of the final control. For the development of control materials, the format of international exams was taken. From this we can conclude that in this case there is a tendency to preserve the positive experience of the national school and the introduction of completely new forms, such as the presentation and defense of design work.

The following forms of reading are distinguished: reading aloud and reading to oneself.

Reading aloud is of great importance for teaching foreign languages in general and in the process of reading in particular. Reading aloud allows you to master the sound system of the language. The communicative and active aspect of aloud reading is manifested through such characteristics as the type of activity, setting a goal. Accordingly, we can talk about the following subspecies of reading aloud:

- educational and ordinary reading;
- studying;
- viewing;
- detailing;
-reading for satisfaction or for critical analysis.

Subspecies of reading aloud can be reading a text with difficulties removed; with difficulties partially removed, reading prepared, explained, partially explained and not explained. At the same time, passwords in the educational process, according to the place of conduct and organizational forms of reading, hearing is divided into training, control, class, home, laboratory, individual and group. Reading aloud can be continuous, selective, auxiliary, basic, slow, fluent with and without a dictionary, and so on. Reading aloud material can be programmed no. For example, at the initial stage of learning, reading aloud with the difficulties removed will be especially useful: prepared, trained, class, individual, untranslated, synthetic and choral. At the senior stage, it is good to read aloud selectively unprepared material with unresolved difficulties. Especially useful laboratory, programmed aloud.

At the initial stage, teaching foreign languages, reading aloud is an important development of reading technique, at more advanced stages of development, reading aloud acts mainly as control and expressive reading, The goal of learning a foreign language at school is reading to oneself, and reading aloud is considered as the first important the stage of students' mastery of reading to themselves, which finds substantiation in the presence of common components in both types of speech activity. Reading aloud contributes to the formation of the skill of reading silently, acting as a way to master reading silently. At the same time, reading aloud acts as an independent type of speech activity, having its own linguistic or semantic tasks. It is used:

a) to master the alphabetic-sound patterns of the learning language;

b) to develop the ability to combine the perceived elements of a sentence in a syntagma and correctly arrange it in terms of rhythm and intonation.

c) to speed up the pace of reading;

d) to develop the ability to predict;

e) for training and control of the accuracy of understanding; To achieve the goals discussed, it is necessary that students master not just the skills of reading aloud, but the skills of expressive reading aloud. It approaches in its characteristics to oral speech. Particular attention should be paid to the transfer of expressiveness of oral speech in reading. Conversely, expressive reading contributes to the expressiveness of oral speech. For expressive reading, it is important to transfer the skills of expressive reading from the native language to a foreign one. The method of teaching reading aloud involves the transition from an expanded externally - speech form to reading to oneself. The modes of work of students have been developed. In the first mode, work was carried out on the graphic designation of intonation - markup. The purpose of this mode is to give students a way to consciously restore intonation when reading aloud.

The second mode includes collective reading. The goal is to consolidate the skill of normative-expressive reading by combining markup with normative-expressive reading of the speaker.

The third mode is paired reading. It already takes into account the communicative nature of reading, its orientation and appeal to the audience. The work is organized on the material of short texts consisting of several sentences, which gradually increase in volume. Questions to the text, retelling, selection of appropriate sentences are used as ways to control understanding.

The fourth mode includes individual whispered reading. Whispered reading is a kind of transition from externally expressed actions (marking and actions for voicing text based on markup) to internalized mental actions, and is a transition from reading aloud to reading to oneself.

The fifth mode is control reading aloud. Test reading aims to check the understanding of what is being read and to express this understanding in a sound form. It is proposed to record the reading on a tape with subsequent analysis of the tempo of reading, pauses, melodics. Based on the level organization of the multilingual material by A.N. Esipova singled out actions and operations that should be objects of purposeful formation when teaching reading. Let us give examples based on the research of A.N. Esipova. On the basis of all these actions, such important components of reading

skills are formed, which form the ability to carry out mediatory communication.

Reading to oneself is divided into viewing, introductory, studying and search. The purpose of viewing reading is to find out what is being said in a book, story or newspaper. The reader needs to get a general idea of the information contained in the text and decide how important or interesting it is.

Introductory reading performs a broader cognitive task - to find out not only what is being reported, but what exactly is being reported; not only what issues are raised, but how they are resolved.

Learning reading takes place when the reader has two tasks: to fully and accurately understand all the information contained in the text and remember the information received for its further use.

Search reading involves mastering the ability to find those elements of information in the text about the search for information that is meaningful to the reader.

These types of reading differ:

1. by the result, that is, the degree of understanding of the material read;

2. by the nature of the reading process (psychological characteristics)

3. by reading speed; For example, introductory reading requires an understanding of at least 70% of the facts contained in the text. By its nature, introductory reading is a "continuous" reading. The text is read in full, but at a fast pace. Viewing reading differs from introductory reading in the nature of the process. With this type of reading, it is enough to read the headings, subheadings, separate paragraphs or semantic pieces. Accordingly, viewing reading can be defined as selective reading. The speed of its flow should be much higher than the speed of introductory reading.

Learning reading involves a complete adequate understanding of all the information of the text. The character differs significantly from the first two types of reading. A rather slow pace is possible, rereading individual passages, pronouncing the content in inner speech. The main characteristics of reading give reason to consider these types of reading as different types of speech activity, and accordingly raise the question of the appropriateness of developing private methods for teaching them, that is, systems of exercises in relation to each of the types. These types of reading contribute directly to the achievement of the main goal of learning - practical knowledge of the language. Reading silently pursues a cognitive goal. Therefore, reading to oneself should be carried out on a large number of texts, be of an informational nature. Informational reading should replace practice reading. But in the sense that it has when reading aloud, it cannot be here. True, any reading to oneself within the framework of educational reading is, to some extent, training reading, since it contributes to the development of relevant skills. Sufficient attention should be paid to class and home reading to oneself. There is still little time for classroom reading at school. It seems to us useful in the classroom to devote at least 10 minutes of time to class reading to oneself. This may be unprepared reading to oneself or prepared, with partially removed difficulties, sometimes it may be reading with a dictionary. In connection with the installation on oral speech, class reading to oneself can be a very necessary component of the work, since on the material read to students at school, one can build a discussion, discussions and other types of oral speech. At the same time, reading acts in its main function - the transfer of certain information.

Home reading should serve two purposes:

a) strengthening the reading skills and abilities acquired during class work;

b) preparing and performing a certain type of activity in the classroom (reading aloud, speaking, writing based on what was read). It seems to us that a weekly home reading should take at least two hours for a secondary school student, especially since the training kits for all languages contain a book to read.

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