

РІВНЕНСЬКИЙ ДЕРЖАВНИЙ ГУМАНІТАРНИЙ УНІВЕРСИТЕТ  
ФАКУЛЬТЕТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ  
КАФЕДРА ПРАКТИКИ АНГЛІЙСЬКОЇ МОВИ



# АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

СТУДЕНТСЬКИЙ НАУКОВИЙ ВІСНИК

PHILOLOGY



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ФІЛОЛОГІЇ**

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## **TEACHING THE TECHNIQUE OF READING OF ENGLISH IN SECONDARY SCHOOL**

Foreign language is a specific subject of study, because the language is the soul of a nation. It reflects the national character, the system of social relations, traditions. Foreign language is an important means of communication between peoples, a better acquaintance with the culture of the country whose language is studied.

Indeed, modern life convincingly proves that knowledge of foreign languages is one of the most important skills that a person of the twenty-first century must have.

One of the most important types of speech and cognitive activity of people is reading. Reading in a foreign language as a communicative skill and means of communication is the most common way of foreign language communication, which students of a secondary school have to master in accordance with the requirements of the current program.

Teaching to read is one of the main tasks of the school curriculum of teaching a foreign language. During the learning process, the development of the ability to read foreign texts will promote the development of intellectual, speech and cognitive abilities of students.

Reading is a process of receptive the language. It is the process of recognition, interpretation, and perception of written or printed materials. Reading proficiency plays a very significant role in understanding a written statement accurately and efficiently. According to the scholar Abdul Halim, reading serves as an important tool in every field of professional service [4, 116].

In English language teaching, reading is one of the most important factors in assessing a learner's linguistic competence.

Indeed, even the researcher Brown claim that the teaching of reading has been an essential part of learning a language ever since foreign language began to be taught [1, 165].

Reading helps in the mental development and is known to stimulate the developing of the muscles of the eyes. Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. It is an indulgence that enhances the knowledge acquired, consistently. "The habit of reading also helps readers to decipher new words and phrases that they come across in everyday conversations", Grellet said [3, 8].

Douglas discusses that students should be trained to be flexible in reading by using different kinds of exercises such scanning, skimming, and critical reading [1, 127]. Reading is very important to our studying English, especially reading speed, skills, factors and steps. So we should master some good reading skills to improve our English levels.

Several types of reading may occur in a language classroom. The four main types of reading techniques are the following:

- scanning;
- skimming;
- intensive reading;
- extensive reading;

Scanning is a useful skill to locate a specific item of information that we need, such as a date, a figure, a name, a date, a symbol, a formula, or a phrase. In scanning we focus our search only on the information we want, passing quickly other all the irrelevant material. Scanning involves quick eye movements, not necessarily linear in fashion, in which the eyes wander until the reader finds the piece of information needed. The reader knows what the item looks like and so, knows when he has located what he had been searching for. It is assumed, then, that very little information is processed into long-term memory or even for immediate understanding because the objective is simply matching.

Skimming is the technique we generally use to determine whether a book or an article merits a more careful and thorough reading. Skimming may sometimes be the prerequisite of reading for full understanding. The difference between scanning and skimming is that in skimming we are not locating specific, isolated and scattered items of information what we are trying to get is the general, overall ideas of the whole text. Therefore, the key to skimming is to know where to find the main ideas of different paragraphs and to be able to synthesize them into an organic whole by way of generalization.

Intensive reading involves learners reading in detail with specific learning aims and tasks. This type of reading has indeed beneficial to language learners as it helps them understand vocabulary by deducing the meaning of words in context. Moreover, it helps with retention of information for long periods of time and knowledge resulting from intensive reading persists in your long-term memory. In intensive reading, readers extract specific information in shorter texts. Brown resembles intensive reading to a zoom lens strategy and states that "intensive reading calls attention to grammatical forms, discourse markers and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships" [1, 136].

Extensive reading involves reading for pleasure. Because there is an element of enjoyment in extensive reading it is unlikely that students will undertake the extensive reading of a text they do not like. Grellet identifies extensive reading as “occurring when students read large amounts of high-interest material, usually out of class, concentrating on meaning, “reading for gist” and skipping unknown words” [3, 216].

According to the scholars Anderson, Hiebert, Scott and Wilkinson, reading is a basic life skill. It is a cornerstone for a child’s success in school and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfilment and job success inevitably will be lost [3, 79].

There are a big number of strategies in order to improve the understanding of the text, namely predicting, making connections, visualizing, inferring, questioning, and summarizing are strategies shown by research to improve reading comprehension.

Duke and Pearson believe that it is important to teach the strategies by naming the strategy and show how it should be used [2].

Predicting is an important reading strategy. It allows students to use information from the text, such as titles, pictures and diagrams to anticipate what will happen in the story. When students make predictions, they try to foresee what will come next in the text, based on their prior knowledge.

Another strategy that the good readers employ when comprehending a text is visualization [5, 23]. Visualization requires the reader to construct an image of what is read. This image is stored in the reader’s memory as a representation of the reader’s interpretation of the text.

The next strategy that can be used in the reading process is making connections. With the help of this strategy, the learners can activate their prior knowledge and connect the ideas in the text to their own experiences. Reading becomes meaningful when the reader connects the ideas in the text to their experiences, and the things happening in the outer world. Making connection strategy is sub-divided into three groups:

- Text-to-Self;
- Text-to-Text;
- Text-to-World.

The next strategy that helps to develop reading skills is summarizing. It teaches the students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students to do it improves their memory for what is read. The last strategy in our classification but not the least is inferring. It refers to reading between the lines.

Therefore, there are many different types and strategies by which the teacher can develop the reading skills of his pupils. Each of the strategies has certain features. After all, developed reading skills allow students to get the most from their education. It is one of the many reasons why it’s part of the curriculum.

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СТУДЕНТСЬКИЙ НАУКОВИЙ ВІСНИК

АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

Відповідальний за підготовку збірника до видання *Воробйова І.А.*

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