
INCREASING READING SKILL IN TEACHING FOREIGN LANGUAGES

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ABSTRACT

This study reveals the issues of integrating systems into reading instruction in order to improve the reading comprehension skills of struggling EFL students. It is required of a teacher for the quality of education and experience. In this article we considered the most important and useful information about developing reading skills in teaching English language. In order to assess the effectiveness of systems and activities in improving reading comprehension skills in EFL contexts, an experimental study was carried out. The findings indicate clearly that there was a significant difference between experimental groups. It can be then generalized that systems and applications in general provide a motivating learning environment for teaching reading which has its positive implications on improving the reading skills of students.

KEYWORDS: *Enhancing Reading, Teaching Reading, Instruction, Competence, Information, Vocabulary Recognition, Home Reading, Vocabulary Retention, Word Decoding, Reading Aloud And Silently.*

I. INTRODUCTION

Reading is an extremely complex activity that is one of the main ways of satisfying cognitive needs, fulfilling information activities and transfer of experience from generation to generation [1]. Reading in a foreign language as a type of speech activity is one of the most necessary links for language learners. Even if the person does not have the ability to communicate with native speakers of the target language, as proven by experience, there are many ways of mastering a foreign language; reading fiction works, press and other authentic materials is one of these ways [8].

On the one hand, teaching foreign languages in the systems of higher educational institutions is carried out through reading (educational and reference materials, authentic texts, professionally oriented literature), and on the other hand, for the sake of reading in the target language, sources necessary for professional activity [2]. If, when teaching a language for general purposes, it is possible to imagine situations where teaching reading is not the main and / or even a secondary goal of teaching, then when teaching a foreign language for special purposes (ESP), including for academic purposes, reading specialized literature in the specialty to become, if not the only, then the primary task.

Reading is one of the most effective ways to generate interest in learning a foreign language. It is one of the main aspects in the study of a foreign language and is one of the most important means of obtaining information. Reading is one of the main types of speech activity [7]. It can serve as a goal and a means of teaching. With aid of reading, a person becomes familiar with the scientific and cultural achievements of mankind, gets acquainted with the art and life of other peoples. The reading process has a huge impact on the formation of personality. For example, students' active and passive vocabulary is enriched. At the same time, it is important to understand that the ability

to read is formed once and the child, who put the letters into a word, forever overcame the barrier of reading, made a discovery how to read, and everything that happens then represents the improvement of this most important initial skill.

I. LITERATURE REVIEW

Enhancing reading comprehension skill, there are various classifications of types of reading. According to O.D.Kuzmenko and G.V.Rogovoy [8] and other authors emphasize the psychological factors of the reading process. In this case, the selection of the type of reading is based on features of mental processes accompanying it: analytical, synthetic reading (Georgian I.A., Karpov I.V., Mirolyubova A.A., Rakhmanova I.V., Tsetlin V.S.) [2,3,4], reading with primary and secondary synthesis (Borodulina M.K.) [2], impressive, expressive reading (Lyubarskaya A.A.). Other scientists pay more attention to the organizational side of the educational process: classroom, laboratory, programmed (Brainbridge R.), homemade (Rabunsky E.S., Gurvich P.B., Shramova A.P.), individual-group (Paul Uviti, Patrick Grof). Still others take into account the actual methodological factors, focusing on the conditions that determine educational activity [7,9,10]. These include:

- a) The nature of the reading material: prepared - unprepared (Rozov O.A) [5,6]; reading with partially and completely removed from the difficulties of understanding (Salistra I.D.);
- b) Way of working with the text: intensive-extensive (Hagboldt P, Gandshin S.Kh., Coleman A.); translationless - translation (E.D. Rozanov, L.L. Kurina).

In addition to, there are classifications that emphasize the nature of the reading process, due to the attitude of the reader: reading-searching, reading-reviewing, detailed reading, critical reading, reading for pleasure (Uvest M, Young M, Young Ch.). S.K. Folomkina highlights [3] introductory, search, viewing, studying reading. All these classifications reflect one from the sides of the multifaceted reading process and, according to methodists, it is considered inappropriate to take one of them as the only one. O.D. Kuzmenko and G.V Rogova classify reading into educational and proper reading [8,9,10].

Reading itself is the result of the formation of the components of the reading process. This includes: actions to map the graphics system to sound, actions to isolate a logical subject and a predicate of a statement, an action to combine the results of this division into a single whole, transmitting the main content of the text. Educational reading is actually reading in the process of forming its mechanisms [4, 5, 8,]. Building on the last classification, "home reading" is rightfully attributed to reading itself [6].

Passov E.I. believes that [9] reading is based on certain skills, i.e. on individual automated actions. Extracting information from text is possible only when the ability to read is developed. As for the ability to read, it must be remembered that the ability read is formed once. The person who carried out synthesis of letters and syllables and learned the meaning of the resulting words, forever overcame the barrier of reading, made a "discovery" of how to read [6,8]. Anything that happens afterwards is an improvement on this original skill. Due to the inclusion in it of private skills related both with the perception of the graphic side of texts, and with their understanding.

As a result, reading turns into a complex speech skill, which consists in progressive decision semantic tasks, which in their totality enrich the theoretical and practical experience of the individual [10]. Increasing the ability in reading includes:

1. The skills of correlating the visual image of a speech unit with its auditory-speech motor image. The sum of these skills and makes up a reading technique;
2. The skills of correlating the auditory-speech-motor images of speech units with their meaning.

There are two subgroups in this group of skills:

- a) Skills correlating sound images of words and phrases with their meanings;
- b) The skills of correlating grammatical structures with their values [8,9]. Relying on the technique of reading and on the awareness of the meanings of speech units,

The reader recreates the content of the entire text and understands its meaning [7]. Moreover, there is any text every time a new combination of speech units used in new situations has a different content and a different meaning. Consequently, it is not enough to form the necessary skills; students also need to think about the development of the ability to read [9].

II. RESEARCH METHODOLOGY

The object of the research is enhancing reading comprehension skill in teaching foreign language in the systems of higher educational institutions

The subject of the research is increasing reading skills and abilities at the initial stage of teaching English using the phonetic method and the method of reading whole words.

The purpose of this work is to identify effective methods and techniques that contribute to the enhancing reading skills at the initial stage of learning English.

To achieve this goal, the following tasks were formulated:

- ✓ Expand the concept of reading as a type of speech activity and characterize the types of reading.
- ✓ Analyze modern approaches to teaching reading at the initial stage.
- ✓ Determine the criteria for the selection of material for reading.
- ✓ Consider the stages of working with the text and the system of exercises at each stage.
- ✓ Reveal the influence of psychological characteristics of students in increasing reading skill.
- ✓ Develop didactic and methodological materials (books, exercises, children's works) for the reading corner used in English classroom.

The solution of the tasks is carried out using the following research methods: analysis of scientific and methodological literature, observation of the practice of increasing reading comprehension skill in teaching foreign language for younger students, questionnaires, comparative analysis, interviewing.

The practical value of the work lies in the fact that the developed teaching materials can be used to solve problems associated with the acquisition of communicative skills in the field of reading by students of higher educational institutions in foreign language classes.

III. ANALYSIS AND RESULT

We investigated the ways of enhancing reading comprehension skills of second-year students of the Faculty of Foreign Languages. The experience shows that - at this stage, students have already acquired reading experience. First of all, they have a fully automated process of perceiving the graphics of their native language, what is the basis for transferring the reading experience to foreign language. It means that the second-year students have six years of reading experience in a foreign language in high school, and if the student graduated specialized school with a focus on foreign languages, then this experience is even richer. The learner matures, reading skills and abilities are refine and, ultimately, it should be borne in mind that in the first year of studying, the reading process is given great attention in the classroom on the practice of speaking and writing, practical phonetics, as well as from in the second semester there is home reading classes. Thus, by

the second year of study students have sufficient reading experience, students have the opportunity to polish the reading process to a high level, to learn the correct pronunciation, intonation, develop a high pace. However, time should still be devoted to “polishing the reading process,” that is, further improving reading skills and abilities. It is known that reading is carried out in two forms: reading to oneself (internal reading) and reading aloud (external reading).

Reading to oneself - the main form of reading - has the goal of extraction of information, it is "monologue", is done alone with oneself; reading aloud is a secondary form, it is "dialogical", its purpose is mainly in the transmission information to another person. Introduction to reading about itself begins already at the initial stage, being a subordinate form of reading aloud [10]. Each person is one by one with the text of the work, with the intention of the author, that is, the student reads the work independently and, as experience shows, to himself. A natural question arises, how, in the process of "home reading", it is possible to control the expressiveness of reading, that students read the work on their own. Of course, all the work on pronunciation, intonation, tempo takes place in the classroom of practical phonetics, however, at home reading, students can present an expressive reading of an excerpt from a work prepared by yourself.

Bogdanova E.Kh believes that expressive reading refers to the creative functions of the human psyche and one of the main means of creating communicative-semantic and artistic and aesthetic values of the language, as well as a tool of perception and understanding in this process intonation acts [2]. We add that in order to have motivation for independent work on expressive reading, students can be invited to accept participation in a reading competition for the text of the studied work or conduct a game.

In the process of "home reading" there is no possibility, the need to devote a lot of time to expressive reading, since the main task of students is to focus on semantic and linguistic reading side. Fair questions arise: what is our purpose of reading? What do we read? How we read? What to use if you are faced with something incomprehensible in text? How to make your own work on reading a work more productive? N. D. Galskova considers methodological issues associated with various types of speech activity, violates accepted traditions and turns to not to teach oral speech, but to read and believes that the priority position in the educational process should be taken by the text and the strategy of communication with it [5]. The author emphasizes that “referring to specific types of texts, a person sets different goals and uses various strategic and tactical actions to achieve them” [6]. Working over home reading on their own, students themselves choose different “strategic and tactical actions”, but with skillful guidance, the teacher can help in choosing these actions without interfering with at the same time, the independence of the trainees. Taking as a basis the approach to reading as a form of speech activities proposed by N.D Galskova [5], we have developed a reading scheme in natural communication in relation to home reading at a language university, taking into account the independence of students. Scheme is shown in Figure 1.

INDEPENDENT HOME READING		
What is the purpose of reading?	What do we read?	How do we read?
<ul style="list-style-type: none"> ✓ Formulate professional and pedagogical skill ✓ Speech development skill ✓ Ripple linguistic vocabulary ✓ Awareness in cross-cultural immersion ✓ Motivate, stimulate students by feelings and emotions 	<ul style="list-style-type: none"> ✓ Artistic feature of the author ✓ Historical periods that heroes live ✓ Country Study 	<ul style="list-style-type: none"> ✓ Understanding detailing ✓ Skimming ✓ Scanning ✓ Reading with translating into mother tongue ✓ Linguodidactic directory

Figure 1 Diagram of the goals, content and method of independent work of students in the process of “Home Reading”

It is also important that the conscious independent reading of fiction should be organized and managed by the instructor. However, according to the grid of hours, the aspect of "home reading" very little time is allocated, two hours a week, which seems to us insufficient for thorough work on the work. This means that the student must complete the main work on one's own. Independent work should be manageable in such a way as to fill the gap, arising due to lack of time. Therefore, we consider it is advisable to consider the above steps in according to the level of independence of students and controllability of this independent work on the part of the teacher (Figure 2).

TEACHER		STUDENT
1 ST STAGE	Organizing educational activities	Study indepently
2 ND STAGE	Manage and control	Independent reading, working on passage
3 RD STAGE	Manage and control	Discuss the passage, making presentation, control oneself

Figure 2 The stages in according to the level of independence of students and controllability of teacher

The great importance in self-management work in the process of “home reading” is the choice of a work of art, and the correctness of this choice predetermines the effectiveness of this aspect. To this purpose, students read, discuss and analyze at home reading, certain requirements are imposed. We will consider requirements proposed by Borodulina [2], in accordance with them we justify the choice, for example, of the well-known Mark Twain's classic novel “The Adventures

of Tom Sawyer”, let's dwell on some social, artistic and linguistic features of this novel. While talking about independent work of students under the guidance of teacher, it is necessary to consider these requirements in this direction, expanding them and justifying new additions. So, for the aspect “home reading” in the second year students, we chose the novel by the famous American writer, master of words, Mark Twain's novel "The Adventures of Tom Sawyer".

IV CONCLUSION

Analysis of works allow to conclude for singling out a number of reading skills that must be possessed by university students:

- Fully and accurately understand the content text based on its information processing (disclosure of the meaning of unfamiliar words, grammatical analysis, drafting plan) regardless of its volume, complexity and stylistic features;
- Highlight the necessary facts / information;
- To separate basic information from secondary;
- To determine the temporal and causal relationship of events;
- Predict development / result of stated facts / events;
- To generalize the described facts / phenomena;
- Determine the author's intention, evaluate the importance / novelty / reliability of information;
- To understand the meaning of the text and its problems, using the elements of text analysis;
- Select relevant information in text / a number of texts for solving problems of design and research activities;
- Anticipate possible events / facts;
- Understand the argumentation;
- Determine your attitude to what you read;
- Comment / explain those or other facts described in the text;
- Evaluate the importance / novelty / reliability of information.

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