

Formation of Searching and Scanning Reading Skills in Foreign Language Lessons

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Abstract: Reading acts as a separate and independent type of communicative activity, the motive of which is to satisfy the need to obtain information from different texts. In this regard, reading is widely used for aesthetic, cognitive purposes, educational, household and industrial spheres, where extracting information from a specific text through reading serves to carry out various types of activities. Reading plays an important role in the process of learning a foreign language. In existing textbooks for technical universities, insufficient attention is paid to the development of reading techniques as a type of speech activity. The need for additional methodological developments for the development of reading skills determined the relevance of the topic of our article.

Keywords: reading, receptive skill, develop, skim and scan, communicative task, text.

Introduction:

The main goal of teaching a foreign language in high school is to develop in students the ability for mutual understanding and a tolerant attitude towards representatives of a different culture. Based on this, the role of a foreign language as an academic subject is understood in a completely new way. After all, language is the conductor of the culture of a particular people for other cultures and peoples. It gives students direct access to the enormous wealth of this people and is an important means of mutual understanding and communication between representatives of different cultural communities. To form an optimal level of communicative competence, it is necessary to improve students' skills in all types of speech activity. However, issues related to teaching reading have always occupied a special place in the methodology of teaching foreign languages. As a means of linguistic communication, reading dominates in prevalence, importance and accessibility. Although reading is a receptive type of speech activity, it nevertheless serves as the basis for the formation of speaking skills [19,514].

Main part:

It is known that reading large amounts of information presupposes the development of speech fluency, that is, in the process of reading a person enriches his vocabulary with poetic, special vocabulary, words from different stylistic layers, phraseological units, improves his knowledge of grammar, which undoubtedly contributes to the expansion of the knowledge and understanding of native speakers language about the world. Reading authentic texts when teaching a foreign language in high school plays a paramount role [3,152].

The relevance of the problem of using authentic materials in teaching reading lies in their functionality. Functionality means their focus on real use, since they create the illusion of familiarization with the natural language environment, which, according to many leading experts in the field of methodology, is the main factor in the successful acquisition of a foreign language.

In technical universities, reading is not taught as a separate aspect. This causes a decrease in the skills and abilities in the field of oral speech of students, which is due to a decrease in motivation, as well as insufficient practice in teaching reading authentic texts as a means of teaching search and review reading in English lessons [2].

Improving reading in a foreign language involves mastering types of reading with varying degrees of completeness and accuracy of understanding: viewing, searching, introductory and studying [1,1061]. Since browsing and searching coincide in many characteristics, in teaching practice they are usually taken as one type, called search-browsing.

Search-and-scan reading is aimed at familiarizing oneself with the topic of the text and presupposes the ability, based on the information extracted, to briefly characterize the text from the point of view of the problem posed. Introductory reading is characterized by the ability to trace the development of the topic and the general line of the author's argument, to understand in general at least 70% of the basic information. Study reading presupposes a complete and accurate understanding of the content of the text [8].

These types of readings are aimed at obtaining different results. Therefore, the first of them is aimed at getting an idea of the topic of the article or book. To obtain this information, it is often enough to look at headings and subheadings, or skim through individual paragraphs or even sentences.

In addition to the degree of completeness of understanding, to assess the effectiveness of a particular type of reading in work practice, an indicator of its speed is also used. Accordingly, the final requirements, reflecting the minimum level of maturity, for these types of reading can be formulated as follows:

Introductory reading: the degree of completeness of understanding is at least 70% of the facts contained in the text, including all the main ones. Understanding of basic information must be accurate, secondary information must be undistorted. Speed for English is 180\190 words per minute. The degree of automaticity of students' technical skills is usually determined by this type of reading.

Study reading: the degree of completeness of understanding is 100%, and accurate understanding of all information is expected. Speed is considered an optional indicator, however, it should not be lower than 50 - 60 words per minute.

Preview reading. This type of reading requires the reader to have a fairly significant amount of language material, so at school they teach only certain methods of skimming reading, which ensure the determination of the topic of the text. The time allotted for viewing is determined at the rate of 1-1.5 pages per minute.

Achieving the listed requirements ensures the possibility of practical application of the acquired reading ability [10]. During the study of types of reading, it turned out that the most effective is the search and review type of reading, since when reading authentic texts it helps to develop certain communication skills in the student (conversations with classmates and teachers in English, creating statements and summaries of the text). Increase your vocabulary through not only new words, but also phraseological units and complex language clichés.

Scanning reading involves obtaining a general idea of the material being read. Its goal is to obtain the most general idea of the topic and range of issues discussed in the text. This is a quick, 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 make a decision whether to read it or not [13,27]. It can also end with the presentation of the results of what has been read in the form of a message or abstract. When skimming, sometimes it is enough to familiarize oneself with the contents of the first paragraph and key sentence and skim 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, since the reader focuses on the main facts and operates with larger sections. This type of reading requires the reader to have fairly high qualifications as a reader and mastery of a significant amount of language material [17, 1667].

The completeness of understanding during skimming is determined by the ability to answer the question of whether a given text is of interest to the reader, which parts of the text may turn out to be the most informative in this regard and should subsequently become the subject of processing and comprehension with the involvement of other types of reading.

To teach scanning reading, it is necessary to select a number of thematically related text materials and create viewing situations. The scanning reading speed should not be lower than 500 words per minute, and educational tasks should be aimed at developing the skills and abilities to navigate the logical and semantic structure of the text, the ability to extract and use source text material in accordance with a specific communicative task [6,215].

As a rule, there are three main requirements for search reading: - precise formulation of the search task; - time-limited search for the necessary information; - guaranteed finding of the required information in the text.

Depending on the purpose of search and browsing reading and the degree of completeness of information extraction, four subtypes are distinguished:

Summary - to highlight the main ideas. It consists in the perception of only the most significant semantic units of the text that make up the logical-factual chain.

Abstract - to highlight the main ideas. In this case, the reader is only interested in the most basic content of the material; all details are omitted as unimportant for understanding the main thing.

Review - to determine the substance of what is being reported. It is aimed at highlighting the main idea of the text, and the tasks are reduced mainly to its detection based on the structural and semantic organization of the text. Understanding the main idea expressed implicitly is practically impossible in this case. The interpretation of what is read is limited to making a general assessment of what is being read and determining whether the text corresponds to the interests of the reader.

Indicative - to establish the presence in the text of information that is of interest to the reader or related to a specific problem. The main task of the reader is to determine whether this material relates to the topic of interest to him [9,416].

Search and scanning reading involves certain stages of working with an authentic text:

1. Carefully reading the title of the text, delving into its meaning, determining the main idea of the text.
2. Read the first sentence of the text, compare its contents with the title.
3. Reading the first paragraph, comparing its content with the main idea of the text presented by the student.
4. Review all other paragraphs or parts of the text, comparing their content with the presentation of the main idea of the text and focusing special attention on the content of the first sentences of the paragraphs.
5. After reading the text completely, you should answer questions about its general content.

Conclusion:

To summarize, it is necessary to especially emphasize that teaching a natural, modern foreign language is possible only if teachers use materials taken from the life of native speakers or compiled taking into account the characteristics of their culture and mentality in accordance with accepted and used speech norms. The use of such authentic and educational-authentic materials, which represent a natural speech work created for methodological purposes, will make it

possible to more effectively teach search-and-view reading, as well as simulate immersion in a natural speech environment in foreign language lessons.

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