
READING AS AN EFFECTIVE SKILL FOR TEACHING ESP CLASSES

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Abstract

There is a need to show the real communicative needs of students, to take into account the specifics of the formation of reading skills, while focusing on the personality of the reader as an active "participant" in the learning process. Before researchers the task is to find ways to optimize the process of teaching foreign languages.

Keywords: target words, flexible approach, appropriate teaching strategy, time-fillers, perception.

Huge information flow and globalization of modern societies encourage a more flexible approach to teaching reading. Modern methodological science has a large number of studies devoted to the formation of foreign language competence in students in the field of reading. At present, the picture that has developed in the field of education is undergoing quite significant changes. Based on this, there is a desire to rethink some fundamental positions from scratch. There is a need to show the real communicative needs of students, to take into account the specifics of the formation of reading skills, while focusing on the personality of the reader as an active "participant" in the learning process. Before researchers the task is to find ways to optimize the process of teaching foreign languages.

Reading as "the process of perception and active processing of information graphically encoded according to the system of a particular language" is a complex analytic and synthetic activity that consists of the perception and understanding of the text, and the most perfect (mature) reading is characterized by a combination of these two processes and a concentration of attention on the semantic content side. Mature reading is also distinguished by the well-formed ability to "read an unfamiliar authentic text without outside help, at the right pace, with the right understanding and for many purposes." In addition, to understand a foreign language text, a certain perceptual-semantic base is required, that is, possession of a set phonetic, lexical and grammatical informative features that make the recognition process instantaneous. However, if such a base is not created or is not strong enough, then the reader's perceptual actions take extended forms and are performed with a larger or smaller interval, which makes it difficult or even disrupts the extraction of information.

Feedbacks that regulate sensory-perceptual mechanisms make it possible to correct the perceived image in accordance with the original, however, if such a skill is not sufficiently

developed, then the feedback is mediated by a number of intermediate links - the differentiation of phonemes, the search for sound-letter associations, the distinction between visual signs of words and sentences, the desire for internal articulation. In a beginner reader, the eyes not only move forward, but also make reverse (regressive) movements, which indicate a poorly developed reading technique, an inability to overcome the focus of attention on internal pronunciation, and that perception has not received proper completion. When reading aloud, the length of pauses and the number of regressions increase. A number of psychologists explain this fact by the cumbersomeness of the pronunciation process, as well as the reader's desire for accessibility and expressiveness, since reading aloud is usually performed for others.

Considering the speech mechanisms of reading, it should be noted that, just as in oral communication, speech hearing, memory and forecasting will play a significant role here. Probabilistic forecasting is an essential component active mental activity, and contributes to the creation in students of the installation of an emotional mood, readiness for reading. An important condition for forecasting is the availability of past experience and its systematization. Along with this, the more experienced the reader, the more accurate his anticipation of the content will be. As previously mentioned, reading involves a complex process of searching for and selecting informative features from the existing range of possible ones. It depends on the presence of associative links formed as a result of previous speech experience, on the ability to use them selectively, freeing oneself from "irrelevant features and side connections."

The successful result of probabilistic forecasting directly depends on the ratio between unknown and known words, on the degree of familiarity with the topic - conditions equally important for oral communication, but, in addition, on the ability to use instant choosing a solution from a set of probabilistic hypotheses. It should be noted that hypotheses act as one of search mechanisms. The reader carries out mental activity. If one fails to find confirmation of the hypothesis put forward, to clarify it or change it, perception becomes passive and simplified, without proper critical analysis and generalization, which confirms the dictum widespread from life observations "look does not mean seeing or hearing is not hearing." It should also be noted that all the analyzed studies in the field of methods of teaching foreign language reading assert the relationship between students' understanding of the text, as the main goal of the whole process, and the effective use of strategies in the reading process. The ability to apply strategies is one of the most indicative characteristics of a mature/experienced reader. The presence of this characteristic ensures the achievement of the greatest result in the shortest period of time.

It should also be noted that at the middle and senior stages training, correction and improvement of reading technique is carried out. It is known that the reading technique is not

a sufficient condition for understanding the text, and the relationship between technical skills and understanding is not straightforward, which practically means the possibility of understanding with an insufficiently developed reading technique and, conversely, the ability to achieve a certain level in reading technique with a rather superficial / fragmentary understanding. However, a large gap between the technical and semantic sides of reading is impossible, and the main place in this dialectical unity belongs to understanding.

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