

forms of words, phrases, grammatical structures by ear; 2) to anticipate syntactic structures; 3) to develop the amount of auditory memory; 4) to understand all kinds of combinations of the learned material; 5) to grasp the meaning of what was said once; 6) to understand speech at a normal pace; 7) to understand the general content and meaning if there is unknown material in the audio text; 8) to understand diverse text styles (descriptive, fabulous, multifaceted).

1. Artyomov, V.A. Psychology of teaching foreign languages. / V.A. Artyomov. – M.: Higher School, 2002. – 279 p..
2. Elukhina, N.V. Overcoming the main difficulties in understanding foreign language speech by ear as a condition for the formation of the ability to communicate orally. / N.V. Elukhina // Foreign Languages at School. – 1991. – No. 4. – P. 25–29.

FEATURES OF FORMATION OF SKILLS AND ABILITIES OF INTRODUCTORY READING IN A FOREIGN LANGUAGE

Kristina Vasilyeva

VSU named after P.M. Masherov, Vitebsk, Belarus

In the life of the modern educated person reading occupies a significant place. It acts as an independent type of communicative activity, the motive of which is to obtain certain information. The degree of perfection of reading maturity can be different, and the school has a task to provide the level of communicative competence provided by the program.

In the practice of reading in a foreign language, introductory reading is the most common type of reading. Thus, the relevance of this work is the importance of developing new ways to optimize learning this type of reading.

Purpose – to study the features of communicative learning of introductory reading in English at the primary, secondary and senior stages of foreign language education and to reveal the methodology of teaching introductory reading in English through communicative tasks.

Material and methods. When writing the article were used conversations with teachers of schools in Vitebsk, scientific and fixed observation of the educational process in secondary and high schools No. 1 and No. 2 in Vitebsk. Also, the following research methods were used: the study of literature on this topic and its critical analysis (the work of Galskova N. D., Gez N. I., Zimmaya I. A., Klychnikova Z. I., Passova E. I., Rogovoy G. V., Solovova E. N., Folomkina S. K., etc.).

Findings and their discussion. Introductory (synthetic, extensive) reading is a cognitive fluent reading, without a dictionary, proceeding at a fairly rapid pace, in which the subject of attention of the reader becomes all the speech work (book, article, story). The main communicative task facing the reader is to extract the basic information contained in the text as a result of a quick reading of the entire text.

For practice in this kind of reading are used relatively long texts, easy in language respect, containing not less 25–30% excess secondary information. The degree of completeness of understanding is determined within 70–75% of the facts contained in the text, including all the main ones, with the understanding of the main information-accurate, secondary-correct, undistorted. The rate of introductory reading should not be lower than 180-190 words per minute for English and French, 140–150 – for German.

Exercises to develop the skills of introductory reading are divided into two groups: a) preparatory; b) speech.

Preparatory exercises are aimed at rapid undifferentiated reproduction of large elements of the text, to develop a normal pace of reading, the development of skills of forecasting and language guesswork. These include:

1. Exercises that teach recognition and understanding of the familiar. For example: "Find among the sentences written on the Board the one that corresponds to the picture shown, or the one that is on the card."

2. Exercises that teach untranslated understanding of individual sentences. For example: "Find among the proposals those that do not fit the topic."

3. Exercises that teach understanding sentences containing unfamiliar words. For example: "Identify unfamiliar words by word formation (context, conversion, analogy with the native language)".

4. Exercises aimed at teaching the coverage of large units of the text and the development of a normal pace of reading, for example, a quick search in the text of the sentence, the beginning of which is pronounced by the teacher; reading a given passage in the shortest possible time, etc.

Speech exercises are divided into:

1. Exercises that teach understanding of the General content, for example, finding answers to General questions during a cursory acquaintance with the text.

2. Exercises that teach understanding of basic ideas and highlighting details. They are aimed at finding the meaning of the story, establishing the sequence of events, as well as determining the details in the text and their functions. Typical exercises of this kind are drawing up a plan, restoring the sequence of points of the plan, the paragraphs, the selection of information for each point of the plan.

3. Exercises that develop the ability to review the read, for example, answers to questions of an evaluative nature; the choice of proposals in the text containing qualitative definitions; the selection of information to characterize the actors, etc.

Vocal exercises are always done on the basis of the text. There are certain conditions for successful work with the text for introductory reading. These include: 1) carrying out in real time (fast pace); 2) organization of one-time reading about yourself; 3) checking the understanding of the basic information; 4) exclusion of translation into the native language, as it contradicts the nature of introductory reading [1, p. 241].

When working on the text for introductory reading, there are three stages: 1) pre-text; 2) text; 3) post-text.

The purpose of the pre-text stage is to create motivation for reading, as well as to overcome lexical, grammatical and linguistic difficulties of perception and understanding of the text through the use of various supports and other factors facilitating the perception. Different techniques are used to create motivation. It can be a conversation about the author, about the problems of the text, setting a communicative task.

The text phase is dedicated to controlling the understanding of the text and extracting basic information. Exercises to control the understanding of the main content of the text can be represented by the following types of tasks [2, p. 123-124]:

1. Read the text, tell which statements are correct, and correct the incorrect ones.
2. Choose the correct answer to the question from 3-4 options.
3. Make a plan of the text.
4. Find the main idea at the beginning, middle, end of the text.
5. Emphasize in each paragraph one or two sentences that could be omitted as irrelevant.
6. What are the most interesting questions / data contained in the text. Specify where you can use this information.
7. Indicate in the text places that do not correspond to the information that the teacher told you previously.
8. Divide the text into parts that are complete in meaning.
9. Read the text and fill in the table, etc.

The post-text stage can include: drawing up dialogues; dramatization of the text; holding discussions on the content of the text; making an annotation; filling in questionnaires; selection or own development of illustrative material; preparation of projects, etc. This list of tasks is based on the ideas of communicative learning, in particular, on its leading principles of speech activity, individualization of learning, novelty, situativeness, functionality.

Conclusion. In the most General terms, the algorithm of teaching introductory reading can be represented as follows:

- 1) read the title of the text, try to determine its main theme;
- 2) read paragraph after paragraph, noting in each sentence, bearing the main information, and sentences that contain secondary, additional information;
- 3) determine the importance of paragraphs, mark those that contain more important information;
- 4) summarize the main information into a meaningful whole.

Teaching introductory reading will be effective only if the educational process stimulates the mental activity of students, accompanied by the solution of certain mental tasks that require understanding of the facts contained in the text and assessing their significance.

1. Galikova, N. D., Theoretical learning of foreign languages: Linguistics and methodology / N. D. Galikova, N. I. Gez. - Moscow: Akademiya, 2006. – 319 p.
2. Makiko, E. A. Handbook of foreign language teacher / E. A. Maliko, P. K. Babinski. – Minsk: vysheyschaya shkola, 2004. – 528 p.