

THE PROBLEM OF READING ALOUD

E. Sheryakova

Orsha College VSU named after P.M. Masherov, Orsha, Belarus

Reading aloud is quite a common activity in academic and professional life. Firstly, it is unavoidable for teachers to perform in public or read aloud to their students, which requires correct and fluent presentation of information. Secondly, it is impossible to master reading and speaking skills based on the technique of reading. The students of our college experience real difficulties in reproducing texts in the classroom mentioning the fact that the performance on their own is definitely of better quality.

The main goal of the present article is to find out the reasons for poor performance in public, to make up the list of typical drawbacks in reading and work out possible ways to get rid of them.

Material and methods. Critical analyzing the scientific and the Internet sources, collecting information, questioning, sorting out and describing are helpful in our investigation of the problem.

Results and their discussion. The problem of reading aloud has always been of current importance even in our mother tongue. It is interrelated with a number of areas which present difficulties for learners of English and cause drawbacks in reading aloud.

One of the basic components of reading aloud is the technique of reading. It's a fundamental skill for using reading as an activity including the whole variety of strategies and methods such as skimming, scanning, critique etc. [1, p. 162].

The students of our college experience difficulties in all parameters of the technique of reading. 37% of them don't read at the right rate. Although very slow reading is considered to be better than fast one, future teachers' reading must fit the mold for perfect imitation is the way to perfect reading of unfamiliar texts.

"A foreign learner should be aware of the specific properties of different word-classes in English and of the conditions, under which deviations from the "normal" stress-pattern of an utterance may occur" [2, p.81]. Thus, some students fail to distribute correctly prominence of notional and function words in an utterance while the others are unable to stress the right syllable in polysyllabic words (12%).

Wrong pausation takes place in texts without intonation marks. Complex, compound and long simple sentences are illogically split into intonation-groups. Even simple sentences are reproduced haltingly with frequent pauses (49%).

Some students use inappropriate intonation-patterns or nuclear tones (9%).

One of the most obvious linguistic problems is the unreliability of English spelling, which leads to mispronunciation of English words. Reading aloud involves pronouncing unfamiliar sounds. Some errors occur because readers aren't aware of qualitative and quantitative changes in vowels or modifications in consonant clusters or do not observe them (17%).

Non-linguistic aspect of reading aloud is significant for understanding of the present problem as well. Normally such constituents as correct breathing, trained voice, clear articulation and appropriate volume are not put enough emphasis on [3]. Highlighting important and contrasting ideas by emphasising the words that carry them requires special training, too (12%).

The analysis of the respondents' opinion enables us to sort out the reasons for poor reading aloud.

The students of all groups (81%), even fourth-year students, experience extreme nervousness while reading. This problem needs detailed psychological consideration by a specialist in this area in order to work out possible ways to get rid of them.

In some cases nervousness is caused by fear of getting an undesirable mark for reading aloud (34%).

Some respondents (21%) admit that their poor reading aloud is the result of their insufficient efforts and preparation at home.

Mostly second-year students (17%) think they haven't acquired necessary skills in reading aloud yet.

Critical analysis of the scientific, Internet sources and the respondents' opinion enables us to put forward some helpful ideas concerning the prevention of poor reading aloud.

1. Make sure the student is motivated to practice this activity. The respondents consider reading aloud to be extremely significant for improving pronunciation and speaking skills first of all (70%). The analysis of the students' end-of-term academic progress in speech practice and practical phonetics shows that those who are not good at reading aloud can't express their ideas and thoughts fluently and with ease. However, for 25% of the surveyed getting a good mark is the major factor for achieving progress in this kind of activity.

2. Develop and improve the skills of the technique of reading, especially such constituents as rate, pausation, fluency of reading, the distribution of utterance-stress and the use of appropriate intonation patterns.

3. Pay special attention to comprehension the meaning of the text. A person who reads aloud and comprehends the meaning of the text is coordinating word recognition with comprehension and speaking and pronunciation ability in highly complex ways [4]. The students (91%) are not aware of their problem. Frequency of pauses in reading (49%), indistinct articulation of words in an utterance (15%), monotonous reading (12%) or inappropriate utterance-stress (12%) are likely to be the consequences of lack

of understanding. Correct comprehension enables to concentrate on the message of what you are reading and avoid the abovementioned drawbacks.

4. Non-linguistic skills such as breathing, voice, clear articulation and appropriate volume play an important part in public performance. That's why identify the problem and solve it using a system of exercises or training techniques for a corresponding area.

5. If there is a recorded model of the text for reading aloud it is desirable for students to listen to it as many times as possible.

6. It is advisable to rehearse the reading beforehand and make the recording of the performance so as to recognize and correct some faults in it.

7. If students' nervousness prevents them from performing well, use psychological recommendations to cope with his delicate problem.

Conclusion. Reading aloud is a very complicated and important phenomenon. It is based on the technique of reading and at the same time essential for all possible methods of reading and development of speaking skills. As the prevailing majority of students recognize the necessity to master it, clearing up the drawbacks and the factors which cause them becomes of paramount importance. Teachers should approach individually each student. All individual peculiarities are relevant here. Special attention should be paid to high level of nervousness during reading aloud. This issue requires detailed analyzing and studying and must be the topic of further investigation.

Reference list:

1. Milrud, R. English Teaching Methodology / R. Milrud. – Moscow: Drofa, 2005. – 253 p.
2. Karnevskaia, E. Practical English Phonetics. Advanced Course/ E.Karnevskaia, E.Misuno, L.Rakovskaia. - Minsk: Aversev, 2005. – 400 p.
3. Reasons speakers struggle with stage fright – [Internet source]. Access: www.genardmethod.com
4. What are reading disorders? – [Internet source].Access: www.nichd.nih.gov

SYSTEM OF MORAL AND ETHICAL VALUES IN MAXIM TANK'S LIFE AND POETRY

V. Svetik

Minsk State Linguistic University, Minsk, Belarus

When you think about the development of Belarusian national poetry in the 20th century, considering its content and form, you unwittingly come to realize the considerable influence that the national poet Maxim Tank made on it. The notion of "Tank's poetry" includes the following: poems, which were composed at the highest level of modern poetic culture, the problematic