

THE ROLE OF ENHANCING READING SKILLS IN THE CONTEXT OF TEACHING ENGLISH AS A FOREIGN LANGUAGE

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ABSTRACT

It is commonly recognised that children actively learn knowledge based on their own perspectives and interests, which serves as the primary motivator for learning activities. It is vital to consider the personal individualization of students in order to match speaking exercises to their actual emotions, thoughts, and interests.

Numerous children require a visual help in order to acquire language, as it is difficult for them to hear solely what is being said. This is especially true for youngsters with a stronger visual memory than an auditory memory. Therefore, reading is really necessary. This essay seeks to demonstrate how reading facilitates speaking and accelerates foreign language acquisition.

Keywords: reading skills, strategies, psychological characteristics, methods, activities, structure, understanding, motivation, grammar, vocabulary.

INTRODUCTION

Reading is among the most essential cognitive and communicative tasks for pupils. It is the process of extracting information from a fixed, written text. Reading serves multiple purposes, including practical foreign language mastering, language and culture learning, information and instructional activities, and self-education. Reading is known to facilitate the growth of other communicative skills. Reading provides the greatest potential for the education and all-around growth of students in a foreign language through reading.

The development of reading skills is an essential component of foreign language instruction. There is typically a one-size-fits-all approach to how the texts are presented and to the selection of reading comprehension activities in textbooks for foreign languages. When this occurs, foreign language instructors seek out further literature and create

their own exercises. In order to attain better results, it is necessary to take into account a number of factors. These are the similarities and differences between reading in one's native language and reading in a foreign language, the reasons for reading and the goals of a reading programme, the benefits and drawbacks of using authentic texts at all levels of language proficiency, and the criteria we use to select appropriate texts from a variety of sources.

A high level of reading method mastery allows for the rapid and accurate recovery of information as a result of the reading process. However, this is not achievable if the student lacks a sufficient command of the language, is unable or unwilling to appropriately imitate the sounds, or is incapable of doing so.

LITERATURE REVIEW AND METHODOLOGY

Essential to all stages of the foreign language learning process is the development of reading abilities. Using current learning tools that take into account the demands of young students and their psychological and age-specific capacities when structuring the learning process, the tasks can be efficiently completed. [1] Let's take a look at a few psychological traits of younger students. The younger school age ranges from 6 to 10 years. The psychological investigations of A.N. Leontiev, D.B. Elkonin, L.S. Vygotsky, T.K. Mukhina, and others indicate that the trajectory of students' mental processes alters considerably throughout this time. Play is supplanted by learning as the predominant form of activity, while play activity continues to play an important part. Positive attitudes about learning are developed, and cognitive motivations for learning are enhanced. [2]

Cognitive processes develop, perception gains a more controllable nature, becomes more exact, distinct, and purposeful, and the relationship between analysis and synthesis is distributed in a transparent manner. The share of voluntary attention increases and is maintained for longer. The development of intellectual operations, including comparison, generalization, orientation, classification, and codification, as well as the transfer from visual images to verbal and critical thinking. Increase in the proportion of constructive mental activity. Mnemonic actions become increasingly complex. The quantity of memory expands. The formation of logical memory and effective methods of remembering.

Reading is a dynamic interaction between the reader and the text that results in comprehension. The letters, words, sentences, and paragraphs in the text encode meaning. The reader uses their knowledge, abilities, and methods to discern this meaning. [3]

Let's discuss what it means to read in a foreign language. If the language learners are poor readers in their native language, we cannot expect them to read proficiently in the target language. However, if they are proficient readers in their native language, we expect them to automatically transfer their reading methods to the other language. However, this is not always the case. The following strategies can help pupils read more quickly and effectively:

Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection

Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content

Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions

Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up

Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text

When language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read the language.

RESULTS AND DISCUSSION

In the modern world, scientists and linguists who work with language define reading as the relationship between the reader and the text. The mastery of such a communicative ability as reading, according to linguists, demands a vast and diverse knowledge of the world and the topic at hand, as well as a faultless command of the language. Reading is one of the four core skills for learning English or any other language, as well as one of the most hard skills for a foreign language learner.

Linguists have devised numerous highly successful approaches for teaching reading that teachers can use to urge children to focus on one or more reading strategies. In reviewing the vast majority of literature in this field, there are numerous examples. Let's take a quick look at a few that are particularly beneficial for illustrating the function of a reading approach. These are easily adaptable for classroom use.

I. Prompts. Linguists suggest that this should be the initial step in teaching students cognitive skills. The prompts can be used

to assist students generate questions and summarise what they have read. Students can utilise the prompts to construct questions and describe what they have read with the aid of the prompts. For example, to compose inquiries concerning a descriptive text. Teachers and students should provide or create questions that expand on the text's substance:

- Who are the main characters?
- What kind of problem is the main character facing?
- What is the problem?
- What attempts were made to solve the problem?
- How was the problem finally solved?
- What is the theme of the story?[4]

II. Text discussion. Teachers should employ "activities" such as conversation to help students to relate the topic of the text to their own experiences in order to teach them diverse reading skills. Teachers should help students make sense of the text they are reading by utilising their own past knowledge, given that reading students are unable to recount or narrate every occurrence in a text. Engaging pupils in debate before to reading is a potent means of encouraging them to address previous knowledge. In 1996, academics studied how informational text may be utilised in dialogue. They examined research of experienced readers who studied their own dialogues before to, during, and after reading. It was discovered that these readers were better able to make sense of the ideas in the text, to develop predictions and hypotheses using prior knowledge, and to evaluate what they had read critically.

Individual students first read the marked text in silence. The students are then provided with four value statements pertinent to their reading selections and potentially contentious. They are then asked to describe how the other group members would respond. The students are then regrouped to compare their predictions and should dispute and support one another's claims using textual evidence and prior knowledge. Moreover, this practise enables students to assess their comprehension and evaluate the correctness of their predictions [5].

III. W and H (who, what, when, where, why and how). To educate students how to generate questions and make predictions, the researchers recommend adopting the W and H technique. Before beginning to read the material, the instructor poses questions to the pupils during the session. First, she or he models the literal or logical questions. The pupils must next read the chapter to find the answers. The students are then divided into small groups or couples and instructed to construct their own questions, which

they will then share with the remaining pupils. Before implementing this method, students must be taught to distinguish between questions requiring one-word replies and those requiring more elaborate responses [5].

CONCLUSION

Reading is one of the most crucial communication and cognitive processes for extracting information from written text. Due to the fact that reading is performed on a fixed text, it is possible to return to it if you do not comprehend it and to pay more attention to content disclosure. This form of communication action is more accessible and simpler to comprehend than, for example, speaking due to its receptive character. Reading is considered both a goal and a strategy for teaching a foreign language in school methodology. Reading teaching is to teach students how to extract information from what they read. Additionally, it is essential to recognize the efforts and development of kids. To foster student autonomy, we have incorporated peer support and feedback in addition to teacher commentary in a number of exercises. [6]

Obviously, there are numerous mental and linguistic challenges for both teacher and student, but the primary objective of a good teacher is to be able to manage these challenges and assist students in doing so. Finally, reading in a foreign language class will benefit both parties to the greatest extent.

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