

THE PECULIARITIES OF FORMING READING SKILLS IN ENGLISH

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The tasks of foreign language education in the Republic of Belarus are determined by modern requirements for knowledge of the foreign language in accordance with its role and functions in everyday life, the place of the foreign language in the system of general and language education. In this regard, the formation of students' communicative competence in the field of reception that would allow reading complex texts of social, cultural and educational fields is of a particular importance. However, students do not always cope with these tasks due to a number of difficulties caused by the specificity of the English language.

Thus, the relevance of the study is determined by the fact that the possession of reading technique skills is important for normal functioning of all types of speech activity and is the key to successful learning of the foreign language.

The aim of the research is to study the problems of teaching Russian-speaking students reading technique in English and to develop practical recommendations aimed at optimizing the educational process.

Material and methods. When writing the work, the following research methods were used: monitoring the organization of the educational process and experimental verification of the effectiveness of the system of our own training exercises at gymnasium № 1 in Vitebsk.

Findings and their discussion. Mastering reading in English always presents great difficulties for students. It is caused by graphic and spelling features of the English language. The English spelling system consists of 26 letters, 146 graphemes (letter combinations) that transmit 46 phonemes. Of 26 pairs of English letters (uppercase and lowercase), only four can be considered similar to the corresponding letters of the Russian alphabet in meaning and form (*K, k, M, T*). The letters *A, a, B, C, c, E, e, H, O, o, P, p, y, X, x* occur in both Russian and English, but are read in different ways, therefore, they are the most difficult to be recognized and learned. Other English letters are completely new for Russian-speaking students.

Considering reading as a communication process, it should be pointed out that it is determined by the mechanisms of optical signals visual decoding. It has been discovered that there are parts in the grapheme contour that serve as identification signs when perceiving letters. The nature and number of such signs for each letter is different. Depending on the conditions of perception they change.

Records of the eye movement show that it is carried out by inconsistent (arrhythmic) jumps of progressive nature. Visual decoding of optical signals occurs during the pause (fixation) of eyes. Changing eyes fixations as a result of their movement makes it possible not to mix up signals. It has been revealed that about three letters in the center of every visually perceived alphabetic complex

are imprinted on the retina with extreme clarity, the remaining letters are less and less clear as the number of perceived graphic signals increases, i.e. as the field of recognition widens. The eye retains impressions only from special features that are most characteristic of the given letter, striking forms, dominant signs of letters and words. The rest remains for the replenishing work of consciousness. Currently it has been experimentally proved that the reader perceives 7 ± 2 graphic images in one fixation and makes an average of 4-5 fixations per line, and he can recognize the whole word, or a significant part of the word, or several words in one fixation [1, p. 11-13]. As E. Huey notes, the difference between a “good” and a “bad” reader does not consist in the speed with which the eye moves, but in the quantity and quality of the information that it perceives in every fixation [2, p. 17-18].

A special role in developing reading technique skills in English is played by the reading rules, that are generalizations with respect to many cases and allow students to interpret the material logically, which contributes to a more durable memorization of alphanumeric combinations. At first, it is better to train letters that correspond to one reading option. Letters that are read differently depending on their combination with other letters are recommended to be trained separately on the basis of imitation, differentiation and substitution exercises. Other effective exercises are: reading aloud memorized proverbs, sayings, tongue twisters, poems, small dialogs; finding in a row consisting of 6-8 examples a word that differs in spelling or is inappropriate for the topic, etc.; drawing up words and sentences on the topic under study using a split alphabet; filling in gaps in a word with missing letters or in a sentence with words that are meaningful, etc.

Thus, the conditions that form the skills of the reading technique in English include the presence of strong associations between letters and sounds; anticipation of the meaning of the word by some letters (ability to predict); syntagmatic division of the sentence, contributing to the integral units meaning perception.

Conclusion. Due to the historical spelling of a large number of words, teaching reading techniques in English relies on the whole word method, which assumes two ways of learning: a) first, the image of the whole word with a graphic highlighting of the studied letter or letter combination is presented, then the word is read and analyzed and the definition of the reading rule is given; b) the initial study of the word-instruction with the subsequent reading of the same type of words by analogy with reliance on the keyword. When developing reading techniques at the word level, it is advisable to use rhymes, tongue twisters, and poems, as they help to overcome difficulties associated with the pronunciation of certain sounds, especially those that are not met in the native language.

1. Klychnikova, Z. I. Psychological features of teaching reading in English / Z.I. Klychnikova. – M.: Education, 1973. – 223 p.
2. Huey, E. The Psychology and Pedagogy of Reading / E. Huey. – Massachusetts: Univ. Press, 2003. – 215 p.