



Formation of Reading Techniques for Students of the Language Faculty

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Abstract: *The article discusses some features of the formation of the reading technique of students of the language faculty. Some operations and tasks of the teacher are analyzed in the basis of the formation of reading technique. As well as exercises presented that can be used to develop reading skills at the initial, middle and senior stages of education.*

Keywords: *reading techniques, teacher tasks, reading exercises, learning stages, reading speech skills, speech units.*

The core of every speaking skill is a set of acts that a person executes instinctively, without giving them any thought. The technical aspect of reading, or the automatic visual-speech-auditory linkages of linguistic occurrences with their meaning, is the foundation upon which written signs and written text, in general, are recognized and understood, leading to the execution of the communicative capacity to read.

The ability to speak well while reading includes having access to a variety of technologies and using them appropriately for the work at hand. These abilities are built on the reading strategy. It is obvious that developing a reading strategy is required at the beginning of learning to read since skills are main and secondary.

Choosing when and how to begin early reading instruction can be done in a variety of ways. The capacity to integrate the data that has been received into semantic groupings (syntagms)

and appropriately shape their intonation are two aspects of the idea of "reading technique" that pupils must initially acquire.

If you don't develop it properly, you won't automate this talent, which will jeopardize all of these technologies or reading styles.

- The building blocks of the reading method are the procedures listed below:
- Correlating a speech unit's auditory-motor image with its visual or graphic representation; relating a speech unit's auditory-motor image to its meaning.

A word, a syntagm, or a paragraph all qualify as speech units. R.K. Minyar Beloruchev separates the following three elements into their respective categories:

- A. A representation of a speech unit.
- B. A speech unit's speech motor picture.
- C. Intent.



Associations A–B fall within the first group's set of competencies. Associations B–C with the second group's competencies. All three reading components are successively involved in the reading process when the reading skill is not properly developed. Poor readers frequently move their lips as they pronounce the words they read, even while reading aloud to oneself.

They cannot reach an understanding level if they are silent.

The teacher's duties in the development of reading technique are to:

- go through this intermediate stage as quickly as feasible; and
- create a clear connection between the graphic representation of a speech unit and its content.
- By the conclusion of the first year of study, regularly raise the unit (word, syntagma, or paragraph) of the perceived text to at least a syntagma.
- provide a normative reading in accordance with proper pace, stress, pause, and intonation standards.

Because of the English language's distinctive visual and spelling qualities, the authors of the technique for teaching English at the beginning of secondary school hold the opinion that pupils have a very difficult time learning to read in English. When reading, a person not only sees the material but also pronounces it aloud to themselves while simultaneously hearing themselves from the outside, virtually speaking. A comparison of visual and auditory-motor pictures is made possible by the internal pronouncing system. The operation of this process may be seen most clearly in beginning readers (whisper reading). Internal pronunciation gradually decreases over time as one gains experience before disappearing altogether.

Probabilistic forecasting, which takes place at the linguistic and semantic levels, is a crucial psychological aspect of the reading process. Semantic prediction is the capacity to foresee the text's content and make the right estimate about how events will progress based on the headline, the first phrase, and other textual cues. Verbal forecasting is the capacity to infer the meaning of a word from its opening letters, its first words, its syntactic structure, its first sentence, and the subsequent sentences that make up a paragraph.

Two types of reading are identified in the methodology: internal reading and reading aloud (external reading). The primary reading method, reading aloud to oneself, is a "monologue" practiced by an individual with themselves with the intention of obtaining information. The primary goal of reading aloud, a secondary form that is "dialogical," is to communicate information to a listener.

Reading aloud is better than reading silently in the beginning. Reading aloud promotes not only the constant development of abilities but also a high level of interpersonal and self-control.

Since the ability is still developing and needs continual supervision to avoid "sliding," it is still difficult to disregard reading aloud at this time. However, at the middle level of the school, reading technology development is already taking center stage. Reading to oneself is taking the role of reading aloud as reading is becoming a more autonomous sort of speaking engagement.

Although reading aloud does not entirely disappear in the senior stage, it does become one of the primary sources of knowledge and the emphasis switches to active independent work. Currently, you may utilize reading aloud to create causal connections, logical arguments, and questions for reading passages or lines from the book.

At the senior stage, reading abilities also need to be corrected.

The rate of reading (a certain number of words per minute); observance of the norms of stress (semantic, logical, do not hit official words); observance of the norms of a pause; use of appropriate



patterns of intonation; and comprehension of the read text are the parameters for evaluating reading technique.

The following factors help to shape the practice of reading-aloud exercises:

1. to improve the connections between the grapheme and phoneme: names of letters, finding specific letters in the alphabet, naming letters in a word, definitions of letters and sounds in words, agrouping of words according to a certain sound, letter, description - a record - reading of words in accordance with certain signs.
2. to discover words with a single root, adjectives that are comparable in degree across several words, past tense verbs, etc. in order to match the form with the meaning.
3. on the growth of linguistic conjecture: locating terms with international connotations and translating words based on their grammatical structure.
4. Restoring words in fragments, selecting a noun for these adjectives, and filling in the blanks with articles and prepositions are all necessary for the development of probabilistic forecasting.
5. Combining words into a conceptual whole through the use of syntagms, which are sentences that indicate location and time.
6. Reading after the announcer, expressive reading, and reading with intonation marks are all good practices for intonation.

The exercises listed below can be used to develop reading technique in the beginning stage:

- reading aloud memorized proverbs, sayings, tongue twisters, poetry, and short conversations.
- identifying a word with a different spelling among six to eight samples in a row (inappropriate for the topic, rhyming with one of the examples given, etc.).
- utilizing a divided alphabet to create words and phrases about the subject being studied.
- replacing missing letters in gaps.
- locating a word with the required sound in each row.
- Group the words in the text according to themes.
- locating and noting any synonyms or antonyms in the text.
- Use the right words to fill in the gaps in the phrase or text.
- reading the material at the designated moment.
- repeating the text's words after the teacher.
- locating the information included in the sentence's text that answers the teacher's inquiry.
- Inclusion of the offerings mentioned.
- Use the provided sample sentences to figure out how to conclude each one, etc.

Reading actually starts with larger story materials. Various reading technologies, compensating skills, and autonomous work abilities are already starting to emerge in addition to the initial construction of reading techniques. At this point, you can already learn to use a dictionary, utilize the footnotes and comments provided in the text, disregarding the unknown if it does not interfere with the completion of the prescribed job, interpret, and change the text.

Therefore, the capacity to employ various reading techniques is a crucial object of control. With the aid of an appropriate organization of the final control, which is intended to assess the ability to choose an approach to a particular text, depending on its characteristics and the needs of the reader,



it is possible to precisely overcome the tendency of teaching an equally complete discursive understanding of any text (that is, resorting to the analysis of individual moments and translation in case of difficulty) that has developed over many years of school practice.

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