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## **TEACHING HIGH SCHOOL STUDENTS TO WORK WITH A TEXT IN ENGLISH LESSONS**

Smirnova N. V., 3d year student at the Foreign Languages  
and Translation Studies Department

Academic advisor: Zhakupova A. I, Senior Lecturer  
Abay Myrzakhmetov Kokshetau University, Kazakhstan

### **Introduction.**

Currently, learning to read in a foreign language is important. Since reading is an integral part of gaining new knowledge in various fields. Thus, reading in a foreign language affects the expansion of students' horizons in a positive way. In the process of mastering a foreign language at school, at first, the student must master such a skill as reading. Reading is referred to as receptive types of speech activity, since it is aimed not at creating a speech message, but at its perception and obtaining information from a ready-made speech message.

### **Tasks of teaching reading.**

Reading is one of the types of speech activity and acts as an independent part in the case when we want to extract information during reading. Reading is understanding a written text! But at the same time, learning to read has special tasks. So, we can say that the tasks of teaching reading, as an independent unit, are as follows: to teach students not only ordinary reading, but also the ability to work with a text and extract information to the extent that is required for the speech of certain speech tasks when using certain reading technologies. The two composite readings are: word recognition and their understanding. Word recognition is the perception of written symbols and their correspondence with the spoken language. Understanding is the process of understanding and giving meaning to the word. What does reading give us? When reading in a foreign language, the student expands his horizons and learns more information about the world around him, gets acquainted with the culture of native speakers of this foreign language! It is also important that reading develops the intelligence of students. It helps to develop students' memory, as well as the imagination!

### **Reading as a learning goal.**

One of the practical goals of learning a foreign language in high school, in addition to speaking and writing, is the ability to read in the language being studied. So the school faces the task of providing a minimum level of communicative competence. This level has a criterion of sufficiency and the decisive one is the level of reading development that will be sufficient for the functioning of reading as a speech activity. There are also several types of reading, such as: viewing, studying and introductory. These types are aimed at the following: the first is for an idea of

the topic, the second is designed so that the reader can understand the information as accurately and fully as possible and be able to critically comprehend it, the third is for familiarization with specific content, while focusing my attention on important and basic information. When reading the text, the reader must understand at least 70% of the text. I would also like to note that in addition to the practical purpose, teaching reading pursues an educational and educational goal.

### **Requirements for educational texts.**

One of the goals of learning to read is a communication or, as it is also called, a practical goal. This goal involves the use of various types of texts in the educational process, these should be texts of different genres, as well as functional styles. The selection of these texts is carried out taking into account the stages of training. In this article we are talking about secondary school education. At this stage, such texts are selected as:

1. At the initial stage, you can choose short stories, fairy tales, rhymes, poems, as well as various types of letters from peers from the countries of the language being studied, it would also not be bad to use letters in newspapers, postcards, posters, etc.

2. When the initial stage is passed, you can gradually complicate the type of texts and add to this list excerpts from fiction, weather forecast, magazine or newspaper articles, interviews, etc.

### **Exercises. Methods and technologies.**

Mastering reading in English is not a small difficulty, as there are many nuances caused by the graphic and spelling features of the language. And to check the student's reading, the following exercises are used: to compose questions for the entire text, try to title the text, name statements that students need to either confirm or refute, you can also invite students to make a detailed conclusion. The most common exercises used are:

1. reading aloud learned proverbs, sayings, poems;
2. filling in the missing letters (b...e → bye or f...ne → fine);
3. filling in the gaps in the sentence with appropriate words

When teaching reading in secondary school, the level of formed reading skills can be considered high enough if students:

1. are able to correctly intonate and articulate;
2. automatically uses the reading rules;
3. owns the mechanisms of visual coverage of compositional (structural) features of the text, combining

In my opinion, working with text from the very beginning should be turned into an exciting process, this will help motivate all students to learn further language, and most importantly communication. There are also non-standard methods of work, for example, to invite students to find differences in the text! So, you can give students two identical texts, but with some changes! The task of the students is

to read and compare two texts, and then find out how they differ! These may also be clippings from articles, magazines, and newspapers.

There is also an interesting technique for working with text called "Six Hats"

The purpose of this technique is that after reading the text, students are given hats with different colors, each color has its own specific task. So, white - a positive opinion about what you read, black – a negative one, red – emotions, green – only facts, blue - creativity, yellow – results. Students express their opinions, defend their point of view and share it with others!

Students can also be offered a picture where one half will be closed and the other half will be open and students need to guess what is depicted on the part that is closed, i.e. tell their assumptions! It is better to work in teams!

Working with the text should also take place not only as an ordinary reading of information, but also, as mentioned earlier, extracting the necessary information! Let's look at some methods and technologies for searching and extracting information from the text.

One of these techniques is the text analysis. The correct analysis of the text, reading the text with notes will help you. This method includes not just passive reading of the text, but attentive reading, in which students need to read the text and invest the own understanding in the text. Another method is a cluster. This is a graphic vision of the text, in theory, visually information is remembered better. Therefore, students can write out the necessary information using their own graphic cluster, so, for example, reading a story, to memorize all the characters and their data, you can briefly visualize information about them. Also, the information processing process can be like teamwork, so you can ask your colleague or partner to read you a certain text to make a conclusion and share your conclusion. But we must not forget that the role of the listener may be different, so during this process someone may be completely immersed and carried away by the text, and someone may behave passively and inattentively. Here is just a small part of the technologies for working with a text, extracting and processing text information!

### **Conclusion.**

This article was aimed at researching the technology of teaching reading with the derivation of the most commonly used and effective exercises and methods in teaching in high school. Learning to read is mastered at the very initial stage of introducing students to a foreign language. Therefore, we can say that the development of reading techniques involves working on tempo, intonation, as well as pronunciation of written material, the ability to analyze, guess the meanings of unknown words in context, as well as the ability to process information not only at the level of individual words, but also complete sentences. In addition, students should be given creative exercises when working with text. Often, information is processed and absorbed better during creative work, that is, these exercises can be more effective. I also want to add that the need for reading will be provided only if the content of the text corresponds not only to the age of the students, but also to their interests. Thus, in order for students to develop successfully, they need to be

able to find a source of information, as well as work with it. This is the main task of the teacher: to help them and teach them how to do it.

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