

УДК 371.3:811.111

ACTIVATION OF BACKGROUND KNOWLEDGE FOR READING COMPREHENSION.

Yskakova Zhansaya

jansi.wt13@mail.ru

4th year student in “Foreign Languages: Two Foreign Languages”

L.N.Gumilyov ENU, Nur-Sultan, Kazakhstan

Supervisor – G.M. Gauriyeva

Reading as a kind of speech foreign language activity and as an indirect form of communication is, in the opinion of many researchers, the most necessary for most people. The possibility of direct communication with native speakers are, as a rule, relatively few, the ability to read in a foreign language - almost everything. That is why learning to read acts as a target dominant.

Reading is an important type of receptive (related to perception) speech activity, and mastering it as a full-fledged means of communication in a foreign language is one of the main practical and communicative goals. The possession of reading presupposes a complete, deep understanding of the foreign language text of all literary styles and genres - artistic, journalistic and scientific. In order for reading to successfully fulfill its role as an effective means of learning, it is necessary that it become a pleasant exercise for the student, turned into pleasure.

Reading is a complex psycho-physiological process. In his act take part visual, motor speech, speech and analyzers. On the basis of this process, "the most complicated mechanisms of interaction between analyzers and temporal connections of two signaling systems". [1]

In the complex reading process, three main points can be distinguished:

1. *The perception of these words.* To be able to read - this means, first of all, to be able to spell by spell of those words that they designate. Reading begins only from the moment when a person, looking at the letters, is able to pronounce, or remember, a certain word corresponding to the combination of these letters.

It is not difficult to show that in this process of perception of letters, as symbols of a certain word, not only vision, but also memory, imagination and the mind of a person take a large part. When we read words, we not only add letter after letter, but by grasping one or several letters, we immediately guess about the whole word.

2. *Understanding the content* associated with the read words. Each word read by us can cause in our consciousness any changes that determine our understanding of this word. In one case a certain, more or less bright image arises in our consciousness, in the other - some kind of feeling, desire or abstract logical process, in the third one and the other together, in the fourth - no image and feeling, but only a simple the repetition of the perceived word, or perhaps another word related to it.

3. *Evaluation of the written text.* The ability not only to read the book, but also to take a critical look at its content is not always observed, as we know.

The motive for reading is requirement. A student who is mastering reading at first has a need to learn to read, that is, to master the sound system and the process of reading itself - the emergence of a word from the letters. It makes him interested. Having mastered the initial reading (literacy), the student changes the motive of reading: he is interested in understanding what thought lies behind the words. As reading progresses, the motives become more complex and the student reads in order to learn a particular fact or phenomenon; even there are more complex needs, for example, to know the motive of the hero's act, in order to evaluate it; find the main idea in the popular science text, etc. Reading is directly related to oral speech. With the help of oral speech, expressiveness of reading is practiced; when reading, means of speech expressiveness are used, as well as a coherent oral speech for transmitting the content of the text and communication between readers.[2]

Reading skills and strategies by using background knowledge:

The following skill groups can be distinguished:

1. The ability to identify and highlight the basic information of the text, to connect the events, to make a conclusion on the read (Understanding the main content)

2. Ability to extract complete information from the text: fully and accurately understand the facts, highlight the information confirming something, compare the information;

3. Ability to understand the necessary information: to determine in general terms the theme of the text, determine the genre of the text, determine the importance of information.

Students must be able to

- scan the text, i.e. find the necessary information in the text. This skill suggests that you do not need to read everything, every word and every line; finding the word in the dictionary, numbers in the phone book, etc.

- carry out an introductory reading of the text, including an understanding of the main content of the text, about what, on what topic. If at this stage to pay attention to all the details, then you can get bogged down and not understand the topic and the main idea of the text.

Students will perform reading / searching (scanning) or introductory (skimming) depending on the type of text and what information they need to get. For example, to find certain information in the user's manual for a computer to use a function, you need to use the text scanning method to find a word in a dictionary or a number in the phone book. And in order to understand what this or that article in the journal is about, it is first necessary to carry out superficial reading or viewing reading. It may consist of reading the heading, subheadings, first paragraph sentences.

Reading with full understanding, whether it is language or content, is different from the skills mentioned above. In doing this kind of reading, students focus on the minute details contained in the text to gain absolute understanding. The teacher's task is not only to encourage students to read or search for a reading, but also to make them see which way of reading will be more important in a particular case.[3]

A modern technique shows reading skill as an automated ability to sound a printed text, suggesting an awareness of the idea of the perceived work and the development of its own attitude to the read. In turn, such reading activity presupposes the ability to think over the text before the beginning of reading, in the process of reading and after the completion of reading. It is this "thoughtful reading," based on a perfect reading skill, that becomes a means of familiarizing a child with the cultural tradition, immersing himself in the world of literature, and developing his personality. At the same time, it is important to remember that reading skills are the key to successful learning in primary and secondary schools, as well as a reliable means of orientation in the powerful flow of information that modern man has to face.

In the technique it is customary to characterize the reading skill, naming four of its qualities: correctness, fluency, consciousness and expressiveness.

The correctness is defined as a smooth reading without distortion, affecting the meaning of the read.

Fluency is the speed of reading that determines reading comprehension. This speed is measured by the number of characters read per unit of time (usually the number of words per 1 minute).

Consciousness of reading in the methodological literature of recent times is interpreted as an understanding of the author's intention, an awareness of artistic means that help realize this idea, and an understanding of his own attitude to what he reads.

Expressiveness is the ability by means of oral speech to convey to the audience the main idea of the work and its own attitude towards it.[4]

All these qualities are interrelated and interdependent. Without proper sounding of graphic signs, it is impossible to understand individual units of text, without understanding the meaning of each unit, their connection cannot be understood, and without an internal connection of individual text components there will be no awareness of the idea of the work. In turn, the understanding of the general meaning of the work helps the correct reading of its individual elements, and the correct reading and understanding of the text become the basis for the expressiveness of reading. Fluency, being the pace of reading, under certain conditions becomes a means of expression. Thus, the preparation of the reader should be based on the simultaneous work on all four qualities of reading skills. This approach is being implemented already in the period of literacy training. More importantly, such a system of work is kept in mind during the lesson when reading artistic texts.

In conclusion, reading is of practical value at any level of development, and at the middle and senior level of teaching a foreign language it is called upon to play significant role in mastering reading as a type of speech activity and increasing the level of proficiency in language forms using basic knowledge. Reading is an important means of accumulating vocabulary and developing speaking skills. It contributes to the development of skills free, fast reading. Depending on the type of reading, tasks are selected according to the text, which are always preceded by pre-text tasks and questions to which students must find answers in the process of reading. An accessible, understandable language of texts in combination with the task of searching for certain information, as well as a fascinating plot, create conditions for direct understanding of the text and perception of basic knowledge.

Literature

1. Анисимов В.М., Андреева К.Е., Сокурова Л.В. Методика преподавания иностранного языка в начальных классах. Якутск: 2001.
2. Оморокова М.И. Совершенствование чтения младших школьников – М.: 1997.
3. Jeremy Harmer How to teach English. Вступление к практике обучения английскому языку. Изд-во Лонгма
4. Светловская Н.Н. Методика обучения чтению: что это такое?// Начальная школа, 2005. №2.
5. О.Д. Кузьменко. Домашнее чтение как вид речевой деятельности и средство. Общая методика обучения иностранным языкам. Хрестоматия”, стр. 241.