TEACHING SOME STRATEGIES OF READING

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Abstract. Students become better readers when they know why they are reading. Various types of reading (extensive, intensive, skimming, and scanning) are described in this article. These and other different types of reading teach students to be more skillful and used to discover required information to complete a given task such as making decisions on the given article.

In order to establish how students use the target language, how they succeeded in his study or diagnose problems arising from them, and provide them with timely feedback and assistance should be monitored as an integral part of the educational process. Control is one of the main sources of information about what is happening in the educational process, what factors affect learning and mastering the program, how the course design, developed by the materials used and the methods of everyday work of the teacher promote cooperation between teacher and student. Control reflects not only how students use the language, but also to a large extent the efficiency and the effectiveness of the developed courses, in other words, more attention to each individual student to his / her individual needs, abilities, interests and problems that arise during training - evidence consistent methods used to ensure the success of studying and mastering in English. If some of the objectives of the training course is not reached, with full confidence we can speak about the possible mistakes made when creating the course, such as:

− Incorrect assessment of the original language competence (English proficiency) students;

− Excessive use;

− Inadequate training purposes technique.

There are several types of read errors. Thinking Errors can be divided into: errors caused by insufficient activity of thinking student; Errors caused by the interference of the native language; Wrong generalization features linguistic phenomena, or the right to learn the language; Errors associated with the formation of false automated communications; errors due to the inability to apply the rules; perseveration errors; error-context perception. Read errors are also divided according to the stages of learning to read: mastering stage speech symbols, sensory and analytical stage, the stage guess reading stage of the synthetic reading.

Correcting read errors. The problem is very complex. Methodically it is essential that the error comes from the interaction of several factors: a) the material, b) the method of its delivery, and c) the installation, available to the student.

Correctly adjusting the interaction of these factors, we can prevent reading errors. Obviously, each of these points at each stage of learning appears in a different system and quality and should be the subject of special concern of the teacher.

Thus, at the stage of mastering speech symbols it is recommended to carry out a sound analysis and synthesis on a completely accessible to students' material. It is also recommended to carry out the analysis and synthesis, not only by purely auditory perception, but also by specifying those speech-motor processes, which is achieved by uttering sounds.

In the second phase error associated with the process of perception by insufficient. Therefore it is necessary all the time to create and maintain the installation on its accuracy, respectively, picking up and reading material. The most simple for perception at this stage are short words, the meaning of which is well known to students. It is important to ensure that they were in no hurry to say a word until they accurately perceive the optical image. Strive for speed reading at this stage should not be, because the speed hinders accuracy.

Many read errors, which have to meet at certain stages of training, due to the fact that students are not accustomed to be attentive to the optical image of the word. Incorrect definition of the meaning of words associated with incorrect reading or an incorrect ratio of the graphic image of the word with its meaning. From a psychological point of view, very significant it is the idea of the need to calibrate the material on the difficulty gradually increasing number of difficult-to-read words, a hook as the initial and final phases of sensory and analytical phase characterized by a qualitatively different perception.

A very useful trick at this stage can be considered as lessons "error-free reading." Especially given by students at the installation "error-free reading," undoubtedly contributes to the activation of attention.

In step guess reading is very important to develop guesses accuracy. A simple amendment in the course of reading errors does not give proper effect to overcome this type of error. It is necessary to identify, together with the students cause of the error, thus they will be created in the installation scrutiny arises speculation by referring to the visually perceived material. It is also important to teach students to a deeper and more wide-reaching content readable. Equally important is the self-correction of errors. Self-correction is different from the error correction after the teacher in that it causes a focus of attention on the nature of the error, removes the mechanical, deep enough action.

The next stage - the stage of the synthetic reading - struggle with errors will follow the penetration depth of the line in the sense of being read.

These types of errors and corrective measures should be considered not only in learning to read aloud, but also in learning to read silently. "And, if reading aloud error as if lying on the surface and therefore under the control of the teacher, then reading to himself, they often remain unsolved. The large number of unpatched and in some cases, do not realize the mistakes pupils hinders the progress of reading techniques. That is why it is important to develop in students the ability to notice and fix the problem.

In order for this mechanism of self-correction work, it is imperative at all stages of training to carry out the lessons of loud reading. They can serve for teachers a measure of how advanced his students in reading, whether they themselves notice and correct their mistakes. For students these lessons are also badly needed, as they practiced reading and mechanisms are necessary installation attention. The smaller the number of errors will allow the student, the more productive it will be read.

Students become better readers when they know why they are reading. Various types of reading (extensive, intensive, skimming and scanning) are described in this article. They teach students to be more skillful and used to discover required information to complete a given task such as making decisions on the given article.

This article contains a brief description of different types of reading. According to the degree of penetration into the content of the text and, depending on the communication needs of the students use various reading types (the viewing, search, trial, to study) aimed at the implementation of educational activities in a specific sequence: they seek to explain the title of the chapter, select it the idea schematically represent the content, making a plan for yourself, etc.

Due to the progressive development of society a growing interest in a foreign language is observed in recent years. The desire to study this subject for many reasons, one of which - the desire to travel the world, to enrich their knowledge in dialogue with representatives of different countries and cultures, and without the knowledge of at least one foreign language is very difficult to do. The most popular foreign language, which is spoken by most of the world's population, is considered English. Reading in the

history of mankind arose later speech and on its basis. It became an autonomous means of communication and knowledge. Difficult to integrate the ability to understand what they read does not mean simple decoding information graphically recorded in the text, and implies an active mental activity of man, involving the imagination, emotions, experiences and knowledge. The active role of the reader with his unique personality contributes to the reconstruction of the meaning to read, defines the personal interpretation of the content. The idea of reading as a process of interaction between text and reader distinguishes modern direction in reading the study, the so-called interactive reading.

Reading is one of the most important types of communicative and cognitive activity of students. This activity is aimed at extracting information from written anchor text. Reading performs various functions: as for the practical mastery of a foreign language is a means of learning the language and culture, by means of information and education and a means of self-education. It is known that reading contributes to the development of other kinds of communicative activity. This reading gives the greatest opportunity for education and all-round development of students by means of a foreign language.

According to the degree of penetration into the content of the text and, depending on the communication needs there reading the viewing, the search (look-up-search), introductory and learning. Search and read the viewing is directed to a very general idea of the content of the text. Introductory reading involves extracting key information from the text, getting a general idea of the main content, an understanding of the main ideas of the text. Studied the reading differs accurate and complete understanding of the content of the text, the reproduction of information received in the retelling, essays, etc.

The bases of any verbal skills are certain skills - the actions that a person performs automatically, without thinking about how and what he is doing. The reading process is based on the technical side, on *skills* that are automated visual and auditory communication speech-linguistic phenomena with their value on the basis of which there is a recognition and understanding of written symbols and written text as a whole and, therefore, the implementation of communicative reading skills. To *read the speech skills* include ownership of various technologies extract information from a text, their appropriate use, depending on the task. The basis for these skills is *reading equipment.* Because skills are primary and secondary skills, it is clear that at the initial stage of learning to read need to form a reading technique.

An important psychological component of the reading process is *probabilistic forecasting mechanism,* which manifests itself in the verbal and semantic levels. Meaning forecasting - is the ability to predict the content of the text and make the correct assumption about the future course of events on the title, first sentence and other

signals of the text. Verbal prediction - the ability for the initial letters of the word to guess, in the words of the first to guess the syntactic construction of the proposals under the first sentence - the further construction of a paragraph. The development of prognostic abilities contribute hypotheses and expectations of the reader system, resulting in continual action to build knowledge structures in the head reading, activating his background knowledge, language experience. The process of preparing the consciousness to the perception of information encourages the reader to remember, guess, suppose those include the ability of its long-term memory of their personal and social experience. The methodology identified *two forms of reading: to himself* (internal reading) and *loud* (external reading). Reading about myself - the main form of reading- is intended to extract information, it is "monologue" is performed alone. Reading aloud - a secondary form, it is "dialogical", its purpose is mainly in the transmission of information to another person.

A mandatory step learning activity as a systemic-structural formation is to control the results of its operations and, consequently, the success of learning to read, as well as any kind of speech activity is largely determined by the availability of effective methods of control, its degree of formation and search for such methods. Experimental work with the tests of the type described allows to specify their position in the system of teaching reading and to conclude that the tests are not the only means of controlling the understanding, but also one of the most important and effective means of teaching. Drawing on the language and the "actual" test material involuntarily remembered, and, restored to the memory read during the execution of tests, trained more reasoned and logical to base their statements on the basis of reading. When reading the text and the trainees with tests carried out educational activities in a specific sequence: they seek to explain the title of the chapter, select it the idea schematically represent the content, making for themselves a plan, etc. The test is not only a means of control, but also training as a test situation provides support, management attention the student, his educational activity. Working with the tests also showed that the inclusion of tasks on the analysis and assessment of emotional and implicitly expressed the information contained in the text, increasing their training effect. The tests have to control the understanding of logical information, emotional and volitional, explicitly and implicitly expressed, understanding of the topic, the idea of a literary text, and include job titles, etc. Analysis They must not only control the accuracy, completeness, depth of reading comprehension, but also to train, so they should be included in the job, built on semantic analysis of passages from your reading, tasks related to the semantic interpretation of the text.

Teaching a foreign language is unthinkable without the extensive use of various methods and means of education, the purpose of which is to develop the knowledge and

skills of students through student-centered approach to learning, which allows qualitatively, improve cognitive interest.

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