

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.*

Key words: *reading techniques, teacher tasks, reading exercises.*

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.

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.

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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