THE IMPORTANCE OF EFFECTIVE READING TECHNIQUES IN TEACHING READING COMPREHENSION

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ABSTRACT:

Reading is an interactive process between the reader, the text and the context in which the text is presented. The reader gives meaning to the text, not the other way around. The reader's prior knowledge determines what meaning he will derive from his interaction with the text.

Comprehension during reading involves higher-order processing of discourse structure and the reader's knowledge in interaction with lower-level word coding processes. In addition, the brainstorming activities can make the students think easier and encourage the students to learn or follow the learning process, after that the media can facilitate the students to learn more actively and through making discussion group can make the students enjoy the learning process.

Keywords: Technique, Teaching, and Reading Comprehension.

INTRODUCTION:

With the development of information technology, the methods of presenting educational material have changed dramatically. The books and printed texts are the main teaching aids, but a modern lesson implies new approaches to work. This article highlights productive techniques for working with text: at least the time allotted in the lesson to achieve reading efficiency, and turn the lesson into an exciting interesting study.

Most teachers in their lessons are faced with the fact that students do not know how to work with text.
Possible reasons:
- Modern children in conditions of oversaturation of the information environment read little educational and supplementary literature.
- The tutorials contain a fairly large amount of material.
- The educational process is aimed at independent acquisition of knowledge

Working with text is one of the tasks in any lesson. It is not enough to simply ask students to open the book to the correct page, read the material, and answer the question. This will lead to the lack of the required result and a senseless waste of time in the lesson.

One and the same type of activity within the framework of the lesson can be structured in different ways so that it becomes not only productive, but interesting and motivating for students. For reading to be productive, students must take an active position, carrying out a variety of mental operations. When working on a text, it is important to consider the types of reading that have different goals.

TYPES OF READING:
- Skimming is the most superficial kind, giving the most general idea of the content and meaning of the text. The end result is a decision whether to read the text or not.
- Scanning is more detailed than preview reading. This type is characterized by the extraction of basic, but not additional

information from the text being read. As a result, students determine if there is enough information in the text or if it needs to be re-read or analyzed.

- Detailed reading is the most detailed type of reading. The purpose of this type is not just a thorough study, but also penetration into the meaning of the text, a detailed analysis of the text. The end result is aimed at understanding all levels of the text, as well as the perception of various information presented in the text (factual, conceptual and subtext).

Reading goals are achieved using a variety of techniques for each type of reading.

Textual Techniques Used for Peer-to-Peer Reading

- Analyze the subtitle, as well as predict the topic of the text.
- Analyze subheadings, if they are present in the text. As an additional task, it is possible to view pictures and various highlights in the text.
- Get acquainted with the structure of the text.
- View the first as well as the last paragraph of the readable text.
- Acquaintance with the table of contents.
- Use text annotations.

Text Manipulation Techniques Used for Introductory Reading

- Students read the text paragraph by paragraph. It is important to focus on the nouns, the first and last sentences of each individual paragraph.
- Highlighting important information. You can determine the main thing in the process of reading the text.
- Arrangement of graphic signs adopted by the students themselves? - I do not understand or! - it is interesting.

Textual Techniques Used for Learner Reading

- Highlighting the semantic parts of the read text.
- Predicting the content and meaning of subsequent parts of the text, based on what you read.
- Highlighting keywords of the text as you read.
- Replacing the semantic parts of the text with their equivalents.
- Revealing details, as well as sub textual information contained in the text.
- Determination of the belonging of the text to a specific functional style.
- Drawing up questions that are problematic, both during and after reading the text.
- Making judgments of students.
- Drawing up a plan or graphical diagram that will help to identify the structure of the text, as well as the relationship of its individual parts. Students love this kind of assignment.
- Recycling the text, creating new texts based on what you read.
- Writing a commentary is the final stage of work on the text for the student reading.

The listed methods of working with text are basic, but far from the only ones. Their use is largely determined by the teacher's experience, his desire to work creatively and look for new effective ways to solve problems in the classroom. The choice of certain techniques also depends on the level of preparedness of the students and their learning motivation.

Fragment of an English Lesson Aimed at teaching the Learner Type of Reading:

Work on any text in a foreign language consists of three stages:
Pre-Reading;
While Reading;
Post-Reading.

The pre-reading stage implies familiarization with lexical units that can cause

difficulty, as well as predicting the content of the text.

Exercises for the Pre-Reading Stage:

- Correlation of the meaning of a word with the topic: filling in the gaps in a sentence from a number of suggested words.
- Expanding the potential vocabulary of students: viewing the text and finding the words of the common root.
- Recognition of the meaning of grammatical phenomena: the selection of certain parts of speech and their selective translation.
- Predicting language means and text content: reading aloud only those parts of sentences that answer the teacher's question.

The text stage involves reading the text and working on its lexical and grammatical material.

Exercises for While Reading:

- Reading the text and highlighting key sentences and words in it.
- Control of text comprehension: determination of correct and incorrect statements; answers on questions.
- Highlighting the main parts of the text.
- Correlation of individual parts of the text: reading certain paragraphs in order to confirm the facts.
- Abbreviation or paraphrasing of text: replacing sentences with synonymous phrases.
- Selective text translation.

The post-reading stage is needed to improve the skills of monologue and dialogical speech.

Exercises for the Post-Reading Stage

- Determination of the cognitive value of the read: commentary on certain parts of the text.
- Development of the skills of monologue and dialogical speech based on the text: compose

a dialogue or situation on the topic of the text. It is possible to use Passov's functional tables, logical-semantic maps of the problem.

- Writing annotations, summary of the text.

To Work with Text and to Become Productive, You Must:

- Thoroughly build a lesson algorithm, think over its course to the smallest detail.
- Clearly set tasks for students.
- Focus on the level of preparedness of students and their learning motivation;
- Do not forget about a differentiated and person-centered approach

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