

THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF THE FORMATION OF SYSTEMATIC READING SKILLS OF LITERATURE IN ENGLISH AMONG STUDENTS OF A HIGHER EDUCATIONAL INSTITUTION

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<https://doi.org/10.5281/zenodo.10396259>

Abstract. *This article discusses the results of the study, which indicate the legitimacy of the chosen approach to solving the problem of teaching special reading literature and its improvement at the advanced stage of a non-linguistic university. It seems that the research carried out may have implications for the general methodology of teaching foreign languages. The proposed forms of organizing systematic reading, the developed set of exercises and methods of selecting texts can be used in the practice of teaching others foreign languages, taking into account their specifics.*

Keywords: *systematic reading, semantic milestones, output and input of the reading process, graphophonemic, syntactic and semantic systems.*

Reading literature in a specialty is a communicative process based on texts in order to obtain scientific satisfaction as a result of understanding the meaning of the message. The reading process includes two interconnected and interdependent aspects - the perception of a printed or written text and its understanding. For this study, in the mechanisms of reading, the interest is mainly in the understanding of the text, which is the main thing and determines all other aspects of the reading process.

Understanding a text is a complex, multifaceted phenomenon that represents a particular understanding in general. In order to further define the understanding on which this study is based, let us consider the main points of this issue. The main link in the process of understanding, according to A. N. Sokolov, is the identification of “semantic milestones” or “key words”, which are “points” understanding and points for restoring what was read using the code created during the reading process.” Here there is a phenomenon of semantic compression, which many psychologists have pointed out. Compression is transformation of a natural nature inherent in the language system, based on the preservation of meaning. Compression at the semantic level is characterized as the process of expressing certain information in minimal language means. This phenomenon is due to the limited capacity of a person’s short-term memory. The reader is unable to retain the entire volume. perceived material, all the details, facts, therefore more models on the lower floor are replaced by fewer equivalent ones modepei on the highest floor. As a result, the entire chain of elements is replaced by one model. The formation of such a model means the transition of incoming information into long-term memory. From this point of view, understanding is nothing other than the process of re-signifying the chain of elements of the original with more “capacious” and less numerous elements.

The theory of inner speech is of great interest for the formation of reading learning skills and largely determines the organization of educational process. Inner speech occurs only when words, phrases and sentences of natural language are converted in the reader’s head into coded ones samples reflecting not only the meanings of words, but also the meanings they convey. At

the same time, many authors identify internal language with meaning, believing that the translation of perceived information by the subject into his internal language is a translation into the language of meaning. In the practice of teaching reading, there are often cases when the recoding process is not completed, but is interrupted at some point.

Intermediate level. The problem of levels of understanding is considered in many studies.

Different authors have different reasons for distinguishing levels of understanding. Goodman, for example, identifies three systems used by readers: graphophonemic, syntactic and semantic. The first refers to the “optical” perceptual component of reading, the second and third to the “non-visual” semantic.

The first structure provides the morphemic-phonemic level of understanding, the second - understanding at the level of “surface” structures, the third system ensures understanding of the meaning of what is read. All three systems are interconnected, and understanding of the text depends on the degree of proficiency of the readers in the presented systems. D Holmez suggests considering the semantic content and understanding of the text as two interrelated quantities, the semantic content of the text is “at the input” of the information processing process, and understanding is the “output” of the reading process. Thus, he shares K. Goodman’s point of view that the semantic system is associated with understanding, and others have a serving function

Most researchers distinguish two successive stages in understanding text - the stage of linguistic understanding and the stage of extraction meaning Linguistic understanding is characteristic of all speakers of a given language and is based on knowledge of meanings.

The ability to determine the specific meaning of a word and the ability to guess the meaning of an unknown word from the context are based on knowledge of meanings. In order to be able to determine the specific meaning of a word, based on its general meaning, as a set of all stable uses, a student needs special training Great help in this is provided by the work of finding the lexical meaning of word categories of a noun, pronoun, adjective, adverb, verb, as well as by tracing connections in the text between different meanings of a word.

Understanding of the text is determined to a large extent by guessing from the context. Contextual guessing is possible if students are able to attribute unfamiliar words to a certain conceptual semantic category, having previously established associative connections between the words. Assigning an unknown word to lexical category is based on determining the general meaning of the word. Assigning a word to a certain grammatical category “is associated with determining the formal semantic meaning of a sentence, consists in finding the syntactic core of the sentence, that is, the group of the subject and the group predicate and in establishing the leading member of each group”.

The conclusion contains conclusions from the study. The main ones are as follows: The relevance of the problem chosen as the subject of research is explained by the low level of development of special reading skills literature among students of universities of culture and arts, despite the great attention paid to these skills and a significant number of methodological works devoted to this problem. Our observations, as well as data from ascertaining sections, allowed us to establish that students at an advanced level, like graduates of higher educational institutions who are not able to use scientific literature as a source of information Small vocabulary, poor knowledge of grammar, lack of development of a number of reading skills, low reading speed and misunderstanding of what is read. These phenomena are caused by the existing practice of organizing the process of teaching a foreign language, which does not sufficiently take into account

the specifics of a foreign language as an academic subject, and these phenomena are caused by insufficiently effective methods of teaching reading.

A foreign language is one of those few academic subjects which requires, in order to master it, along with the assimilation of the amount of knowledge, the development of a significant number of skills and abilities. An important condition for their development is the correct distribution of repetitions over time, while psychologists have found that an interval of one day is optimal. Due to, this main goal of this study was to develop skills in learning to read texts in a foreign language through organizing daily systematic reading. This required solving not only issues of organizing systematic reading, but also issues of the content of teaching systematic reading. Data from psychology, linguistics, psycholinguistics, pedagogy and methods of teaching foreign languages.

Conclusion

In conclusion, the theoretical and methodological foundations for the formation of systematic reading skills of literature in English among students of a higher educational institution play a crucial role in developing their language proficiency and critical thinking abilities. A well-designed approach to teaching literature in English can enhance students' reading comprehension, language acquisition, cultural understanding, and analytical skills.

Theoretical foundations provide the framework for understanding the underlying principles and concepts related to reading literature in English. These foundations encompass various linguistic theories, literary theories, and pedagogical approaches that inform educators about the cognitive processes involved in reading and interpreting literary texts. By drawing on these theories, educators can design instructional strategies that cater to students' diverse learning needs and foster their engagement with literature.

Methodological foundations refer to the practical strategies and techniques employed in teaching literature in English. These foundations encompass a range of instructional methods, such as close reading, text analysis, literary discussions, and collaborative learning. Effective methodologies encourage active student participation, encourage critical thinking, and promote deeper engagement with literary texts. By incorporating a variety of activities and tasks, educators can help students develop their reading skills, vocabulary, and cultural awareness.

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