



## METHODOLOGY OF PREPARING STUDENTS FOR READING SECTION OF INTERNATIONAL FOREIGN LANGUAGE TESTS

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**ABSTRACT.** *The article focuses on basic principles of teaching foreign language teaching specifically when it comes to the reading section of various state and international tests and examinations. The author concentrates on various reading strategies foreign language teachers may need to focus on in classes and test preparation courses. Every stage of reading is explained and analyzed from the perspective of preparing foreign language learners, teachers educators and international and test takers.*

**Key words:** reading strategies, state tests, standardized exams, skimming, scanning, critical reading, reading for gist, reading for details, reading strategies, assumptions

### INTRODUCTION

Today, the main goal has been defined in the education system, which is to create conditions for personal development and creative self-realization of every citizen, to form a generation capable of learning throughout life, to create and develop the values of civil society. That is why the modernization of educational activities in the context of globalization is being carried out today. All this requires the search and development of new educational technologies, progressive ideas, forms and methods of teaching.

Taking into account the specifics of the discipline "Foreign language", where training is practical and communicative, in the classroom it is necessary to create conditions for the choice of speech behavior, independent problem solving, reasoning about the method of problem solving and decision making. Learning to read in a foreign language as a type of speech activity, reading is given a leading role in this process. It not only contributes to the mastery of the language, thanks to it, mediated communication between people takes place, the horizons expand, acquaintance with the culture of the country of the studied language, instills moral and moral values.

Theory

In the methodology of teaching foreign languages, reading acts both as an independent type of speech activity, and as a means of teaching and control. Reading acts as an



independent type in the case when it is carried out with the aim of extracting information from the text in the required volume, determined by the speech task using certain reading technologies [7, p.141]. As a learning tool, reading allows you to master other types of speech activity. So, reading allows you to improve pronunciation skills, contributes to the teaching of intonation; provides the development of oral speech skills, helps to master and assimilate the lexical and grammatical aspects of a foreign language.

In addition, reading also acts as a means of controlling related speech skills and language skills. So, for example, control of listening, writing and speaking, control of vocabulary and grammar, is carried out using communication-oriented tasks based on written texts and instructions.

According to the requirements of the current program, senior students should be able to understand the main content of texts of different genres and styles, highlight the main idea and idea of the author, and be aware of the interconnection of events and phenomena. It is also important to teach students to generalize the information received, draw conclusions and assessments, taking into account the communicative task. To do this, they need to develop the skill of semantic and linguistic anticipation, understanding of the text, activation of linguistic and speech material on the basis of what has been read and the ability to all forms of oral speech [6].

Effective teaching to read is impossible without taking into account its psychological characteristics. Reading from a psychological point of view is one of the types of speech activity, which includes the technique of reading and understanding the text. These processes are indivisible in time, and only for purposes are considered independently [2].

The skills and abilities that ensure the formation of these mechanisms are usually divided into 2 groups. This division is conditional, since the processes of perception and comprehension, as mentioned earlier, occur simultaneously:

- 1) skills related to the technical aspect of reading (reading technique). The technique of reading in the methodology is understood as the sum of techniques that ensure the perception and processing of formal linguistic information: letters, letter complexes, words, phrases, punctuation marks, grammatical features and based on them the grammatical structures of sentences.



2) the ability to establish semantic connections between language units in the text, to achieve an understanding of the content, the author's intention (i.e., the text should be understood as a complete speech work).

To achieve this level of understanding of the text, reading technique skills should be automated as much as possible so that the reader's attention is fully focused on the semantic processing of the text. Therefore, the main task at the initial stage of training is the formation of reading techniques, the indicators of the formation of which are as follows:

- the skill of deliberate reading at a certain pace (aloud and to oneself)
- the student should not only read, but also understand what he read;
- way of reading - syllabic reading of words or reading a word as a whole, smoothly;
- the expressiveness of reading - the correct setting of stress, adherence to pauses and intonations when reading;
- reading speed - the number of characters read over a certain period of time (calculated in characters per minute);
- reading errors - mistakes when reading words and stumbling.

At the middle stage, the objects of mastery are understanding the content of the text, predicting the topic and content of the text by the title, the beginning of the text, the formation of the mechanism of linguistic guessing. At the final stage of teaching reading, this is a mechanism for understanding the subtext, defining a style, a communicative-semantic complex.

It should also be noted that reading as a type of speech activity is based not only on psychological, but psychophysiological and neurophysiological mechanisms, since it is based on the activity of the brain and its systems [5].

The action of the mechanism of anticipation (or probable forecasting) lies in the fact that the reader seems to run ahead, build hypotheses about what will happen next, and predict events. At the same time, verbal forecasting and semantic forecasting are distinguished. Verbal forecasting allows you to build hypotheses based on linguistic experience, knowledge of the language system and the rules of speech communication. Based on our own experience and already perceived information, semantic forecasting occurs at the level of the content of what has not yet been presented for perception. It is important to emphasize that in the process of developing reading skills, the anticipation



mechanism, without being created anew, is equipped with new means of a foreign language as a result of the exercises.

According to the flow form, reading as a type of speech activity can be an unexpressed internal view and partially external, a pronounced type of speech activity (for example, reading aloud). But both of these forms are based on visual, not auditory, perception of speech. Nevertheless, the teacher should help the learners in mastering the skills of establishing automated visual-speech-motor-auditory connections of linguistic phenomena with their meaning. The fact is, it allows for the recognition and understanding of written signs and written text as a whole, thereby realizing the communicative reading ability. For this, it is important to involve students in active creative activity, creating different, including game situations of verbal communication, where the lexical vocabulary accumulates and expands, as a basis for successful mastering of both reading and verbal communication [4].

In the methodological literature, there are a number of attempts to distinguish between different types of reading. The types of reading are understood as “a sequence of operations determined by the purpose of reading and characterized by a combination of methods of semantic and perceptual processing of material, which is perceived by the reader visually” [1, p.6].

As professor S.K. Folomkina rightly notes. [1, c.6] all types of reading are interconnected, and their allocation is rather conditional, due to the fact that the same type of reading is not always preserved throughout the entire source.

It is quite important here to highlight educational and communicative reading. Educational reading is a means of teaching a language and is realized in the process of formation of reading mechanisms, while the purpose of communicative reading is to obtain the necessary information (reading for information) and pleasure (reading for pleasure) [8]. Such types of reading, widely used in the methods of teaching foreign languages, as search reading, survey reading, detailed reading, reading for pleasure and reading for critical analysis (critical reading), proposed by Professor Z.I. Klychnikova, belong to the communicative types of reading. The types of reading identified by S.K. Folomkina: search, browsing, introductory, studying.



The approach of Professor Z.I. Klychnikova [2] to distinguish types of reading is based on four types of information extracted from the text, according to which the author distinguishes seven levels of understanding.

The first two levels - these are the levels of words and phrases - allow you to achieve only a rough understanding. Familiar words and phrases in context help the reader get a general idea of the topic of the text being read.

The third level is more difficult and includes understanding of individual sentences. Here, the difficulties in understanding sentences are due to the complexities of both syntax and morphology.

At the fourth and fifth levels, where understanding of the text is already taking place, the reader correlates it with the type of reading and the amount of information extracted from the text.

At the sixth level, there is an understanding of meaningful and emotional-volitional information, and at the seventh level, an understanding of all plans of information contained in the text - logical, emotional and volitional.

Full development of technical reading skills, according to Professor Z.I. Klychnikova [2], means the presence of the last two levels. They also testify to the ability to switch from one mental operation to another, to extract information that is not explicitly expressed.

Foreign methodology, which is characterized by great consistency in identifying types of communicative reading, determines such types of reading as [3]:

1. Scanning (reading with selective extraction of information from the text) - a type of reading aimed at finding information in the text that the reader needs for later use. In the Russian methodology, these are search reading and viewing reading. In the first case, students have an intention to search for specific information (names, dates, definitions, arguments), in the second case, there is an assumption that the text may contain information useful for its use in the future. To do this, it is enough to read the table of contents in the text, the annotation to it, individual fragments of the text in order to decide whether to read it.

2. Skimming (reading with an understanding of the main content of the text) - a type of reading with a general coverage of the content and an attitude towards understanding the main and most essential. In the domestic methodology, this is an introductory reading.



3. Reading for detailed comprehension (reading with full understanding of the information contained in the text) - a type of reading with an attitude towards complete and accurate understanding of all the facts contained in the text, their comprehension and memorization. In the Russian methodology, this is learning reading.

4. Critical reading (reading with a critical assessment of the information contained in the text); in the domestic methodology - critical reading) - a type of reading that involves not only understanding, but also an assessment of what has been read. In this case, the content of the text is correlated with the personal point of view of the reader, his knowledge, his own life experience. This is "the most difficult type of reading, integrating various types of reading and presupposing a high level of development of reading skills, the ability to analyze content and linguistic form, to distinguish facts from opinions, to question" [9, p.35].

The ability to read implies mastery of both educational and communicative types of reading, and the ability to move from one type to another, depending on the change in the purpose of reading.

Each type of reading presupposes the achievement of a certain communicative task, which is posed depending on the purpose of the information used, extracted from the text.

## **CONCLUSION**

So, the purpose of viewing reading is to extract the general content of the text, namely, what topic and range of issues are considered in it. Such reading of the text usually takes place during the initial acquaintance with the content of a new publication in order to determine whether it contains information of interest to the reader. This type of reading can end with the presentation of the results of the read in the form of a message or an abstract.

In viewing reading, meanings have the ability to navigate the text by its title, section headings, key elements of the text (definitions, font emphasis, figures, formulas), as well as the ability to establish the subject of presentation by the initial parts of the text, final conclusions, annotations to the text, table of contents.

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