A NEW APPROACH TO TEACHING READING IN ENGLISH LANGUAGE CLASSROOM AT SCHOOL

M.Auezov South Kazakhstan University

Shymkent, Kazakhstan

Shoimanova M.B.

Associate Professor

Candidate of philological sciences

Department of modern languages and translation studies

Muratova Zhanel, Student of group Phi-20-3rl

moldir@list.ru

Abstract – the article is devoted to explore the modern methods of teaching reading comprehension in the English lessons. It declares what is reading in general and its importance. Likewise, it reveals the differences between traditional and new approaches of teaching reading comprehension. In this paper, we will identify anew approach of teaching reading in English language classroom at school.

Keywords – reading comprehension, learners, approach, traditional, trategies, reading, technique, technology, foreign language, text, information.

НОВЫЙ ПОДХОД К ОБУЧЕНИЮ ЧТЕНИЮ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА В ШКОЛЕ

Аннотация - статья посвящена рассмотрению современных методов обучения пониманию прочитанного на уроках английского языка. В ней говорится о том, что такое чтение в целом и какова его важность. Также раскрываются различия между традиционными и новыми подходами к обучению пониманию прочитанного. В данной статье мы определим новый подход к обучению чтению на уроках английского языка в школе.

Ключевые слова - понимание прочитанного, учащиеся, подход, традиционный, стратегии, чтение, методика, технология, иностранный язык, текст, информация.

MAKTABDA INGLIZ TILI SINFLARIDA O'QISHNI O'RGATISHGA YANGI YUNDASH

Annotatsiya - maqola ingliz tili darslarida o'qishni tushunishni o'rgatishning zamonaviy usullarini ko'rib chiqishga bag'ishlangan. Unda umuman o'qish nima va uning ahamiyati haqida so'z boradi. Shuningdek, o'qishni tushunishga o'rgatishning an'anaviy va yangi yondashuvlari o'rtasidagi farqlarni ochib beradi. Ushbu maqolada biz maktabda ingliz tili darslarida o'qishni o'rgatishning yangi yondashuvini aniqlaymiz.

Kalit so'zlar – o'qishni tushunish, o'quvchilar, yondashuv, an'anaviy, strategiyalar, o'qish, metodika, texnologiya, chet tili, matn, axborot.

Reading is the main way of familiarizing with the culture of the people whose language is being studied. As a result of reading a large number of texts, the student develops a sense of a foreign language, Reading should be considered not only as a goal, but also as a means of learning. Learning a foreign language is identical to mastering a native language, reading creates opportunities for a sharp increase in speech practice and to some extent will make up for its lack in teaching a foreign language. In addition, reading creates opportunities to establish direct links between the concept and the word of a foreign language. Teaching reading in a foreign language requires a multifaceted approach that integrates language skills, cultural awareness, differentiated instruction, technology integration and authentic learning experiences to support students' language development and reading proficiency effectively. By implementing a variety of strategies tailored to students' needs and fostering a communicative and engaging learning environment, teachers can empower students to become proficient readers in a foreign language.

In the present era, proficiency in foreign languages is deemed essential for all individuals, making the teaching of foreign languages a key focus of updating educational practices within schools. Within our school, the landscape of foreign language instruction is currently experiencing notable transformations, including a shift in emphasis from mere instruction to active learning. Central to the success of

the educational process is the collaboration and understanding between students and teachers. Educators are striving to adopt innovative teaching methods, fostering an atmosphere of engagement and shared accountability to enhance the efficiency of learning. Acknowledge that within school foreign language education, there exist challenges encountered by teachers and students in every class. Initially, the focus should be on foreign language educators themselves. It's widely recognized that even proficient teachers might not always keep pace with contemporary educational advancements and may underutilize innovative teaching methods and technologies in foreign language instruction. Furthermore, the current mindset towards education is becoming increasingly selective and pragmatic. Individuals are reluctant to invest time in studying subjects they perceive as lacking practical benefit. As a result, the motivation for learning should stem from its inherent value and usefulness: clear benefits drive student engagement even with challenging tasks. Consequently, education needs to be structured in a way that integrates students' direct involvement, experiences, worldviews, academic and extracurricular interests, and emotions into classroom interactions. However, in today's information-driven age, teachers need to navigate an environment where scientific knowledge becomes outdated rapidly, necessitating the adoption of new teaching forms and methods to cultivate individuals capable of continuous growth and self-education. Ultimately, the objective of an educator is to nurture individuals who adapt to contemporary demands.

Modern students, regardless of whether they are reading in Kazakh, Russian, or other languages, tend to show reluctance towards reading. As foreign language teachers, the challenge lies in introducing students to reading foreign language texts effectively. The use of problem-based teaching methodologies can be pivotal in subtly encouraging active and creative student participation during lessons. Traditional reading instruction includes tasks aimed at stimulating students' cognitive engagement like asking questions and providing tests; however, these tasks are often sporadic and only target individual cognitive processes. I strongly believe that the problem-oriented approach is captivating since it instills a set of cognitive skills that

students can apply not only in educational and communicative contexts but also in real-life scenarios. An important aspect of this approach is that it fosters conditions for students to independently seek, analyze, compare, and summarize information in a foreign language during reading lessons. The process of working with a reading text can be divided into three stages: pre-text, text, and post-text. The pre-text stage garners significant attention as it initiates a series of problem-solving tasks. Its distinctiveness lies in engaging students with information even before opening the textbook. One can introduce a problematized setup to anticipate the story's theme through illustrations or titles, thereby acquainting students with the subject matter in advance. Through active participation from the entire class, students develop and refine psycholinguistic mechanisms for primary prediction – both semantic and linguistic, even before delving into the text itself. This proactive approach allows students to speculate about the story's conclusion, followed by a group brainstorming session to brainstorm the ending collectively. Subsequently, the text is introduced for the first time, initiating an active and competitive exploration to identify key story elements that either support or challenge the initial predictions. The concluding phase of the post-text stage leads students through tasks aiming to condense and interpret the text. This may involve various problem-solving activities to synthesize a summarized version of the text and craft a project in the foreign language related to the discussed issue. For instance, students could be tasked with selecting a destination for travel based on the text.

The integration of technology to foster critical thinking skills in students is a powerful tool for engaging students in reading and promoting deep comprehension. By using technology aimed at developing critical thinking, educators can involve students actively in the learning process, particularly when handling complex texts where maintaining interest and retaining information can be challenging. This specialized technology encourages students not just to memorize information but to analyze it critically, identifying valuable insights and concepts within the text.

One effective approach involves presenting students with texts that prompt them to search for new information actively. Traditional reading of informative texts often leads to waning interest and difficulty in retaining information. However, critical thinking technology encourages students to delve deeper into the content, teaching them how to analyze information rather than merely memorize it. This method involves the use of various tools such as tables that students fill out while reading, helping them organize, systematize, and process the new information they encounter. By engaging students in problem-based search activities, this method nurtures a keen interest in reading and cultivates a sense of curiosity. The utilization of innovative technologies not only enhances students' critical thinking skills but also empowers them to realize their personal capabilities. Consequently, this approach can invigorate the learning process during reading lessons, nurture enduring cognitive interests, and lead to a sustained increase in motivation among students.

In conclusion, the implementation of technology-driven critical thinking approaches in reading education can transform the classroom experience, fostering active engagement, deep understanding, and meaningful learning. By integrating problem-based search activities and leveraging new technologies, educators can create a dynamic learning environment that promotes critical thinking, self-realization, and sustained motivation among students, ultimately enhancing their overall educational experience and academic growth.

REFERENCES

1. Segalowitz, N. Cognitive Bases of Second Language Fluency. New York: Routledge. 2010.

2. Learner English: A Teacher's Guide to Interference and Other Problems, 2nd Edition by M. Swan & B. Smith.

3. Chamot, U., Kupper, L. Learning strategies in foreign language instruction // Foreign language annals. - 2010. - № 22. - P. 13-24. Harmer, J. How to teach English. - Harlow: Pearson Education Limited, 2007. - 288 p.

4. Learning Teaching: The Essential Guide to English Language Teaching, 3rd Edition by J. Scrivener.

"Language and identity in the digital age: social media, online communication and language use" international scientific-practical conference 18 may 2024

8