

5. URL: <https://airyschool.ru/blog/english/501-anglijskij-yazyk-v-raznykh-stranakh>  
6. URL: <https://vc.ru/flood/66427-otlichitelnye-osobennosti-angliyskogo-yazyka-na-primere-stran-irlandii-i-indii>

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## **Strategies for developing reading skills**

В статье рассматриваются основные, наиболее распространенные подходы к обучению чтению на иностранном языке. Освещаются стратегии развития навыков чтения в процессе изучения языка.

**Ключевые слова:** стратегия, чтение, перефразировка, предварительный просмотр

In this article, we try to address some major influential theories of motivation and the role of the teacher in enhancing learners' motivation and help them to achieve progress in their language learning process.

On December 10, 2012 the first President of the Republic of Uzbekistan signed a decree "On measures to further improve foreign language learning system". According to the decree, starting from 2013/2014 school year foreign languages, mainly English, gradually throughout the country will be taught from the first year of schooling in the form of lesson-games and speaking games, continuing to learning the alphabet, reading and spelling in the second year. So, to teaching and learning English is given more and more attention. People are enthusiastic about learning English [1].

Language instructors are often frustrated by the fact that students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. When they do this, students are relying exclusively on their linguistic knowledge, a bottom-up strategy. One of the most important functions of the language instructor, then, is to help students move past this idea and use top-down strategies as they do in their native language [2].

Effective language instructors show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading pur-

poses. They help students develop a set of reading strategies and match appropriate strategies to each reading situation.

Strategies that can help students read more quickly and effectively include

*Previewing*: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection.

*Predicting*: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content

*Skimming and scanning*: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions.

*Guessing from context*: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.

*Paraphrasing*: stopping at the end of a section to check comprehension by restating the information and ideas in the text.

Instructors can help students learn when and how to use reading strategies in several ways.

By modeling the strategies aloud, talking through the processes of previewing, predicting, skimming and scanning, and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.

By allowing time in class for group and individual previewing and predicting activities as preparation for in-class or out-of-class reading. Allocating class time to these activities indicates their importance and value.

By using cloze (fill in the blank) exercises to review vocabulary items. This helps students learn to guess meaning from context.

By encouraging students to talk about what strategies they think will help them approach a reading assignment, and then talking after reading about what strategies they actually used. This helps students develop flexibility in their choice of strategies.

When language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read the language [2].

Reading is an essential part of language instruction at every level because it supports learning in multiple ways.

*Reading to learn the language*: Reading material is language input. By giving students a variety of materials to read, instructors provide multiple opportunities for students to absorb vocabulary, grammar, sentence structure, and discourse structure

as they occur in authentic contexts. Students thus gain a more complete picture of the ways in which the elements of the language work together to convey meaning.

*Reading for content information:* Students' purpose for reading in their native language is often to obtain information about a subject they are studying, and this purpose can be useful in the language learning classroom as well. Reading for content information in the language classroom gives students both authentic reading material and an authentic purpose for reading.

Thus, teachers would find it so helpful to integrate these motivational strategies in their classrooms and help their pupils make the most of their language learning. Motivation is the key in teaching. Whether in teaching listening, speaking, reading, writing or grammar, if motivation is not aroused, the expected teaching results will not be gained.

### *References*

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### **Пословицы и поговорки в сопоставлении с фразеологизмами: общее и различное**

Статья посвящена рассмотрению пословиц и поговорок в сравнении с фразеологическими единицами. Автор обосновывает точку зрения, что пословицы, поговорки и устойчивые выражения (фразеологизмы) – это разные явления.

**Ключевые слова:** пословица, поговорка, фразеологизм, классификация

Общеизвестно, что фразеологизмы отражают национальную специфику языка того или иного общества, его самобытность. Правильное и умелое использование пословиц и поговорок в речи придает ей неповторимое своеобразие, особый колорит и выразительность. К сожалению, многие строят свою речь по стандартным схемам, не стараясь избегать общепринятых штампов и забывая о том, что существует живая эмоциональная речь. Кроме того, необ-