

Developing reading skills in students based on authentic texts

Статья посвящена использованию аутентичных текстов при обучении чтению. Чтение аутентичных текстов способствует повышению коммуникативно-познавательной мотивации, обеспечивает возможность одновременного обращения к языку и культуре.

Ключевые слова: обучению чтению, отбор текста, аутентичные тексты, коммуникативная компетенция

Abstract: The article describes the use of authentic texts in teaching reading. Reading authentic texts helps to increase communication and cognitive motivation, provides the opportunity to simultaneously address the language and culture.

Keywords: reading instruction, text selection, authentic texts, communicative competence

Reading is one of the most important types of communicative and cognitive activities of students. This activity is aimed at extracting information from a written fixed text. Reading performs various functions: it serves for practical mastery of a foreign language, is a means of learning a language and culture, a means of information and educational activity and a means of self-education. As you know, reading contributes to the development of other types of communication activities. It is reading that gives the greatest opportunities for the upbringing and comprehensive development of schoolchildren by means of a foreign language.

Quite often, students work with texts whose content goes beyond their interests and needs, which leads to a decrease in the motivation of learning, as well as to the loss of the meaning of reading as a type of speech activity.

Reading is advisable to consider as an independent type of activity, where a special place is given to reading “to oneself” in order to extract basic information from read texts.

The objectives of teaching reading as an independent type of speech activity are as follows: to teach how to extract information from a text to the extent necessary to solve a specific speech problem using certain reading technologies [1, p. 98].

When selecting texts, it is necessary to take into account the interests and needs of students. But no less important is the content of the texts, the novelty and practical significance of the information available in them.

To date, this problem has been solved through the use of authentic texts in the educational process. Learning to read is based on texts of various genres and volumes, which are a source of new information, sociocultural, regional and linguistic

and regional information. Such texts are perceived by students with increased interest and great enthusiasm .

The authentic text, like no other educational text, is distinguished by its redundancy, informational content. “Authentic texts are actually original texts written by a native speaker.” To them carry texts drawn from newspapers and magazines of different types of ads (posters, advertisements, signs, schedules, menus, etc.), letters, radio and television programs, literary texts. By the nature of their usual share on pragmatic (billboards, ads, menus, schedule of transport, etc.), Publius chi – Terrorism (newspaper and magazine articles), artistic, scientific-popular. Depending on the level of formation of communicative competence, authentic texts are used at various stages of training [2, p. 45].

The use of authentic texts in teaching makes it effective, provides an atmosphere of real knowledge of the real language, simulates the everyday situations of the country of the language being studied, and introduces students to its culture, problems, traditions.

Such texts foster tolerance for another culture, while developing a sense of pride and love for one's own. While reading, students not only join the new world for them, but also begin to navigate it, learn to define universal values and receive moral satisfaction from the reading process itself. Pythagoras once said quite rightly about this: “To learn the morals of any nation, try first to learn its language.” It is an authentic text that conveys the diversity of a foreign language.

A specialist in any field needs the following types of reading: viewing or search to find the information in the text; fact-finding to get an idea of the text; learning to figure out all the details.

For example, to develop reading skills with a complete understanding of the content (learning reading), you can use various kinds of booklets: brochures, advertisements, as well as fiction, recipes, letters, etc.; for the development of search or introductory reading skills – posters, menus, publications from newspapers and magazines of various nature (interviews, essays, messages), signs in stores, etc.

Of particular note is the reading of literary texts in the language being studied, since, according to psychologists, students are more likely to analyze and evaluate the actions and feelings of literary heroes than their own. It is also necessary to add, “that dialogues are used in the literary text, where various forms of speech usage, politeness formulas, background and equivalent vocabulary are used. All this expands the linguistic and regional knowledge of students, allows them to better understand the specifics and originality of another language and culture” [3, p. 87].

Authentic texts are used to develop reading skills themselves, and also as the basis for the development of written and spoken language. The use of authentic texts contribute to the formation of communicative competence, which is the

main goal of teaching a foreign language. In this case, all its components are involved:

- **linguistic competence** , since the study of a different language repertoire within different topics on the basis of real-life texts can significantly expand the active and passive vocabulary, enrich students' vocabulary, and introduce new grammatical constructions;

- **sociolinguistic competence** , ie the use of language forms depending on the specific situation of communication and context; reading in this case plays the role of a learning tool, and an authentic text brings it as close as possible to a real situation in which students may find themselves in everyday life;

- **discursive competence**, which involves mastering the skills of speech organization, the ability to build it clearly, logically, and consistently; authentic text helps students develop the ability to perceive, understand and interpret a written source of information;

- **sociocultural competence** – the use of various authentic texts at different stages of training allows you to expand students' perceptions of culture, traditions, lifestyle, sets the dialogue for cultures;

- **social competence** – a component of communicative competence, focused on the interpersonal nature of communication; the formation of this type of competency determines the organizational forms of work in the classroom, work with authentic texts creates an atmosphere of common interest , mutual support, joint overcoming difficulties and joint solution of tasks.

Thus, the use of authentic in teaching various types of reading contributes to the formation of communicative competence, helps to awaken cognitive motivation, and also serves as the basis for teaching indirect communication in the context of a dialogue of cultures [4, p. 130].

References

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