

answers to them, in a conversation with a teacher or in a student-student pair, when determining the main topic of the proposed material, annotations on it, etc., it is possible to find out the degree of students' readiness for further use of a foreign language.

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L. O. Shmygareva (Ufa, Russia)
Ufa Law Institute of the Ministry of Internal Affairs of Russia

The role of home reading in foreign language teaching

В статье рассматривается такой важный аспект обучения иностранному языку, как домашнее чтение, и его роль в формировании речевых умений учащихся и понимании ими иноязычной культуры. Дается обобщенная характеристика типов текстов, используемых для домашнего чтения; анализируются задания на базе прочитанного и целевые задания, направленные на обсуждение прочитанного. Высказывается мнение, что усложнение заданий в старших классах должно идти по линии углубления содержания обсуждаемых вопросов и введения литературоведческого анализа с целью обучения одному из важнейших видов устноречевой деятельности – устной неподготовленной речи. Автор приходит к выводу, что ра-

бота над домашним чтением положительно влияет на естественную мотивированность речевых поступков в ходе дискуссий, а обсуждение морально-этических проблем вызывает большой интерес учащихся.

Ключевые слова: домашнее чтение, художественная литература, бессловарное понимание, беседы по прочитанному, целевые задания, литературоведческий анализ, неподготовленная речь

This article discusses such an important aspect as home reading and its role in the formation of students' speech skills in a foreign language and understanding of a foreign culture. The author reveals the concept of home reading, gives a generalized description of the types of texts used for it. The article analyzes tasks based on what has been read and target tasks aimed at discussing what has been read. The opinion is expressed that the complication of tasks in the senior classes should go along the line of deepening the content of the issues under discussion and the introduction of literary analysis. On its basis, one of the most important types of oral speech activity is taught: oral unprepared speech. The author comes to the conclusion that work on home reading has a positive effect on the natural motivation of speech acts during discussions, and the discussion of moral and ethical problems is of great interest to students.

Keywords: home reading, fiction, wordless comprehension, reading conversations, target tasks, literary analysis, unprepared speech

Home reading is one of the most important aspects of the language training of students. This type of reading should not be taken as an addition to the classroom activities. This is an organic inclusion in the content of the entire cycle of lessons, an important element in the education of students, which largely determines their qualitative level of language proficiency, because "learning a language outside the language environment is possible only on condition of regular, daily and abundant reading" [7, p. 190].

It is the reading of adapted fiction that plays a leading role in understanding a foreign language culture, in maintaining students' interest in learning a foreign language. And why should you choose fiction for home reading? The fact is that a literary text, like any other text, is a verbal product of speech, a complex linguistic sign in which linguistic units of all levels (from a phoneme to a sentence) find their realization. A literary text is created to objectify the writer's thoughts, to embody his creative ideas, to convey ideas and knowledge about a person and the world, to carry these ideas beyond the boundaries of the author's consciousness, making them accessible to other people. Each writer creates his own world in a literary work in accordance with a certain idea, with an individual-figurative perception and depiction of life reality. The fantasy world appears before the reader in artistic images transformed by the author. A literary work affects the reader both rationally and emotionally. The dual impact of a literary text is determined by its content of not only semantic, but also artistic, or aesthetic, information. This artistic information finds its realization only within the boundaries of an individual artistic structure, i.e. specific literary text. Thus, home reading provides "a lot of

information necessary for the general development and raising the level of culture of each person, for enriching his native language, for his linguistic and philological education" [6].

Not every reading at home is home reading. The concept of "home reading" has been clearly defined in methodological science since the end of the 19th century, and in relation to our conditions, this definition could read as follows: home reading is extracurricular independent reading of relatively voluminous works of fiction, built (with the exception of a small percentage of unfamiliar vocabulary) on covered material in new contextual combinations, as a rule, thematically not related to the textbook. Home reading is a complex type of work on teaching non-translating reading, speaking, vocabulary and grammar. Learning to understand texts without translation is almost unthinkable if they contain a significant percentage of unfamiliar language material.

Home reading work should make independent reading a habit and a need for students, which is also impossible if understanding is seriously hindered. The special development of the abilities of non-dictionary understanding of texts (semantization without a dictionary and the so-called "surface understanding" - leaving some language units non-semantized) is not included in the functions of home reading. These aspects of teaching reading should be carried out by special texts (including newspaper articles), developing such skills as understanding by contextual guess, by word-formation elements [5]. Meanwhile, the number of unfamiliar lexical items in home reading texts may gradually increase, as students must develop the ability to understand texts without vocabulary based on a linguistic guess. Teaching oral speech in home reading should be based on a discussion of problem situations identified in the content of the work, and their correlation with reality.

It is home reading that is the aspect that makes it possible to practically solve the complex task dictated by program requirements: to teach students ideological and artistic analysis. The solution to this problem is possible in home reading classes, when work is carried out with a whole work of art (story, short story, play, etc.) based on target tasks [7, p. 191].

The main way to consolidate the new vocabulary of home reading is to include it in conversational exercises, primarily in conversations on what has been read. This method at one time met with certain objections from some methodists, in particular E.P. Shubin, who believed that the discussion of what was read in a foreign language is inappropriate, since such a discussion cannot be without many errors and slowing down the pace of speech. However, these negative aspects can be eliminated if special preparatory or, keeping the terminology of M. West, "target tasks" are provided for in home reading, during which students will prepare at home to discuss what they have read [9]. Simultaneously with the task to read a certain number of pages, students receive a leaflet with target tasks, such as: answer questions on what they read (choose the correct answer from those offered), put these sentences in the

correct order, confirm or refute the following theses, correct the following statements, give a brief annotation, using keywords, translate from Russian into English a summary of what you have read (an exercise in repeating tenses and vocabulary learned), etc. To repeat grammar and vocabulary, you can use a lot of exercises based on the material you read: open the brackets, combine two sentences into one with the correct use of certain aspect-temporal constructions, put a question to a specific given sentence from the text, etc.

Target tasks can be specifically aimed at consolidating specific language material (vocabulary, occasionally grammatical constructions), but in this case, with the exception of some lexical and phraseological exercises, they should be in the nature of conversations based on what students have read [1].

As a rule, when discussing what they have read in their home reading classes, students receive two types of tasks:

1) related to the reproduction of the content of the text, for example:

Tell the class everything you learned from what you read about....

- tell us about the main events of the 7 chapters you read based on the pictures provided, etc.

2) leading students away from the direct content of the text. These include the following tasks:

a) tasks for correlating some points in the text with the students' own life experience, for example, a task for expressing attitudes towards what they read, for expressing an assessment of an event, phenomenon, fact (Do you agree that...?). Tasks of this type are problematic [8, p. 43] and unproblematic.

b) tasks based on introducing elements of fantasy into the discussion of the read, for example: what questions could you ask the hero (name, where he was born, education, where he went, why ...).

c) tasks related to the disclosure of the author's intention. They contain mental tasks based on operating with direct content, if necessary, to identify connections in it. Each new proposal must be correlated with the previous one. Such assignments define text links, expressed implicitly, for example:

- tell us about all the dangerous situations in the life of the main character (there are 6 of them). Start with...

d) tasks for determining causality. This is a chain of questions, the purpose of which is to reveal the causes of a particular fact, act or event, for example:

Why did the main character do this?

However, it should be remembered that students' answers to questions, contrary to popular belief, do not help to gather facts together, but, on the contrary, split the content of what they read. Therefore, especially at the beginning, it is necessary to support the expected answers with prompts (in particular, keywords). Home preparation provides a normal speech pace and a minimum number of errors in the classroom discussion of the passage.

Home reading in high school should go along the line of deepening the content of the issues under discussion, which should stimulate and intensify the mental activity of students. This is intended to be facilitated by the introduction of a literary analysis of the works being read [4].

Literary analysis, the purpose of which is to comprehend the ideological content of a work of art, involves a consistent understanding of its immediate content. This means that the process of interpreting a work is based on the intensive mental activity of students. The task is to analyze the text from the point of view of the nature of the mental tasks being solved, the ways of their complication, and the possibilities of problem-based learning to read at home. As for the peculiarities of teaching oral unprepared speech when discussing a literary text based on literary analysis, P.B. Gurvich [2; 3], calling thinking “any mental activity carried out mainly by means of language”, believes that “teaching speech is learning to solve mental problems with access to external speech”. At the lower level of education, mental tasks should be simple, allowing for a short solution. Then the tasks should gradually become more complex, acquiring more and more features of problematic issues of an abstract-theoretical nature, which require a clear understanding of the task itself and overcoming serious difficulties on the way to its solution with the help of detailed reasoning in external speech.

According to P. B. Gurvich, unprepared speech is a level of proficiency in foreign language speech communication, in which the speaker is able to use the acquired language material in previously unseen combinations without preparation in time and without direct prompting of the interlocutor to speak [2]. Teaching unprepared speech consists in the gradual development of three skills:

- skills of new combination (establishment of new speech connections using already familiar speech units);
- proactive speaking skills;
- Skills of quick speech reaction.

Recombination is considered the most important skill, since the other two depend on it. Therefore, the central issue of teaching unprepared speech in general, as well as oral speech when discussing read texts for home reading in particular, is the development of the ability to combine.

The path to achieving the level of impromptu, unprepared speech begins with prepared speech, which consistently including elements of unpreparedness, then it gradually becomes unprepared in the unity of all three of its characteristics.

The skills of oral unprepared speech are developed on the basis of work with target tasks, for example:

I. 1) Content Transmission Tasks

- analysis of the structure of the narrative (into how many parts / paragraphs can the text be divided;

How can you title each section?

- separate important events from minor ones, etc.
 - 2) tasks for compiling a simplified and abbreviated retelling;
 - 3) tasks for annotating what was read (state the essence of what was read in 1-2 sentences);
 - 4) tasks for compiling short messages on title issues (proof of certain theses);
 - 5) tasks to characterize the main characters:
 - a presentation of events from the point of view of the narrator (the main characters of the work);
 - a change in the situation, place and time of the narration, etc.
- II. 1) Tasks to identify the creative ideas of the author (questions can be asked throughout the work if the students read it in Russian or watched the film):
- indicate the causes of the events;
 - identify the consequences of events by comparing certain points of the text;
 - what events were unexpected for readers, and what they could expect, etc.
- III. 1) Tasks for assessing and expressing a personal attitude to what has been read (comparing it with the surrounding reality):
- expressing a general opinion (did you like the text, was there anything similar in your life, etc.);
 - 2) polemical discussion of controversial issues on the content of the reading;
 - 3) tasks for making fantasy changes and additions:
 - writing prehistory and sequels;
 - guesses about the content of subsequent chapters;
 - tasks to change the course of events;
 - writing stories that are similar to what you have read, etc.

Thus, home reading can become a powerful stimulus and help in the formation of skills and abilities of oral speech when teaching students a foreign language. It has a positive effect on the natural motivation of students' speech actions in discussions and is of great interest when discussing moral and ethical problems.

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Т. Г. Юсупова (Орехово-Зуево, Россия)

Государственный гуманитарно-технологический университет

Понятие мультимедийных образовательных средств и их роль в обучении иностранному языку

Статья посвящена вопросам использования мультимедийных технологий в обучении иностранному языку. Применению данных технологий отводится особая роль в современной методике преподавания иностранных языков.

Ключевые слова: мультимедийные технологии, коммуникативная компетенция, мультимедийные средства, интернет-ресурсы

В современном мире иностранные языки с каждым годом становятся все более значимыми. С недавних пор одной из главных целей в обучении иностранному языку является развитие коммуникативной компетенции, представляющей собой умение правильно применять языковые средства, соответствующие цели и условиям конкретной коммуникации [2, с. 162].

Применению компьютерных технологий отводится особая роль в современной методике преподавания иностранных языков. Компьютеризация обучения иностранному языку способствует упрощенному доступу к информации и позволяет сохранить дополнительное время при изучении языка. На данный момент существует огромный выбор мультимедиа-продуктов.

Слово «мультимедиа» появилось вне связи с компьютерными технологиями. Его впервые употребил английский певец и исполнитель Боб Голдштейн в 1966 году, когда устраивал свое новое представление. Позже этим термином обозначали любой развлекательный продукт с разными звуковыми и видеоэффектами, но только в 1990-х годах окончательно было дано определение этому слову: «мультимедиа (multimedia) – это современная компьютерная информа-