

TEACHING STUDENTS EFFICIENT READING

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Анотація

Навчання ефективному читанню надзвичайно важливе для студентів технічних спеціальностей, які мають вибрати необхідний матеріал з величезної кількості інформації. В роботі представлені різні концепції, основані на психолінгвістичному методі навчання читанню. Особлива увага приділяється читанню під керівництвом викладача, що допомагає студентам краще зрозуміти зміст матеріалу та висловити свою точку зору англійською мовою.

Ключові слова: психолінгвістичний метод, гнучкість, швидкість, керівництво, оцінка.

Abstract

Teaching efficient reading is of great importance for students of technical specialties who have to choose necessary material from the great amount of information. Different concepts based on the psycholinguistic method are presented. Special attention is focused on reading under the teacher's guide. It helps students understand the content of the material and express their points of view in English.

Keywords: psycholinguistic method, flexibility, speed, scanning, guidance, appreciation.

Everybody agrees that the lion's share of information people get from reading of different sources ranging from Internet sites to books. With rapid development of information technologies every student connected with technical specialties especially IT specialists will have to read much in their future work because reading is more useful for them. Although only a small percentage will use the other skills. Therefore, teaching reading is more meaningful and worthwhile. But in this connection we have to differentiate efficient reading from the traditional reading.

Reading is understood in terms of matching flexibility of an educated person as he performs all reading related tasks presented in his environment. These include: reading and understanding personal letters, business correspondence, official documents, journals, stories, academic textbooks, scientific and technical articles and reports. It means that the aim of reading classes is to produce efficient readers who have a flexibility in doing all reading-related tasks in their future environment. Flexibility in reading includes flexibility in speech as well as comprehension. So, there are three reading speeds depending on their purpose, the difficulty of the material and the background of knowledge of students.

Experiments show that a poor reader is that one who reads everything at the same slow speed and doesn't get much meaning from what he reads. So, the teachers should help students cultivate the ability to vary their speed in reading different materials for different purposes. In our opinion, the first thing for the teacher to do is to find out the weaknesses and problems of students. Through different diagnostic tests and observations students have 5 major reading problems:

1. Reading word by word relying on their visual information which greatly impedes their reading speed;
2. Focusing too much attention on form at the expense of meaning;
3. Paying too much attention to details and as a result, they miss they miss the main idea so, they see only trees instead of forest especially when they to write abstract or resume;
4. A small reading vocabulary;
5. Limited background knowledge.

Efficient reading is based on the psycholinguistic models of reading proposed by Goodman and Smith. According to their concept reading is a psycholinguistic guessing game that involves an interaction between thought and language.[2, p.13]. Based on the psycholinguistic models of Goodman and Smith, Cody has developed a model of efficient reading which depends on the successful interaction among three factors: higher level conceptual abilities, background knowledge and process strategies. Efficient reading is possible because the fluent reader doesn't read letter by letter nor word by word but in meaningful units. By looking

at a sample of the text he can predict the meaning of a larger part of it based on his prior knowledge of the subject. Then he looks at the other part of the text to confirm his prediction.

In our opinion students must see the value of group work. Like all language learning activities group work is more likely to go well if it is properly planned. Several factors work together to result in group work where everyone involved is interested, active and thoughtful. If these factors agree with each other, then group work is likely to be successful. It allows students to develop fluency in the discussion different topics and gives the opportunity to learn communicative strategies. Under guided reading and discussion of the texts students in the class are able to get more opportunity to talk, to hear more English, to get a chance to be a leader, to learn to respect different ideas and opinions, ask different kinds of questions etc.

In conclusion, it should be said that all these skills enable the reader to work at the text, understand it in a good way and make his own point of view. Even the students with different level of knowledge working in the class start to share their impressions not being afraid of making mistakes. And the teacher should encourage their eagerness to read texts more attentively and then to take part in the discussion especially in role games where students-participants can try themselves in different situations. When reading students can also revise grammar and vocabulary. Therefore, we'd like to say that teaching efficient reading is very important for those who must find the required material among the vast amount of information.

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