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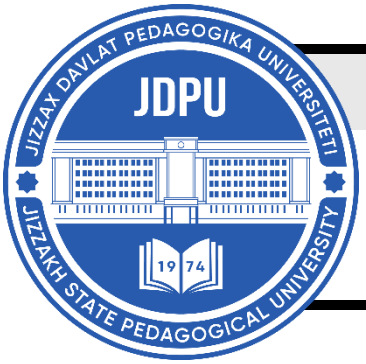

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A MODERN APPROACH TO EDUCATION. NEW REQUIREMENTS FOR TEXTS WHEN TEACHING READING IN ENGLISH LESSONS

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ABOUT ARTICLE

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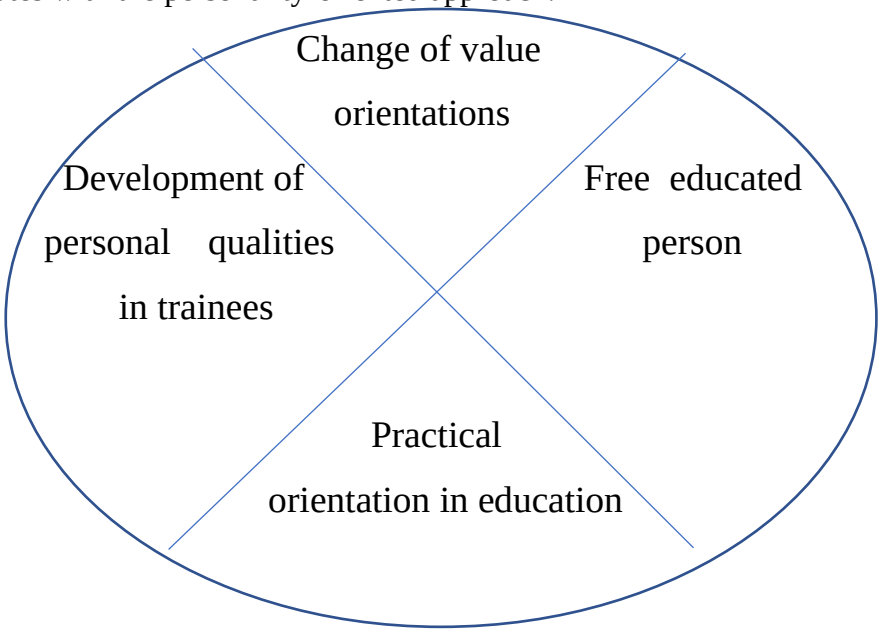
Abstract: The article is devoted to the development of reading skills and abilities in students. It is shown that the study of fiction in English is a conscious process, thanks to which students are able to acquire the knowledge of universal human values necessary for future life.

INTRODUCTION

As it is known, the education system, as well as teaching academic subjects, including foreign languages, are sensitive to changes taking place in society. The economic and social transformations that have taken place in our country in recent decades have led to significant changes in the field of education. Previously, there was an educational-disciplinary, authoritarian-informational approach with a focus on the "average" student. Now it has given way to a personality-oriented approach, which is a child-oriented approach aimed at the full development of each student, at his self-determination and self-realization. It was the change of value orientations in society that led to the fact that a free, developed and educated person began to be recognized as the greatest value. The transition to an information society requires the full development of a personality, including its communicative abilities. A graduate of the school must have the necessary knowledge, skills and abilities to carry out various types of activities — educational, labor, aesthetic, research. He must also have critical thinking, creative experience, be able to use new information technologies, be ready for interpersonal and intercultural cooperation both within his country and internationally [1, p. 7]. All this can be achieved only with a person-centered approach to education.

MATERIALS AND METHODS

In the last 10 years, due to the transition to a new paradigm of education and upbringing, there has been a sharp reorientation from the concepts of "preparedness", "education", "general culture", "upbringing" to the concept of "competence". Accordingly, the competence approach in education is fixed. This approach involves a significant strengthening of the practical orientation of education, aimed at developing the personal qualities of students. Thus, the competence-based approach correlates with the personality-oriented approach.



In this regard, all training is based on the development of the student's personality, interests and inclinations. In relation to a foreign language, the meaning of this principle is that the student should strive for independent and creative participation in communication. It is necessary to increase the role and nature of independent work, the widespread use of new learning technologies that encourage the independent solution of practice-oriented tasks, for example, the project method. As it is known, learning goals act as a central component of the entire system of teaching foreign languages, determining its content and principles, as well as the activities of teachers and students, that is, teaching techniques and technologies in each specific historical period [2, p.7]. A foreign language as an activity-based academic subject is focused on the formation of five components of a foreign language communicative competence:

- linguistic (meaning mastery of the basic units of the language: from sounds and letters to a complete text and the rules of operating them);

- speech (mastering the main types of foreign language speech activity-speaking, listening, reading and writing);

- socio-cultural (mastering background knowledge, regional and general cultural knowledge, skills and abilities);

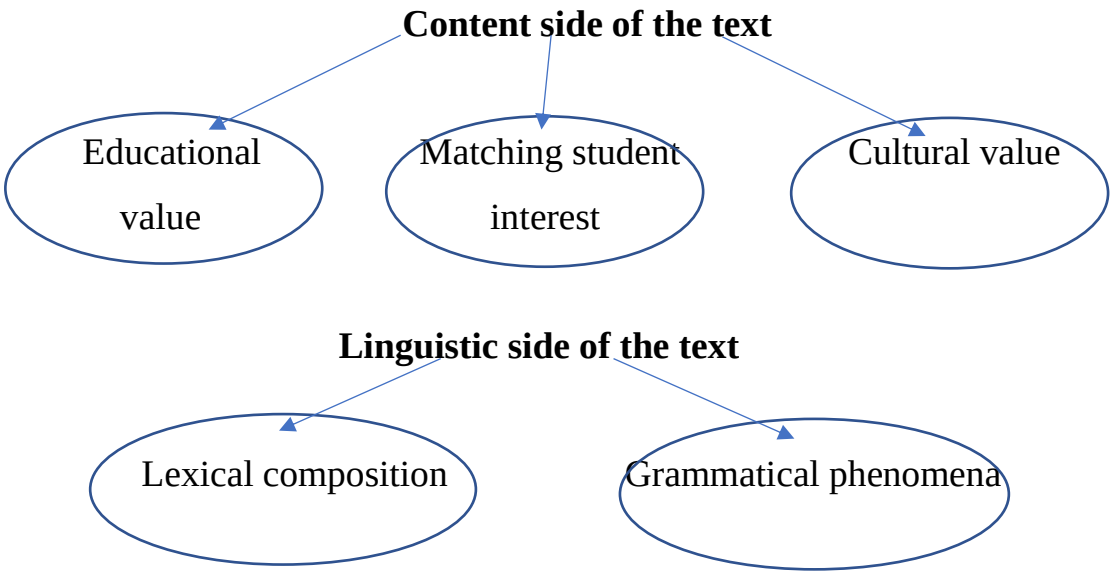
- compensatory (mastering the skills to carry out activities, that is, communication, even with a limited amount of linguistic means, for example, the ability to use lexical substitutions with a shortage of lexical means or periphrasis in the presence of grammatical difficulties;

- educational and cognitive (possession of general academic and special educational skills, for example, selective translation, language guessing based on context, etc.)

RESULTS AND DISCUSSIONS

In addition, with a personality-oriented approach, it is important to take into account another component of the learning content - these are feelings and emotions caused by the interaction of the selected components of the learning content. They contribute to the creation of a favorable learning and educational environment, the development of learning motivation and value orientations of schoolchildren. Text acts in learning as an object for recognition visually (reading) and audibly (listening) and as a product of speech production (speaking, writing). It is structured on the basis of lexical, phonetic, grammatical, graphic aspects of speech, correlates with the topic and sphere of communication, and also reflects and sets specific communication situations due to its extralinguistic content. Thus, the modern approach to teaching foreign languages is based on the importance of the role of the text, because it is the text that carries any information, including from all fields of knowledge, and thus gives foreign language teaching the most diverse orientation. This makes the selection of texts extremely important. The text should correspond to new approaches in education. The effectiveness of learning to read largely depends on the correct selection and organization of reading material. To solve this problem correctly, a number of factors should be taken into account. Let's turn to the content side of the tests. The first requirement is the cognitive value of the text. The reading text should contribute to the replenishment of the student's actual knowledge and the formation of value orientations in the student. A mandatory requirement at any stage is that the text corresponds to the interests of the students. The success of learning to read is directly related to how significant the texts they offer are in the eyes of students. Only in this case there is an interest, and then a motive for activity. It is typical for each age group to show interest in certain textual content. For example, fairy tales are interesting for primary school age; at the middle stage of education, students appreciate texts based on the entertaining plot (humorous, adventure, detective, jokes, fiction); older students are interested in problematic texts that give a topic for reflection (about peers, moral norms, friendship, love). An important requirement for the content of texts should be considered their cultural value. The text is one of the main means of introducing students to the culture of another nation. It is quite obvious that already at the initial stage of learning, texts should educate students in the field of culture of the country of the language being studied: children's games, school, family life, etc. The socio-cultural content of reading texts should be clearly focused on the age capabilities of students. At the initial and secondary stages of education, cultural topics should be

mainly focused around the peculiarities of everyday life of schoolchildren, their age-related interests. This allows you to emotionally involve teenagers in the learning process. At the middle and senior stages of education, socio-cultural topics may be more focused around the cultural heritage of the country of the language being studied. Now let's turn to the linguistic side of the texts. With regard to the lexical composition of the text, attention is drawn to the fact that the presence of unknown material in it does not have a negative impact on the reading process. Unfamiliar words included in the text may present varying degrees of difficulty for students. It all depends on the type and purpose of reading, whether the reading is introductory, browsing, searching, or it is a learning reading (with learning reading, % of unfamiliar words should be minimized). As for grammatical phenomena in the text, at the initial and secondary stages of learning, one of the requirements for texts is learning to read from the studied grammatical material and necessarily excluding unknown grammatical structures from the texts. However, at the senior stage, authentic texts are selected for training, i.e. texts that preserve all the characteristics of a natural speech work. Therefore, the modern methodology at the senior stage allows students to preserve unknown grammatical phenomena, the removal and replacement of which leads to the loss of authenticity by the test.



CONCLUSION

In general, the rule "from easy to difficult" applies when selecting texts for reading. As students improve their analytical mechanisms and accumulate vocabulary, the material of the text becomes more complex. In terms of the selection of text material in recent years, the methodology of teaching reading in a foreign language has been considering the types of texts acceptable at each stage of learning. In the Russian tradition, texts are distinguished: artistic, journalistic and popular science, epistolary, functional or pragmatic. The latter include a large number of types of texts created for real communication and having features that distinguish them from other types. Textbooks of a foreign language increasingly include these types of texts: instructions, recipes, brochures, advertisements, advertisements, labels on packages and labels, tickets, questionnaires, reference books, etc. [3, p.7]

Thus, it became necessary to include various types of texts in the teaching content. This position is related to the fact that texts have different "learning potential": a) in terms of learning to read; b) in terms of developing speaking and writing skills. It is known, for example, that it is easier and more natural to teach search reading based on the material of pragmatic texts. Pragmatic texts include graphs; diagrams; diagrams (clusters); tables; geographical maps and terrain maps; floor plan, terrain, structures; entrance tickets; traffic schedules; site maps, advertising texts. It is in working with pragmatic texts that there is a gap. Pragmatic texts are often not considered by teachers as a full-fledged material for the formation of reading skills and abilities, but serve as an illustration of the socio-cultural information contained in textbooks. The ability to operate with texts from the everyday household sphere is necessary for every modern person. In this case, foreign language lessons contribute not only to the formation of reading competence, but also to the socialization of students through work on the formation of skills and abilities to read pragmatic texts. It is known, for example, that learning search reading is easier and more natural based on the material of pragmatic texts. This ensures the "reality" of the situation. Learning to read by sight is naturally based on the material of newspaper and magazine publications, Internet texts. For the development of productive speaking and writing skills, it is important to know the principles of composition of various types of texts. For example, in order to learn the ability to reason, to argue verbally and in writing, the student must be able to observe how such texts are constructed, therefore be able to read journalism and understand the features of reasoning or argumentation. Modern regulatory documents determine that in elementary school, excerpts from works of art and text in the form of a postcard are the reading material. In grades 5-7, in addition to these types of texts, students should be able to read (using appropriate strategies) simple types of functional texts (ads, business cards, etc.), as well as personal letters. In grades 8-9, simple journalism and other pragmatic texts were introduced into the list of texts. The maximum variability of text types is achieved at the senior level of education.

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