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The Role of Home Reading to Develop Reading Skills

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ANNOTATION

This article analyzes the role of home reading as one of the important language aspects in ELT. Home reading provides huge benefits for students to be informed about the lexical, grammatical and stylistic originality of the English language. In addition, it introduces students to the socio-cultural characteristics of the country of the language being studied. Using authentic texts to the “home reading” is highlighted to make the learning process more effective and entertaining in this article.

KEYWORDS: home reading, receptive skills, foreign language learning, target language, creative approach.

Introduction

"Home reading" is a broader concept than the components of the content of teaching a foreign language, since it covers all types of speech activity (reading, listening, speaking, writing) and implies a close relationship with various aspects of learning foreign language (lexicon, grammar, linguistic and regional studies. Home reading has educational, developmental and training functions. The educational function ensures the development of the general educational culture of the individual and makes a significant contribution to raising the level of liberal education. The developing function is perceived as the formation of an independent aesthetic attitude to the outside world, creative thinking. The educational function of home reading consists in the development of communicative reading skills as one of the types of speech activity, as well as in the formation of the skills of the so-called "intellectual and communicative reading", which involves the ability to present the essence of what they read, their vision of the problem in accordance with their personal, emotional and intellectual characteristics (Huseynova., Gadzhiyeva., 2014).

Materials and Methods

An analysis of the scientific literature shows that home reading can be considered either as a component of the content of teaching a foreign language, or as a separate aspect of learning. From the point of view of Rogova, "... learning a language outside the language environment is possible only if you read regularly, daily and abundantly". Folomkina distinguishes the following approaches to the classification of reading with information extraction: reading with the extraction of basic information, reading with an understanding of the main content, reading with the extraction of all information (full or detailed).

To master the content of the text in foreign language lessons, the teacher uses the following tasks for various types of reading. Consider the types of reading and tasks. Introductory reading involves the ability to distinguish the main information from the secondary, use key words and key sentences; Draw conclusions based on what you have read. Introductory reading tasks:

- 1) tasks for predicting the further content of the text;
- 2) tasks to create a semantic whole from separate fragments of the text;
- 3) tasks to check the understanding of the main idea of the read text;
- 4) tasks to develop the ability to express their opinion about the read episode.

The next type of reading is skimming. This type of reading is aimed at obtaining a general idea of the text being read. This is a quick read and may include such tasks:

- 1) exercise in working with the title of the text;
- 2) tasks to determine the situation from the text;
- 3) tasks to anticipate the further development of events;
- 4) tasks - control of understanding of the read story.

Scanning is a setting for quickly finding specific information in the text. To develop this type of reading, you can use tasks such as:

- 1) tasks to recognize certain supports, which facilitate the search;
- 2) tasks on the ability to find the necessary information in the text.

The purpose of studying reading is to understand the content of the text in full; draw up a text plan, reference diagrams and tables. This type of reading requires concentrated reading, an accurate understanding of all the information and its further comprehension. Here are the tasks you can do:

- 1) tasks to find correspondences between a word and a situation;
- 2) tasks to expand vocabulary;
- 3) tasks for the recognition of grammatical phenomena;
- 4) tasks for highlighting keywords in sentences;
- 5) tasks for language guessing;
- 6) tasks to anticipate further events;
- 7) tasks to establish semantic parts;
- 8) tasks to find key pillars in the text;
- 9) tasks to control the understanding of the content of the text [3].

In this regard, the correct selection of texts for home reading is necessary. Content should be relevant, modern, educational, informative, and interesting for young people. They must also correspond to the goals and objectives of education and the level of training of students. In our opinion, the texts of a country-specific

nature will always be relevant to get acquainted with the country of the language being studied, with its traditions, customs, culture, history, and economy.

Mastering a foreign language without getting acquainted with the culture of the country, with the mentality of people who speak this language, cannot be complete. In other words, it is necessary to master not only the language itself, but also the image of the world that speaks it. On the one hand, it is connected with the enrichment of the picture of the world, the formation of a dialogical attitude to the phenomena of a different way of life, a different way of consciousness, a different hierarchy of values. As a result of awareness of the culture of the country of the language being studied, students acquire knowledge, skills and abilities that provide the possibility of intercultural communication, i.e. the ability for mutual understanding of communication participants belonging to different national cultures. The result of acquaintance with the culture of the country of the language being studied and mastering the methods of intercultural communication is the socio-cultural competence formed in students as an integral part of communicative competence. Sociocultural competence provides an opportunity not only to participate in intercultural communication, but also to use the language at the level of its native speaker, i.e. to become a linguistic personality who can organize his speech behavior in accordance not only with the norms of the language being studied, but also with the culture of its speakers.

Another level of intercultural communication is multicultural communication, which requires the formation of multicultural competence, as the ability to actively interact positively with representatives of the multicultural world due to the formation of a system of diverse and interacting cultural values among students with a simultaneous rethinking of their own culture.

Although, home reading is one of the important aspects of language discipline, sometimes it is underestimated by both teachers and students, considering this aspect to be routine, boring and not very significant. Perhaps such an attitude towards home reading is formed for objective reasons: students are not always offered interesting texts that do not find any response from them. Again, the approach to teaching this aspect is built according to a certain pattern: "read the text - memorize the words - perform a series of tasks - talk about what they read." In this regard, much depends on the teacher, on his/her desire for creativity, the desire to improve creatively, to create something of his/her own, innovative, unusual and at the same time useful and necessary for educational purposes. If the teacher is ready to apply a creative approach to the "home reading" aspect, to approach responsibly and creatively the selection of text material and the preparation of tasks and tasks, then the learning process will be many times more effective and entertaining. In case, it is desirable to select authentic texts for home reading. Authentic tasks and tasks will surely arouse the interest of the student, help students to discover their abilities, and further successfully develop language skills. Authentic text is the text written for native speakers by native speakers of that language, reflecting the natural situations of everyday communication and being an example of lively colloquial speech. Authentic text prepares students to practice oral communication in a foreign language. It increases motivation in general and, in particular, interest in a word with a cultural component of meaning. Authentic text contributes to the development of linguistic guessing and a sense of language, stimulates the cognitive activity of students. It should also be taken into account that the authentic text has implicit information, i.e. subtext. It is a reflection of relations in society and its system of values. Thus, an authentic text contributes to the creation of an "authentic atmosphere" and prepares for adequate communication. Students with great interest perceive such a text. Reading original, not adapted texts expands the student's vocabulary, instills the skill of analyzing authentic material, and improves students' communication skills.

Conclusion

Thus, “home reading” can be implemented if the texts are relevant, modern, informative textual material, preferably authentic; secondly, these are interesting, non-standard tasks and tasks developed for the text that contribute to the cognitive activity of students and increase their learning motivation. The presence of these components will ensure the productivity of the educational process and will contribute to the development of students' sustainable interest in reading original literature in a foreign language.

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