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READING IS ONE OF THE MAIN PARTS IN THE LEARNING PROCESS

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Abstract. Reading skills is the ability of a student to read, comprehend and interpret written words on a page of any reading material. The possession of a good reading skill will enable the individual to be able to assimilate a written work within a short period while reading. If an individual develops a reading skill, it is a lifelong activity. And while reading at any given time the individual is expected to also think critically on the particular topic or subject to understand the point of the writer. Reading skill can only be developed through constant reading. Inculcating reading culture or habit is a hobby.

Key words: comprehension, stimulate, motivate, background knowledge, linguistic knowledge, skimming, scanning, graphic, pictures

Teaching reading in English is an integral part of the learning process as a whole. It is necessary to get acquainted with the language through reading, since this allows you to improve the English language, expand the lexical stock, get acquainted with the cultural heritage, be able to get acquainted and enjoy reading unadapted literature in the original. Reading in the modern world is the optimal way of transmitting information and a person who freely reads and understands high-quality literature, a person who freely adapts in the information flow, has a better chance of successfully developing and expanding his capabilities. Also, teaching reading in English is an excellent tool for the development of oral speech, honing the skills of literate pronunciation, expressiveness and hearing perception.

Reading is also an important aspect because it provides a process of communication between the teacher and the student, between the student and the student. The orientation of education has the main goal - the development of the student's personality based on the mastery of various methods of action, the formation of his skills to navigate in large amounts of information, to improve the skills of correct, effective reading.

Therefore, it is important to teach students good, expressive reading at an early stage of study. There are many methods that make the process of mastering reading rules more exciting and effective. If you present educational material in an unobtrusive and entertaining form, then success will be ensured. All lessons should be emotionally saturated, then students will have a constant motivation to learn English, and they will look forward to the next lesson. It is important that the student becomes an active participant in the lesson, and for this it is necessary that each student be the main actor in the lesson, feel free and comfortable. At this age, the material that is of interest and practical importance to the student is better learned.

Comprehension is the essential higher level skill of actually understanding the material

being read. Obviously, comprehension is the goal of proficient reading. You can help students develop these critical comprehension skills with various direct instruction strategies. Most activities that develop comprehension skills can be effectively applied as a part of guided reading. Reading is the primary channel through which students will progress in English. A good reading program provides instruction in the skills required at various levels of reading, along with plenty of practice in this skill, which can only be developed through extensive and continual practice. Selection of reading materials is very important. It can stimulate the imagination and emotions of the readers. In order to motivate students to read the teacher needs to be able to relate the text to the real concerns of the reader and make selections that express cultural and universal human values. (Eskey 1986). The difficulties for the second language learner in dealing with reading a passage written in the target language is that they sometimes do not possess the intuitive sense of the linguistic and semantic codes.

The interference that comes from the students' native language can effectively use and make associations difficult. For this reason, we offer students comprehension exercises. Comprehension is a cognitive structure, according to Eskey, in that obtaining knowledge depends on our ability to relate the known to the unknown. In order to interpret a text, we must develop the skills needed to change from a reliance on the written text, to a reliance on our linguistic knowledge and background knowledge in order for meaning to be reconstructed. Information obtained through reading can only have real meaning when it is related to the reader already possesses. When people read in their native language, they do not rely on the written text, but use their familiarity with the language and their schema to interpret meaning. Most reading is done from a 'top-down model' where comprehension interacts with 'bottom-up' analysis. In this way, they are able to concentrate on the message, using the appropriate background knowledge.

The activities provide the tools necessary to tackle the text beforehand, encouraging the students to take chances, predict and provide the feedback that will build confidence in the learner and assess the learning process. According to some linguists, the schema and the background knowledge need to be built before a topic is introduced. For the reason, the pre-reading activities are designed to help students process the 'top-down', giving them the clues needed, as well as 'bottom-up', for clarifying any vocabulary. In order to help the readers, comprehend the message the author is conveying, the teacher should realize that each student brings a different set of experiences and schema to the text, thus making it difficult for them to obtain the meaning intended. The tasks provided, such as skimming through the passage for the main idea, or scanning for specific information, will help confirm or revise their predictions and make them better readers by cultivating the skills needed to achieve a global understanding, the students need to comprehend, evaluate the information, and combine all of knowledge into one coherent integral.

To begin, the teacher should have the students look at the title, and the graphics, pictures that accompany the reading, and encourage them to guess about the contents and function of the text. In this way, we can help them utilize the appropriate schema

for easier prediction and better comprehension by creating opportunities for them to focus on thinking skills. The different types of graphic organizers promote brainstorming activities that help the students organize their Thoughts and put the information into categories for easy identification.

Writing exercises encourage the students to share the knowledge they might have about the topic and any relevant personal experiences that deal with the theme. They are a means by which the students utilize the language to explore and communicate their ideas, an exercise in intellectual and cognitive development. This can present an opportunity for the teacher to discover any misconceptions the students may have a chance to clarify any errors, and a moment for the student to contribute something of their own to the discussion.

Another linguist, Grilled suggests that in order to make the students active participants in the reading process one must present them with the kind of tasks included that involved decision-making. The activities that require the students to analyze, and fill-in diagrams, present tasks to which there are no simple answers. These tasks reflect what one would naturally do with a passage, remaining loyal to the meaning and the intentions of the author. Using the text to role-play, create the two different possibilities of outcome, telling the story from the second character's point of view, are all meant to stimulate the students' thinking about the reading and to use their background knowledge.

Another aspect of these activities is to provide an opportunity for the students to interact together. The pair and group interaction leads to cooperative learning, a chance for everyone to participate, makes the speech that will occur between real people much more natural, and will take the teacher out of the center of attention, or distraction. It is the student's interaction with the text that will result in the creation of meaningful understanding. As the class reads, the teacher should ask questions that will set the stage for their inquiry and reflection, thereby focusing on critical thinking skills.

Conclusion: Knowing how to present a reading passage to the students so that they would not be afraid of it and would ultimately enjoy reading tasks in the target language is the goal of all teachers. To provide effective opportunities for the students to explore the language, so they could learn grammatical and syntactical features in linguistic contexts and develop in them an appreciation for the language and a love for reading is the goal of the lesson.

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