WORKING ON FOREIGN TEXT AND READING STRATEGIES IN LANGUAGE TEACHING

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Presented by the Institute of Foreign Languages of the Tskhum-Abkhazian Academy of Sciences

Abstract. Text is a product of speech activity; it conveys the subject of speech activity given by the speaker or writer. It is a complex speech expression, which has a logical-compositional and logical-conceptual structure, subject content, linguistic characteristics and communicative properties. The text is a unique unity of thought content and linguistic form. The main feature of the text is its conceptual-semantic integrity, that is, the connection of thought. Learning material is reflected in learning texts; Texts should perform motivational, informational and control functions, create conditions for the gradual formation of the reading mechanism. Texts should be selected according to the teaching objective. The content of the text should ensure the personal upbringing and education of the student; It should have cognitive value and scientific content, should contain factual material about the country and people of the language being studied in various fields. The main conceptual components of the text are topic, idea and problem. Problematic is one of the main requirements for a text. Methodological requirements should be considered in the text. The lexical and grammatical features of the text should be taken into account when assessing language difficulty. The effect of the lexical factor depends on the number of new words, qualitative indicators, their place in the text and the purpose of reading. The text, as a unit of teaching reading, in many cases plays the role of a specific exercise, if the task contained in it, which should solve a methodical task, is communicative. A communicative task can influence reading strategy selection and performance.

Keywords: Reading strategies, perception of text content, conceptual components of the text.

Introduction. One of the important roles in learning a foreign language is assigned to the text. Text comprehension and text creation are the main key issues in language learning, without which the teacher and student will find it difficult to achieve any goal. Without working on the text, it is impossible to introduce new grammatical or lexical events to the lesson, to provide information about the country to be studied to the students, to practice any speaking skills, to master the meaning, function and structure of linguistic means, to master and use them both at the prescriptive and productive level.

When reading a foreign language text, students face many difficulties, which are not only related to ignorance of lexical units and grammatical rules, cultural events of a foreign country and problems related to them, but also wrong strategies and ways of working on a foreign language text during language acquisition. Which text the student reads and how this text is presented to him will have a positive or negative effect on the effectiveness of the result and the learning process.

The correct selection of the foreign language text plays a crucial role in the correct reception (understanding/perception) of the text and in its production, which is an unconditional indicator of the effectiveness of the results and increasing the motivation of students. The following criteria should be taken into account when selecting a text:

- Orientation on the addressee, that is, on the language learner.
- Didactic-methodical function of the text.
- Difficulty level of the text.
- Cultural relevance and representativeness.

In addition to the text selection criteria, the following specific factors should also be considered:

- The text should be authentic;
- The topic of the text should correspond to the students' interests;
- The main issue and problem presented in the text should be understandable and understandable for students;
- The text must be related to the material/theme covered in the textbook or relevant;
- The text should contain important cognitive information;
- The text should correspond to the students' emotions;
- The text should not contain topics that are taboo in the country being studied;
- The text should be able to have a positive impact on the students' lives (Othman, M., & Zare, P. (2013).

Literature review. Choo, T. O. L., and Ahmad, N. (2011). distinguish between existential (informational) and literary (artistic) text types. In addition to their textual characteristics, the separation of narrative texts and artistic texts is based on different functions of the mentioned text types. They divide existential type texts into three categories:

1. Educational didactic texts, the function of which is the accumulation of declarative (factual) knowledge. They name and describe facts and problems;

2. Persuasive texts whose function is argumentation and discussion;

3. Instructional (tests containing instructions), which promote the acquisition of procedural knowledge and require the performance of specific actions.

The main function of existing texts is to provide information to the student. They provide the reader with information about real facts and are usually situation-specific and serve practical purposes.

Fictional texts construct a fictional world and make the reader think about the relationship between this world and reality.

According to Sattar, S., & Salehi, H. (2014). the following characteristics distinguish fictional texts from real texts:

- Fictional texts represent the fictitious reality of the real external world. The reality is described according to the subjective view, and it is impossible to verify this reality unlike existing texts;

- Unlike conventional texts, artistic texts do not serve one specific purpose, that is, they are not related to one specific action;

- The language of artistic texts carries aesthetic value.

- In artistic texts, readers may encounter unusual combinations of individual words, newly created expressions, special metaphors, etc.;

- Reality is alienated in fiction texts. Due to the complex, fictitious reality, artistic texts lack concreteness. In contrast to it, existential texts are communication tools that describe real objects and processes in language.

From the point of view of language teaching and the development of text competence, Sattar, S., & Salehi, H. distinguish the following text types:

- Didactic texts: taking into account the linguistic-grammatical progression, their function is to present specific grammatical structures and vocabulary.

- Texts corresponding to the level of language knowledge: such texts mean abbreviated texts corresponding to the language level of language learners. The purpose of these texts is to focus on content

- Authentic non-didactic foreign language texts (original): their simple forms (poems, songs) for the beginning of language learning. It is presented at every stage, and along with increasing the level of language knowledge, it is delivered to the language learner with more frequency and complexity.

- Learning texts: these types of texts, which represent authentic, individual acts of communication between language learners, are of great importance in foreign language lessons.

- Classroom discourses and instructions: due to textual properties and functions, organizational expressions of the learning process and task instructions are not given due attention in the lesson.

In a modern foreign language lesson, the fact that all activities, including work on the text, should be focused on the student is crucial. In this regard, action- and product-oriented forms of working on the text are very important. Action- and product-oriented forms of text work thus shift the focus from the text to the learner and their understanding of what they read. This method focuses attention on the student's actions while reading the literary text. In this way, the student's active process of understanding the text is promoted. (Lestari, S., Rahayu, P., & Kasyulita E. (2015).

To work on the text, the teacher prepares a wide range of tasks in advance (preparatory stage) and plans tasks to be performed before reading the text (pre-text), while reading the text (parallel to the text) and after the text (post-text tasks).

In the pre-text phase, it is necessary to provide students with such types of tasks that will help them understand the text and understand new topics. Before adding a new text, it is important to interest the students and increase their motivation, which can be done, for example, by talking about interesting topics for them or by showing an interesting picture or video scene related to the new topic (typology of exercises: talking about the topic given in the text, asking questions, conducting a simple discussion, describing a picture related to the topic or listening to a song, etc.). In the same phase, it is possible, in some cases, to repeat the learned material to facilitate the study of new grammatical structures in the text (for example, to repeat the form of the present tense before explaining the forms of the past tense, etc.) .: in the case of compound words, repetition of simple lexical units of these words with pre-prepared cards, display on the board, etc.). In the pre-text phase, students can receive information about the culture to be studied in their native language (especially at the initial level). (Sohail, S. (2016).

In the parallel phase of reading/listening to the text, mainly introductory reading/listening of the text takes place, the typical task of which is to read/listen to the text and ask what the text is talking about. A typical task of the same phase is, for example, reading/listening to a text and

labeling individual parts of the text, or connecting small texts to pictures. During the first reading/listening of the text, the students understand the main idea of the text and prepare to learn and study the new information, lexical or grammatical units contained in the text (detailed understanding of the text). In the same phase, it is possible to instruct the students to extract/search only some information/information in the text (typology of exercises: read/listen to the text and answer the question about what the text is talking about; search for certain information in the text; connect the texts with the given headings; connect the texts with the given pictures, etc.)

The next phase of working on the text is devoted to the use of the new material learned through the text, which is connected with the production of a new text based on the material to be learned by the students. in this phase (Yapp, D., de Graaff, R., & van den Bergh, H. (2021).

For the most part, semi-open and open type tasks are used, such as: talking about characters in the text, comparing the cultural events given in the text with one's own culture, leading a discussion on cultural similarities and differences, writing a letter, etc.

Conclusion. In order for the learning process to run smoothly and the students' results to be effective, these types of questions and the presented three-phase model should not be overlooked by the teacher and all details should be taken into account in the learning process, especially the use of strategies that are easy for students to use.

To achieve predetermined (reading, listening) goals, reading strategies are used, which involve a number of purposeful actions. Students consciously master reading and listening strategies and use them independently while working.

A correctly selected strategy helps students:

- Purposeful understanding/processing of the text;
- In understanding the text and asking questions about the text;
- Drawing conclusions from the text and further use of the acquired knowledge, etc.

Depending on the purpose of the lesson, it is possible, for example, to understand all the information contained in the reading text or to extract only one small piece of information. Today, students often use the following strategies in a foreign language lesson:

- strategies needed for orientation in the text (for example, understanding everything in the text, reading some important information in the text searchingly or with one glance);
- extracting the main ideas from the text (e.g.: writing key words on cards, extracting the main content, making a plan, making graphs/tables);
- writing next to the main ideas/opinions of the text/writing out key words;

- Using aids for hard-to-understand places in the text: asking questions, looking up unknown words in the dictionary, dividing the text, etc.

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უცხო ტექსტზე მუშაობა და კითხვის სტრატეგიები ენის სწავლებისას

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წარმოადგინა ცხუმ-აფხაზეთის მეცნიერებათა აკადემიის უცხო ენების ინსტიტუტმა

აბსტრაქტი. ტექსტი სამეტყველო აქტივობის პროდუქტია, მასში გადმოცემულია სამეტყველო აქტივობის საგანი, რომელიც მოსაუბრის ან მწერლის მიერაა მოცემული. იგი რთული სამეტყველო გამონათქვამია, რომელსაც ლოგიკურ-კომპოზიციური და ლოგიკურ-აზრობრივი სტრუქტურა, საგნობრივი შინაარსი, ენობრივი მახასიათებლები და კომუნიკაციური თვისებები გააჩნია. ტექსტი აზრობრივი შინაარსის და ენობრივი ფორმის თავისებური ერთიანობაა. ტექსტის ძირითადი თვისებაა მისი აზრობრივ-სემანტიკური მთლიანობა, ანუ აზრის გაბმულობა. სასწავლო მასალა სასწავლო ტექსტებშია ასახული; ტექსტებმა უნდა შეასრულოს მოტივაციური, საინფორმაციო და საკონტროლო ფუნქციები, შექმნას კითხვის მექანიზმის ეტაპობრივი ფორმირების პირობები. ტექსტები უნდა შეირჩეს სწავლების მიზნის შესაბამისად. ტექსტის შინაარსი უნდა უზრუნველყოფდეს მოსწავლის პიროვნულ აღზრდასა და განათლებას; უნდა გააჩნდეს შემეცნებითი ღირებულება და შინაარსის მეცნიერულობა, უნდა შეიცავდეს შესასწავლი ენის ქვეყნისა და ხალხის შესახებ ფაქტობრივ მასალას სხვადასხვა სფეროში. ტექსტის ძირითადი აზრობრივი კომპონენტებია თემა, იდეა და პრობლემა. პრობლემურობა ერთ-ერთი ძირითადი მოთხოვნაა ტექსტისადმი. ტექსტში გათვალისწინებული უნდა იყოს მეთოდური მოთხოვნები. ენობრივი სიძნელის შეფასებისას გათვალისწინებული უნდა იქნეს ტექსტის ლექსიკურ და გრამატიკული მახასიათებლები. ლექსიკური ფაქტორის მოქმედება დამოკიდებულია ახალი სიტყვების რაოდენობაზე თვისებრივ მაჩვენებლებზე, ტექსტში მათ ადგილზე და კითხვის მიზანზე. ტექსტი, როგორც კითხვის სწავლების ერთეული, ხშირ

შემთხვევაში კონკრეტული სავარჯიშოს როლს ასრულებს, თუ მასში მოცემული დავალება, რომელმაც მეთოდური ამოცანა უნდა გადაჭყვიტოს, კომუნიკაციურია. კომუნიკაციურ ამოცანას შეუძლია გავლენა იქონიოს კითხვის სტრატეგიის შერჩევასა და მუშაობის ხასიათზე.

საკვანძო სიტყვები: კითხვის სტრატეგიები, ტექსტის შინაარსის აღქმა, ტექსტის აზრობრივი კომპონენტები.