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THE ROLE OF HOME READING IN LEARNING FOREIGN LANGUAGES

The article considers home reading as an important instrument for mastering a foreign language, accumulating new vocabulary and developing reading skills in students and future specialists in different fields.

Key words: home reading, reading skills, foreign language text, vocabulary.

Among the four types of speech activity, reading plays a very important role since, first, it is one of the main means of a person's cognitive needs and, second, it occupies a special place among the different types of speech activity in terms of distribution, importance and accessibility. Reading contributes to the increase of the lexical reserve of the speaker, enriching their knowledge of practical stylistics and, therefore, those who read a lot – write better. In addition, a written text can only be decoded through reading.

Nowadays, the significance of reading as a form of speech activity in the study of a foreign language has significantly increased, as the growth of cultural inquiries, in particular, the interest in reading foreign fiction, nonfiction and popular science literature creates the basis for using and improving reading skills in a foreign language.

The linguistic material perceived while reading differs from the material perceived orally in volume and variety, and also in those features that are peculiar to writing style. In particular, in longer sentences, wider use of complex and compound sentences. On the one hand, these features facilitate the understanding of the text, because the author's opinion is revealed in more detail, but, on the other hand, they complicate the understanding, since in a long sentence it is more difficult to recognize the main members and establish connections between words.

Reading texts in foreign languages develops thinking, helps understand the specifics of the structure of a particular foreign language, and, moreover, better understand the features of the native language. The information obtained through reading develops the students' outlook, enriches their knowledge about history, geography, political and social structure, economy, culture, literature of the country whose language they are studying. Significant mental work which involves penetration into the content of the text, develops the skills of independent

work, linguistic guess, forms such qualities as diligence, perseverance and boosts motivation.

In the process of mastering a foreign language, reading can act both as a means and as a goal of learning. Reading is closely related to the understanding of the text and is a complex mental process.

The growing role of reading is determined by the following factors:

1. Reading plays an important role in the professional activity of graduates.
2. Reading is the main tool to continue a study of a foreign language.

The purpose of mastering reading skills is to learn to quickly perceive and properly pronounce all the words that make up the active vocabulary, as well as automatically correlate them with the corresponding meanings; to master the skills of syntagmatic sentences; be able to establish semantic and meaningful connections between the components of the sentence and in the whole text, i.e., to understand the content of the text based on the acquired lexical and grammar material.

The foreign English speaking method distinguishes several types of reading skills: skimming (definition of the main topic / idea of the text); scanning (searching for specific information in the text); reading for detail (a detailed understanding of the text not only at the level of content, but also meaning).

Like listening, another kind of receptive activity, reading is based on the recognition of the linguistic units of a written text. Depending on the strength of the assimilation of the linguistic material and the level of mechanisms formation of visual perception, the recognition process can be carried out quickly and directly, or at a slowed pace with elements of the recall.

The main form of reading, of course, is the reading to oneself and it is the most typical form of reading in everyday life.

There is the following classification of types of reading: educational reading, a thorough reading, introductory reading and independent (home) reading.

Lessons on home reading are very useful: first, students are in contact with the modern language; second, students have an opportunity to express their point of view and assess the main characters, the facts and situations that are described.

With regard to the goal of organizing home reading there are two trends that can be identified today:

1) reading in order to understand the text;

2) reading as a kind of preparation for a conversation on the material that has been read.

There is a point of view that home reading should be an exercise only in reading and that it should not be complicated by other types of speech activity (discussion on the read material). Such a judgment is contradictory when considering the expediency of using home reading. Therefore, the difficulty in reading exercises and tasks is a necessary condition that motivates further linguistic activity.

By reading the text, students repeat the sounds, letters, words and grammar of a foreign language, memorize the spelling of words, the meaning of phrases, and this is the main thing when improving the knowledge of the language under study. Exercise-related reading helps to strengthen the mastery of grammatical structures. Understanding the material that has been read can not be achieved only by the knowledge of vocabulary, one needs to know the grammatical forms and grammatical structures of sentences. Studying the new grammatical structure, the student must learn it only on familiar lexical material, the learned grammatical structures must be activated and revised on the new vocabulary.

To overcome grammatical difficulties when working with texts it is necessary to equip students with appropriate skills and drill them. To achieve this goal, it is expedient to develop the ability to recognize and highlight the language models typical of this text. In the process of teaching and learning how to read foreign language texts, it is important that students could see the combination of individual words in the sentence and a certain interconnection of these words which forms a very important thing – a language model.

The proper organization of this process opens up the way for encouraging students' independent work. It provides additional reading of unfamiliar simple texts for the purpose of obtaining information. It is introductory by its nature. Such reading should be individualized. By picking texts according to the level of difficulty and regulating reading standards and forms of control, the teacher should organize the work that is fully in line with the actual capabilities of each student. The question of the material selection – the same text for all the students or different texts for each individual – is very important in this case. Unfortunately, the existing training packages do not always include texts for home reading. The

teacher determines the reading standards and check frequency. If students read different texts, home reading can be only individual, mostly oral. In this case, according to individual capabilities, the text is selected, the reading standards are established and the appropriate method of control is applied. Home reading can also be organized as "combined" when most students read one text from a reading book, and some students prepare it from other sources specifically selected for this purpose.

Home reading involves expanding the student's linguistic practice, thus helping to achieve the practical goal of learning a foreign language. The texts for home reading should be narrative, contain a plot and correspond to familiar subjects and linguistic material worked out in the classroom. In order to form adequate reading skills, it is important to choose texts with appropriate content, with informative and interesting plot, written in a good language, etc. The quality of the texts depends on the motivation of students' reading activity.

The texts for reading perform a number of educational functions that contribute to the successful mastering of the language. There are four main functions of a foreign language text:

1. The function of enriching and expanding vocabulary. While reading students are given the task of finding certain words or expressions and defining their meaning; finding and writing words or structures for a specific purpose; naming words that were used in a particular situation, etc .;

2. The function of training, the purpose of which is to learn lexical and grammatical material on the one hand, and, on the other hand, to provide reading exercises and the use of certain linguistic material in the answers to the teacher's questions, in the process of either free or close retelling of the text.

3. The function of developing speaking skills on the basis of the read text: the retelling of the text in their own words, the role play of certain episodes, the invention of the continuation of the plot of the text or its beginning, discussion of certain problems raised in the text, etc.

4. The function of developing the semantic perception of the text – i.e., how the text is understood. Tasks of this nature are aimed at testing the understanding of individual episodes and the whole text, finding various semantic and formal elements that facilitate the process of understanding, performing exercises that help overcome the difficulties encountered in understanding the text.

The main tasks faced by students in the process of reading literature in a foreign language are:

1. Obtaining information that would supplement and deepen the educational material mastered by students in the process of studying the major disciplines of the curriculum;

2. Formation of necessary skills for further independent reading of literature.

According to the tasks mentioned above it is expedient to do the following to master reading skills:

1. To work with the original professionally-oriented texts, namely: analytical and synthetic (and necessarily extensive) reading with the appropriate control of understanding of the content in the course of classroom lessons;

2. To perform effective exercises (on a specially selected material) before and after reading the text.

After-text exercises serve primarily to test the understanding of both the text as a whole and its certain sections in particular. They are intended to evaluate the content and information of the text in question. Such exercises are creative by nature and are aimed not only at the development of memory, but also at the development of thinking, mental faculties and logic.

These exercises can serve different tasks:

- Exercises checking the understanding of the text can develop skills of being able to distinguish between the main and additional information (for example: "determine which sentences correspond to the content of the text and which are not"; "find the sentences that contain the basic idea of the text or find the sentence in which they refer to certain facts", "match the beginning of the sentences with their end", "match the question with the answer," etc.).

- Exercises for identifying logical and compositional connections in the text, cause and effect relationships between the facts and events described in the text (for example: "make up a text plan"; "identify the keyword, phrase or sentence in the paragraph"; "retell the content of the text using keywords, phrases or sentences"; "make up sentences related to the text in their logical order"; "divide the text into logical parts and name them "; "put questions to the text and place them in the logical order"; "make a plan of what you have read"; "make a summary of the text"; "lay out the content of the text according to the plan," etc.).

- Exercises that encourage students to express their own judgments, their attitude to what they have read, to give an assessment (for example: "express your attitude to one or another thought, phenomenon, statement in the text", "what additional information can be used on the basis of knowledge of other topics, to confirm or refute a certain opinion, a statement in the text "; "give your own definition of a particular phenomenon "; "prepare a short talk or presentation on the topic of the text using additional information ", etc.)

Thus, the proposed set of original after-text exercises are aimed at developing reading skills. They facilitate the organization and management of extra-curricular work of students and the formation of their reading and speaking skills.

Extensive reading is a prerequisite for the development of skills for the unbiased reading of foreign literature. By reading extensively students improve their reading skills, and also expand their vocabulary consolidating the knowledge of already known lexical units repeatedly met in a new context.

In addition, extensive reading helps improve writing and speaking skills. While reading, it is useful to make notes that can further be used when preparing an oral report on a book read.

The instructor should encourage students to read extensively. The texts should not contain any lexical, grammatical or syntactic difficulties and should be complied with the level of students' language proficiency. It is important to choose those texts that s can be read quickly and easily. This will give students confidence in their abilities and encourage further reading.

Typically, the number of unfamiliar words should not exceed 4 – 5 words per page. Also, it is quite inappropriate to select grammatically complicated texts for extensive reading. Depending on the capabilities of the teacher, these can be children's books, comics, materials from the Internet. Almost all publishing houses of educational and methodical literature produce a lot of adapted texts from well-known English and American writers. These texts imply different levels of language proficiency.

Specialists note that in this type of reading students should use the dictionary as little as possible, and ignore new words if they are not important for understanding the content, and put down only most commonly encountered words looking them up in the dictionary.

The result achieved by extensive reading can not be achieved by any other kind of reading. Wherein, through reading the attentive reader can notice and remember a great number of lexical units, idiomatic expressions, phrases and sound complexes.

While reading, a person deliberately speaks words and sentences to himself just as in his native language. With constant and systematic reading, even the most complex syntactic structures will not seem so complicated. A person acquires a sense of language.

In a sense, reading replaces the versatile language experience that gradually appears in a person who is learning a foreign language. This type of reading opens up new opportunities for repetition and consolidation of the features of a foreign language in the minds of language learners. It frees the learner from the need for constant reference to the dictionary and teaches to draw the meaning of new words from the context, and, therefore, new words can be learned more easily and naturally than using traditional methods. Emerging language intuition, the ability to overcome linguistic difficulties, faster accumulation of vocabulary are the main advantages of this method.

Foreign language reading skills allow graduates of higher learning to use foreign literature for finding information on their specialty, to meet their reading or creative interests, as well as to improve their oral skills.

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