

## VARIOUS INTERACTIVE READING EXERCISES FOR TEACHING IN A FOREIGN LANGUAGE

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### Abstract

Reading is one of the main types of speech activity. It can be both a goal and a means of learning. Thanks to reading, a person joins the cultural and scientific achievements of mankind, gets acquainted with the art and life of other peoples. The process of reading has a huge impact on the formation of personality. While reading, students' active and passive vocabulary is enriched.

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Reading is included in the sphere of communicative and social activity of people and provides a written form of verbal communication in it [6].

In reading, as in any activity, two plans are distinguished: content (components of the subject content of the activity) and procedural (elements of the process of activity), and the leading role always belongs to the first. The content of the activity includes, first of all, its goal - the result to which it is aimed. In reading, such a goal is the disclosure of semantic connections - the understanding of a speech work presented in writing (text).

Referring to a book can pursue different goals: sometimes it is only necessary to determine what it is about, in other cases it is important to capture all the shades of the author's thought, etc., i.e. the expected result is not the same in different reading situations. The nature of understanding (the degree of its completeness, accuracy and depth) of what is being read, to which the reader aspires, depends on the purpose of reading. And this, in turn, determines how he will read: slowly or quickly, reading each word or skipping entire pieces of text, rereading individual passages or looking at the page "diagonally", etc.

In other words, the process of reading is not something permanent, it changes under the influence of the purpose of reading: as in any activity, the reader strives to get the result in the most economical way. And the more experienced the reader, the more successfully he copes with this task: he reads in different ways, his reading is characterized by flexibility. Flexibility is the hallmark of a mature reader.

Reading is both a goal and a means of teaching a foreign language. In the educational process, these two functions should be clearly distinguished, since they determine the methodological organization of all work.

Reading as the goal of learning. Mastering the ability of students to read in a foreign language is one of the practical goals of studying this subject in high school.

School graduates will be able to use the acquired skill practically if their reading is mature. The degree of perfection of maturity can, however, be different, and the school is faced with the task of ensuring the so-called minimum level of maturity (the minimum level of communicative competence). Its achievement is obligatory, since only in this case are objective prerequisites for reading on one's own initiative created.

The formation of students' receptive reading and listening skills is an integral part of the formation of foreign language communicative competence. The problem of modern schoolchildren is that today they have no desire to read even in their native language, not to mention a foreign one. How to encourage students to read in a foreign language? How to make them want to read both intensively and extensively? In our opinion, the most effective mechanism for shaping students' desire to read in a foreign language is the use of interactive methods for reading various texts during English lessons. There are a number of suggestions for developing interactive exercises for learning to read. However, in the studied methodological literature, there is a lack of developed interactive exercises for the formation of receptive skills at the middle stage of education. In view of this, in our work we will try to develop a set of exercises for teaching reading using interactive methods at the middle stage of learning. As a basis, we will use the sample system of interactive exercises for teaching reading, developed by J. Harmer.

#### *Openwork file method*

Students read a short text that raises a particular issue, and then in three groups they read three different texts, each describing the same thing (different aspects of behavior such as anger, annoyance, or different approaches to the problem, or different parts of story or unusual incident). After reading their passages, they unite in groups, where each of the students read different texts, and try, by joining forces, to consider the problem in full, to describe the situation in detail. The openwork sawing method is a technique that provides a high level of motivation. It is this method that provides students with a desire to read in view of the fact that after reading they will have to combine their efforts, i.e. interactive interaction.

#### *Puzzle Method*

Unlike the openwork file method, there are many different methods that arouse students' interest in reading. For example, we can give them texts in which each paragraph is printed on a separate sheet of paper. In this case, students need to arrange these parts in the correct order to get a coherent text.

The teacher can also offer students a series of emails that have the dates mixed up. Another option could be a task in which parts of two stories are mixed up with each other. Here the task of the students is not only to arrange the parts of the text so that a coherent story is obtained, but also to determine their belonging to a particular story.

#### *Use of newspapers*

The types of exercises in which print publications or their online versions can be used are perhaps limitless. The teacher can develop all kinds of matching exercises, such as matching articles and their titles, or matching articles and their corresponding illustrations. At more advanced levels of language learning, a teacher might give students different articles about the same incident or problem and then ask them to find the differences between them. Newspaper headlines can be used as a stimulus to practice productive skills (speaking or writing). So, for example, students can write an essay and express their opinion about a particular problem.

The teacher can also give students small advertisements to read about vacations, people, or things of their choice. Later, these types of texts can be used in role-playing games where students can share their thoughts about why they made certain choices.

Alternatively, students could be asked to read the letters that people write to newspapers and then ask them to imagine and describe what the writers look like and the lifestyle they lead. Then you can offer to compose answers to letters.

#### *Method of following instructions*

Students can read instructions for simple operations (such as using a telephone booth) and put the parts of the instructions in the correct order. They can also work through the instructions in the printers or how to install a new cartridge in them with the small pictures that usually accompany their instruction manual. The teacher can also give students instructions on how to read these kinds of texts.

Recipes are a special kind of instruction genre that can be used to teach reading in a manner similar to the instructions described above. For example, students can read recipes and match them to their corresponding pictures. After that, you can offer students a role-play game where they will prepare an imaginary meal.

#### *The method of using poetry*

In groups, each student is given a line from the poem. They are not allowed to show their string to other members of the group. They are only allowed to read their line aloud. The task of the students is to assemble the poem by arranging the lines in the correct order. An example of a poem that could be used for this kind of task is "Fire and Ice" by Robert Frost:

Some say the world will end in fire,

Some say in ice.

From what I've tasted of desire

I hold with those who favor fire.

But if it had to perish twice

I think I know enough of hate

To know that for destruction ice

Is also great

And would suffice.

Of course, this poem is most appropriate to use for teaching students not lower than the upper-intermediate level.

The teacher can also invite students to read different poems, and then, without showing their poem to anyone, they can walk around the room looking for similarities and differences between their own poem and that of other students.

Another way to use poetry is to show students the poem line by line (on a projector or computer screen). In this case, some words in the lines may be closed. When students see lines with missing words, they try to guess what word might be in the gap. The second time they see the first letter in the missing word. The third time the second letter appears, and so on. This method is a great opportunity to motivate students to activate the contextual vocabulary they already have.

### *The method of dramatizing passages of the story*

Students read an excerpt from a play or movie. After the language of the work, syntactic constructions has been analyzed, the teacher organizes a dramatization of an excerpt from the work. This also means paying close attention to how the lines are pronounced, to phrasal stress, intonation, speech speed, etc.

For this kind of exercises, you can use texts of various genres. reading a text aloud - a skill of oral speech - can only be successful when students have really studied the text, worked with the lexical meanings of words, and considered how to most successfully present it in colloquial speech.

### *Method of forecasting based on words and pictures*

Students are offered a set of words from the text. Working in groups, they predict what text they will read or what the text will be about. Then, they read the text and determine if their guesses were correct. Of course, the teacher should not give students single words. The teacher should offer the students whole phrases and invite them to try to briefly outline the story they are about to read. For example, phrases such as "knock on the door" or "Go away!", "They find a man the next morning", "He is dead", "James is in the lighthouse" will help students predict (perhaps not correctly, of course) that the story will focus on the owner of the lighthouse, some kind of threat and a dead person.

In addition, students can be offered pictures from the text, accompanied by small excerpts from the text.

### *Different reviews method*

There are many things students can do with a reading text other than answering questions to check comprehension, determine whether sentences are correct or incorrect, or find individual words in a text. For example, when a text is full of a variety of facts or information about individuals, the teacher might have students organize the information into graphs or charts. The teacher can also invite students to describe the people the text is talking about (where there is no description of the person's appearance). This will encourage students to visualize what they are reading. In addition, you can invite students to read stories that do not have an ending. Thus, forecasting skills are developed. An alternative to this may be a phased reading of the text with stops during which the content of the next part of the text is predicted.

At more advanced levels of language learning, the teacher can motivate students to discuss the attitude of the author of the text to the problem. It is also possible to involve students in the analysis of the genre of the work, where they study the constructions of various examples or ads in a magazine in order to develop a typical text construction [5].

So, there are many examples of interactive exercises for learning to read in a foreign language. The main advantage of these exercises is their interactive nature, which allows you to involve all students in the reading process and motivate them to complete tasks. Being a receptive skill, reading allows students to work with information that will be useful for practicing productive skills (speaking and writing). Thus, the most holistic formation of foreign language communicative competence is achieved.

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