

## Developing Student Competencies through Reading Skills

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**Abstract:** The article discusses the development of reading skills - one of the main components of the formation of communicative competence, which is the goal of teaching foreign languages, since reading contributes to the comprehensive development of the student depending on the texts read, develops thinking, moral qualities, and contributes to the formation of a worldview.

**Keywords:** reading skill, modern methods, receptive, a foreign language, cognitive activity.

### Introduction:

In modern life and education, it is impossible to do without reading skills. One of the purposes of reading is the development of the personality and activity of each student in the educational process. When teaching a foreign language, reading occupies a leading place in its importance. Learning to read contributes to the all-round improvement of the student. In the modern world, to obtain a quality education, there are many modern methods that allow teachers to increase and enrich the level of knowledge of students.

Reading is a motivated, receptive, indirect type of speech activity, occurring internally, aimed at extracting information from a written text, proceeding based on the processes of visual perception of voluntary short-term memory and recoding of information.

### Analysis:

General didactic and methodological principles characteristic of the entire course of teaching a foreign language also apply to reading in a foreign language. Along with this, S.K. Folomkina proposed a number of particular principles applicable to teaching reading (Folomkina S.K., 1987). This topic was developed in later monographs and textbooks by other authors. The most important principles include the following:

1. Reading a coherent text is a real act of communication, during which the reader solves certain communicative tasks of a cognitive and/or practical nature.

The cognitive activity of the reader is characterized by the desire to obtain information.

At the same time, the result of this activity - understanding the text - serves to solve practical communication problems, for example read and discuss the content (speech interaction), read and express an opinion (monologue statement), read and write an annotation (written speech), etc.

The communicative, activity-based paradigm of modern education is aimed at the interconnected development of communication skills, which brings the process of learning to read closer to the real process of interpersonal, intercultural communication mediated by text [33, 36, 38].

2. Teaching reading as a cognitive process involves developing students' abilities for intellectual cognitive activity.

To stimulate the cognitive activity of students, it is important to be based on the interests of students when selecting reading material, which should include information that is significant for students, be distinguished by novelty, an entertaining plot, and a different perspective in covering already known content. Fulfillment of these requirements leads to the emergence of persistent motivation for learning activities. To ensure the cognitive activity of students, one should also use the formulation of mental

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tasks that activate their mental activity [5, 7, 12]. When working with a text, a student must learn to comprehend the facts contained in it, compare them, establish semantic connections between them, and form a personal attitude towards information. At the same time, tasks should be updated, since familiarity and repetition of the same tasks dulls the interest and activity of students. A significant role in maintaining cognitive activity when reading is played by the linguistic design of texts. It should be feasible and accessible. The measure of difficulty should not go beyond accessibility. The degree of difficulty of the text should be such that it is possible, with some effort, to overcome it [23, 29, 30].

3. Learning to read includes both learning receptive and reproductive activities, since the process of perception when reading silently is impossible without reproductive operations and the implementation of the pronunciation mechanism. It is necessary to have strong pronunciation skills, brought to the point of automatism, otherwise the reduced form of pronunciation that characterizes mature silent reading is generally impossible. It follows that strong pronunciation skills are not only associated with the development of the technical side of reading, but also play a significant role in the process of reading comprehension [18,25,28]. An important condition for the success of mastering reading is students' knowledge of the grammatical structures of the target language. These structures formulate the meaning of the utterance; without understanding the grammatical material, the mechanism for anticipating phrasal stereotypes is impossible. The normal course of thought processes when reading involves a quick analysis of possible options, which is impossible without the reader having the appropriate skills. It is also important to master the structural elements of language that form semantic connections between words, phrases and text passages [19, 21, 22]. The inextricable connection of grammar with the process of reading comprehension suggests the use of reproductive exercises as a necessary element of teaching reading.
4. Teaching a foreign language as a whole should be based on existing experience in speaking one's native language. This also applies to reading. Although teaching Russian-speaking students makes a difficult transition from reading Cyrillic to Latin, some reading mechanisms may be transferable. The mechanism of the reader's reaction to the letters that make up the words of the text is subject to transfer. This mechanism is already automated in the native language, and its launch when reading does not require special conditions. Therefore, unlike initial learning of their native language, students learning a foreign language do not practice letter-by-letter reading. Further operations to form letters in a word require the use of special exercises [31, 32, 34]. The target of transfer may be other mechanisms activated during reading, as well as students' learning experiences.
5. Learning to read requires increased attention to mastering techniques for processing and "appropriating" the information received.

There are four groups of techniques:

- ✓ cognitive – techniques aimed at information processing of text;
- ✓ metacognitive – self-directed learning techniques;
- ✓ social-affective – ways of interacting with other students;
- ✓ compensatory - ways to overcome insufficient knowledge and skills.

In the educational process of reading, an important task is mastery of language material. In this sense, it can be argued that when learning to read, the student masters methods of action to appropriate linguistic knowledge and skills - cognitive techniques. Here are some of them: comparison, classification, conclusion, generalization, critical assessment, illustration with examples, transfer, translation, use of resources (dictionary, reference book, etc.), contextual guess.

Also, a special place is occupied by teaching reading techniques, which also occurs in three stages. According to the methodology of teaching foreign languages, the process of teaching reading skills in a foreign language in elementary grades should include three stages of working with text - pre-text,



text, post-text [1, 6, 9]. Each stage should correspond to certain exercises that are aimed at maintaining student motivation, relieving language difficulties, monitoring and understanding what they read.

The system of exercises when working with text should include tasks that stimulate the use of different techniques. The more they are used, the more experienced the student becomes as a reader, and the faster the desired level of learning in the field of reading is achieved.

### Conclusion:

Based on the above, we can conclude that reading is a complex process of speech activity, including internal pronunciation, mechanisms of short-term and long-term memory, prediction and understanding [14, 20, 24]. Learning to read in foreign language can develop not only students' vocabulary and grammar skills, but also their creativity. With the use of creative exercises and a creative approach to teaching reading, students develop cognitive interest, motivation to read, and therefore an incentive to learn a foreign language in general. In addition, other types of speech activity - speaking and listening comprehension - will also depend on the level of development of reading skills. For 1st and 2nd year students, it is important to master different types of reading, as this gives access to orientation in educational activities and forms linguistic competence.

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