

*Өмүрбек кызы У., Качкынбаева Ж.*

**АНГЛИС ТИЛИНДЕ ТЕКСТТИ ОКУУНУН ЖАНА АЛАРДЫН ҮСТҮНДӨ  
ИШТӨӨНҮН ӨЗГӨЧӨЛҮКТӨРҮ**

**(Ч.Айтматовдун адабий чыгармаларынын негизинде)**

*Омурбек кызы У., Качкынбаева Ж.*

**ОСОБЕННОСТИ ЧТЕНИЯ АНГЛИЙСКИХ ТЕКСТОВ И РАБОТА НАД НИМИ  
(на основе литературных произведений Ч.Айтматова)**

*Omurbek kyzy U., J. Kachkynbaeva*

**PACULARITIES OF READING ENGLISH TEXTS AND WORK ON THEM  
(on the basis of literary works of Ch. Aitmatov)**

УДК: 801.8

Макалада Ч.Айтматовдун чыгармаларынын текстинин мисалында англисче тексттерди окуп үйрөнүү өзгөчөлүктөрү талкууланат. Азыркы учурда маалыматтык технологиялардын өнүгүшү менен билим берүүнүн ыкмалары кескин өзгөрдү. Электрондук китеп жана басма тексттер окууда негизги каражат болуп саналып калды жана бул нерсе, аларды колдонуп, сабак өтүүдө жаңы ыкмаларды пайдалануу керек экендигин билдирет. Бул макалада тексттер менен иштөө үчүн натыйжалуу ыкмалар каралат: кантип сабакка бөлүнгөн убакыттын ичинде текстти өтүүдө жыйынтыкка жетүү жана сабакты кызыктуу өтүү болуп саналат. Бул «окуу» келечекте сапаттуу адистерди даярдоонун шарттарынын бири катары каралат, ошондой эле чет тилинде оозеки тил көндүмдөрүн өнүктүрүүдө тексттердин ролу маанилүү экени баса белгиленет. Жогорку окуу жайларда текстти окутуудагы негизги талаптар жана анын принциптери каралат.

**Негизги сөздөр:** студент, методология, логикалык чынжырча, тушунук, окуу, сабак, аныктама суроосу, синонимдик чынжырча, алдын-ала окуу.

В статье рассматриваются особенности обучения чтению английских текстов на примере текста Ч.Айтматова в вузе. С развитием информационных технологий методы преподнесения учебного материала кардинально изменились. Книга и печатный текст являются основными средствами обучения, но современный урок подразумевает использование новых подходов при работе. В данной статье освещаются продуктивные приемы работы с текстом: как за минимум отведенного на уроке времени добиться результативности чтения, а урок превратить в увлекательное интересное исследование. Подчеркивается значение изучения аспекта «чтение» как одного из условий качественной подготовки будущих специалистов, а также роль текстов в развитии навыков устной речи на иностранном языке. Рассмотрены требования, предъявляемые к изучаемым текстам, принципы преподавания дисциплины для профессиональной коммуникации на иностранном языке в вузе.

**Ключевые слова:** студент, методология, логическая цепь, понимание, чтение, урок, вопрос об определении, синонимичная цепь, предварительное чтение.

In article features of training in reading the English texts on the example of Ch. Aitmatov's text in university are considered. Methods of presentation of a training material have cardinally changed with information technology development. The book and the printing text are fixed assets of training, but the modern lesson means use of new approaches during the

work. Productive working methods with the text are covered in this article: as for a minimum of time allowed at a lesson to achieve effectiveness of reading, and to turn a lesson into a fascinating interesting research. The value of studying of aspect "reading" as one of conditions of high-quality training of future experts and also a role of texts in development of skills of oral speech in a foreign language is emphasized. Requirements imposed to the studied texts, the principles of teaching discipline for professional communication in a foreign language in university are considered.

**Key words:** student, methodology, logical chain, comprehension, reading, lesson, definition question, synonymic chain, pre-reading.

For many teachers "the text" is the presentation part of the lesson. It introduces new language and provides the basis for later language work and discussion. Different texts are suitable for different activities. Hence, texts are of many different kinds-minus, instructions, signs, information, stories, advertisements, hand written notes, letters' telexes, reports etc. This list is almost endless, each of these types of texts is different form the other in purpose, and different in structure and language. All types of texts help students to improve their language and vocabulary list in classes and outside the classroom. They will need to be able to handle these different types of texts, not only those specially prepared for language teaching textbooks.

The skills that are required to handle different types of texts are themselves very varied. Traditional language teaching has seen two ways of reading the text, intensive and extensive reading [1].

1. Intensive reading means students are expected to understand everything they read and to be able to answer detailed vocabulary and comprehension questions.

2. Extensive reading means students have a general understanding of the text without necessarily understanding every word [2]. Intensive reading is helps to improve extensive reading, but the latter also needs to be practiced in its own right, principally to give students confidence in dealing with authentic materials.

It is sometimes appropriate to introduce materials specifically for extensive reading practice. More common, however, to use part of a longer text for extensive reading, and a different part for intensive reading. Often English testers work on text in a uniform way, dealing with all the material intensively, thereby ensuring it

takes too long, interest is lost, and an important language skill, which needs to be practiced, is ignored. In the early stages of students learning programs, it is helpful to introduce texts containing some unknown language, but where students will know enough to understand the gist. Having taken such a text into class, however, it is then essential that the teacher is not tempted to explain all the word, or ask many questions. All what the teacher needs to do is to encourage students not to worry at ignoring other, perhaps quite large, sections of the text, which are not relevant to the task they have been given.

But teachers used to a traditional, structural approach expect the text of their textbooks to be carefully structurally graded. It is important for teachers to realize that when authentic materials are presented at early stages in modern textbooks, its objectives are different and if they approach such material intensively, they will demotivate their students, and create problems for their students and themselves.

On the other hand, if they approach such materials extensively they will see that it can have a very positive effect on their students, who realize that, even with the little English at their disposal, they can use “real” English language materials.

1. How to use pre-activities to focus students’ attention.

All language use in real life occurs in situations, which allow the language user to rely on anticipation and context. It is difficult to ask students to read an unseen text with no preparation. According to Jimmie Hill [3] good text preparation involves:

a. Introduction.

The teacher introduces the context of the text. If the “text» is in the dialogue form, the teacher mentions the situation in which the dialogue takes place, the number of speakers, and if necessary something about their relationship (friends, strangers, e.t.c). If the text is the chapter of a continuing story, ask the class or individual students to re-cap the story.

If the text is one-off with a headline, it is helpful to ask students what they think it is going to be about and (briefly) if they know anything about the topic. Many well-designed modern textbooks are photographs or their illustrations, which help to indicate the general content of the text. To make lesson effective, teachers should draw attention to these and help students to bring to mind vocabulary and ideas that will occur in the text.

b. Pre-questions.

Pre-questions are comprehension questions asked before the students read the text. They help students to understand the text to focusing attention on key word and ideas.

For example:

1) Will you associate them in one topic?

The horsewomen

Djigit

Selfish

2) What do you think story’s title “Jamilia” means?

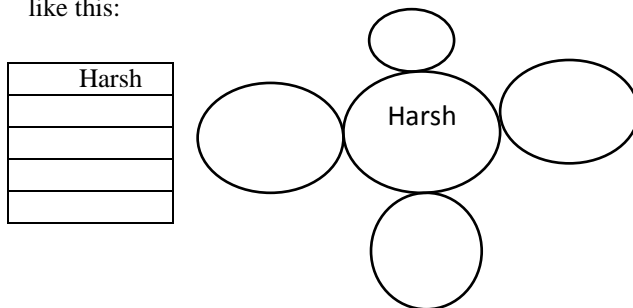
3) How can you link two words the “war” and “love”?

Two or three questions are enough. These questions should follow the main story- line or line of agreement in the text, and be in the consequence. They are intended to indicate the basis structure of the text, and help students to be involved. In this way make the reading of the text more natural.

C. Vocabulary.

English teachers of Kyrgyz audience mostly pre-teach certain new words which occur in the text. It can be helpful, if one or two words which are known to be new or unknown occur frequently in the text.

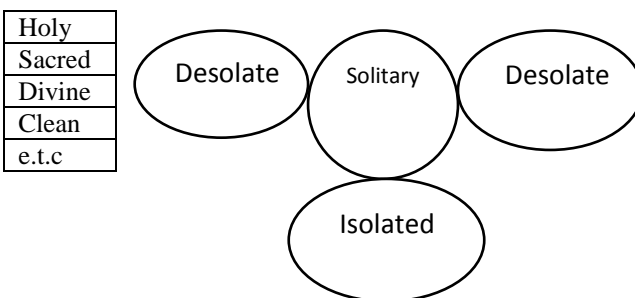
More generally useful, however is to invite students to explain vocabulary themselves. This may be done by using word order or word-roses. For these a word, which is central to the content of the text, is written at the top of the ladder, or in the center of the rose like this:



Students then fill in the other steps of the ladder or “petals” of the rose. In the case of the ladder, each word they fill in should be connected to the previous step; in the case of the rose each word must be connected to the central word. At lower levels most students will provide the same group of words but at intermediate levels and up words, students may provide very different sequences or group (associations, logical chains from the text)

The sample example:

1) Synonymic chains



After they have completed the ladder or rose. Various students are asked what words they have filled in. If some students do not know words used by others, they are encouraged to ask each other about the unknown words: it can also be amusing to let students ask each other to explain how they constructed the sequence of the word-ladder.

Of course, many of the words introduced in this way will not occur in the text but, if the first word has been well chosen, students will remind themselves of several important vocabulary items before reading the text.

This kind of vocabulary focus, in which the language use brings to mind words he thinks will be useful, is typical of natural language use. Ladder and roses provide an amusing way to previewing vocabulary and provide an excellent part of the general preparation for text study.

Even this is rather effective way to use it in evaluation, giving students a word from read text to think about:

Example of practiced ladder and rose on read passages:

1) Ch. Aitmatov, "Jamilia", Boston 2000 [4].

Associations describing a person.

As woman

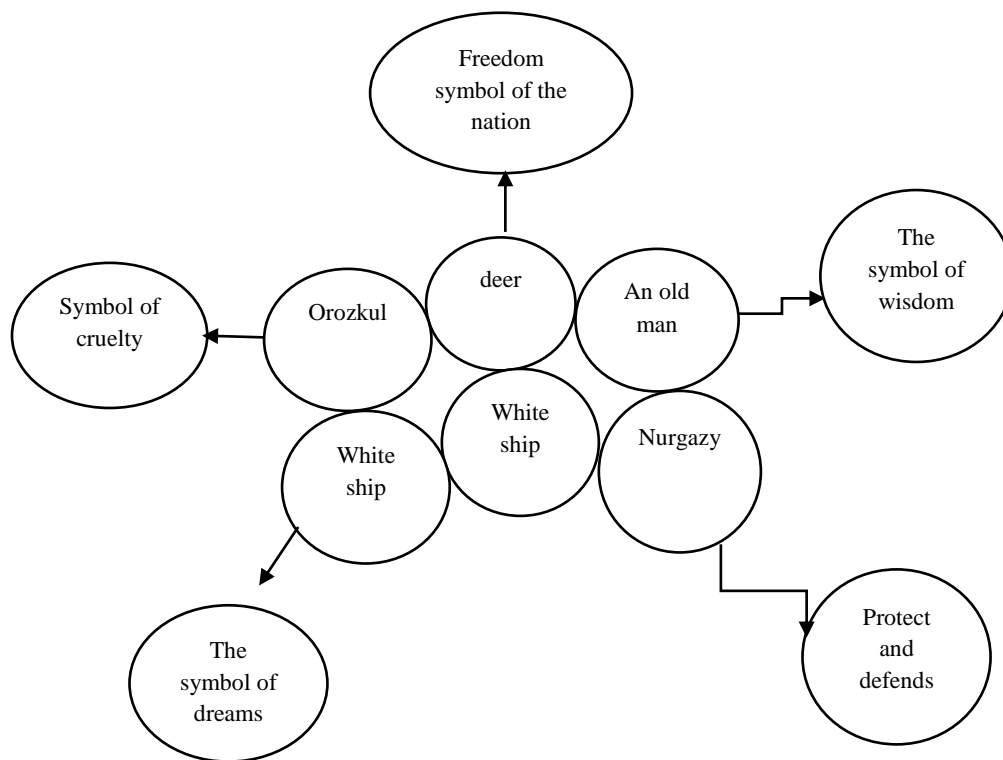
(Hard working)A good horsewoman

A person who can't simply extend her love to someone

She risks leaving her husband's house

Jamilia
Beautiful
A good horsewomen
scrupulous
A loving risky woman

2) Logical chain (Ch. Aitmatov "White ship"; Boston 2000)



2. Using short questions during intensive reading.

Sometimes, teachers may decide, particularly with a large school class, to read a text themselves. The purpose of these questions is not to test comprehension, but to ensure that students are following, and to help them maintain concentration. The teacher stops at some points during the text and asks simple questions, often requiring only a single word or phrase:

*"Don't think about him, kichine bala, don't pay any attention to him! He isn't worth it" (Whom did she turn to?)*

*Daniar was a newcomer to our village" (Where?; Who was a new comer?)*

*She will remember how heavy those sacks were (What?) it was a job for/ a powerful man" (What was so heavy? Or whose job was it?)*

In these examples, there are too many questions, but the type of question is important—they do not require manipulations of the text, or extended comprehension. They can be answered if the students are following the text and have heard the last two or three words the teacher has read.

3. Using definition questions during reading process.

Most of teachers including, including native speakers, find explaining new items difficult. It is a skill, which students will not need outside the classroom, and something what they think extremely difficult/ asking students what does....mean? As a result this technique of asking questions occasionally has a limited use.

In doing word study, however, the “definition question” is much more valuable—the teacher provides the definition, and invites the students to use a new word;

*“In spite of everything it was a wonderful time for him and Gulsary. The fame of a horse is rather like that of footballer. The small boy of yesterday, kicking a ball around the backyard, suddenly becomes everyone’s favorite, a subject of endless discussion for the fans and the delight of the crowd. His fame will grow more and more, so long as he scores goals. Then he gradually disappears from the scene and is entirely forgotten. Fame is the same for a horse”[5].*

Definition questions to the passage. T: what word in the text means “to be famous”? S: Fame T: well, what word means “good past days”? S: wonderful time.

T: That’s right, what word describes the meaning of beloved? S: Favorite....

As this short transcript shows, definition questions have two important advantages—the teacher does the difficult work of verbalizing a definition, and the students have to locate and say the new word or phrase.

The same technique can be used for functional phrases where the teacher asks a question such as:

T: through what sentence does the author show the fame of the football player?

S: his fame will grow more and more, so long as he scores goals.

Definition questions are an important part of the teacher’s strategy in following up the presentation of new language in a text, and from a tape recorder.

4. Using comprehension and conversation question together

Comprehension questions are about the text; conversation questions are about the text; conversation questions are about the students. Conversation questions involve the students. Conversation questions involve the students individually and personally responding to what they are studying. Comprehension questions are related to the immediate common experience of the class the

text and provide a common basis for development of the lesson [1].

Comprehension questions used alone make the text remote, and, unless is of exceptional interest, rather boring. Conversation questions involve students, but do not keep the class moving forward together. Combined, the lesson develops with everyone involved, and individuals personally involved.

Here is a simple example:

*“She had come from the river; her dress was cool and damp. She stopped, looked around anxiously, and sat down beside Daniyar”*

*“Daniyar, I’ve come to you myself,” She said softly. All was silence. A bolt of lightning slipped earthward soundlessly. “Are you angry? Are you very angry?” Silence again”[6].*

1. Why did she come to him herself?
2. How do you think he felt? How would you feel if you were Daniyar?
3. Why she looked around anxiously?
4. Would you come yourself to man?

All mentioned techniques are just the one part of working on the texts.

There are many more ways of “reading” a text and asking a student questions on the text.

Texts remain one of the main methods of input of new language into the lesson, and the basic part of the teaching methodology.

#### Literature:

1. Lewis M. Practical techniques. London, 1997.
2. Longman Group. Dictionary of Contemporary English. Harlow, 1993.
3. Jimmie Hill, Practical English Techniques, London 1992.
4. Ch.Aitmatov. Selected stories. Boston Moscow 2000.
5. Ch.Aitmatov. Selected stories “Gulsary”. Moscow. Boston 2000, page 99.
6. Ch.Aitmatov. Selected stories “Jamilia”. Moscow. Boston 2000, page 50-51.

Рецензент: к.филол.н. доцент Сатаева Г.С.