

WHAT IS A READING STRATEGY?

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Abstract. The article underlines the importance of reading strategies to form competence in reading. Some modern definition of the term “reading strategies” are given. A number of characteristics and distinctive features of reading strategies are described. It is suggested that one of the most important goals of teaching reading is to help students develop as strategic and independent readers. Thus, reading strategies should be taught and students should be informed of the value and usefulness of strategies and be given intensive and strategy training for a long period

Keywords. Strategic competence, strategy, a reading strategy, English-speaking communicative competence, English

Reading is at the center of all learning, it is fundamental to functioning in today's society. The problem of reading strategies for students of high educational establishments is developed in the scientific works of S. V. Borisova (2012), V. Ye. Buteva (2014), G. O. Kuznetsova (2004), S. L. Ledovskikh (2004), N. G. Mikhailova (2008), A. V. Papikyan (2001), O. V. Petrova (2014), T. O. Sokolova (2009), T. Yu. Ternovyykh (2007), A. L. Tikhonova (2000), I. D. Trofimova (2003).

Reading is a receptive activity aimed at the perception and understanding of a written text. Competence in reading is the ability to read authentic texts of different genres and types with different levels of understanding of the content in the context of indirect communication. The components of competence in reading are skills, habits, knowledge, as well as communication skills. Competence in reading skills include speech, learning, intellectual, organizational and compensatory skills. Among the speech skills of reading are: the ability to find basic information in the text and predict its content; the ability to choose the main facts without paying

attention to the secondary; ability to selectively understand the necessary information of pragmatic texts based on linguistic guess, context; the ability to ignore unknown linguistic material, essential for understanding, etc. [1, 18]. Reading strategies are important to form competence in reading.

Reading strategy is the broad term used to describe the planned and explicit actions that help readers translate print to meaning. Peter Afflerbach, P. David Pearson, Scott G. Paris underline that we need to distinguish between reading skills and strategies, as the terms skill and strategy be used to distinguish automatic processes from deliberately controlled processes. When their knowledge is strong and they are given easy text and goals, students can apply their usual skills. In contrast, when their knowledge is sketchy, texts are difficult, and reading tasks are complex, more strategic reading is required [9, 371].

Within the last two decades, significant progress has been made in determining the term “reading strategies”. N. Galskova understands reading strategies as a set of knowledge and skills, the possession of which will allow students to: understand the type, specifics and purpose of foreign language texts; to be guided in the text taking into account its specificity and according to its communicative task; remove information of different levels; use compensatory skills (guess the meaning of unfamiliar words in context, word-forming elements; ignore unfamiliar words that do not have key positions in the text); use text supports: keywords, pictures, illustrations, links; use reference books and dictionaries [3, 132–133]. For T. Kushnaryova they can be defined as planned actions of the student, characterized by an organized step-by-step regulated sequence, and are aimed at finding, perceiving, processing and assigning professionally oriented information [4, 6-7]. S. Borisova believes that “reading strategies should be understood as a set of mental actions in which three components can be clearly distinguished: setting the purpose of reading; drawing up an action plan to achieve this goal; concrete and step-by-step implementation of the plan” [2, 79]. T. Sokolova understands the reading strategy as a plan of activities to be carried out by those who learn in the course of achieving the goal, each in their own way and making optimal use of their existing knowledge and experience (skills and abilities) [8, 12]. O. Petrova describes a reading strategy as a generalized

program of action of the learner, which he/she uses consciously to manage learning, which covers a long period of time and provides opportunities to achieve the goal [5, 58].

M. Smetannikova describes a number of characteristics and distinctive features of reading strategies. First, strategies are formed when performing a certain class of educational reading tasks when working with texts of a certain type, genre and frame. Second, the choice of strategies is individual, but to make a choice, the reader must have in his experience a set of strategies. Third, strategy as a unit of organization of reading activities belongs to both the teacher and the student. Fourth, strategies based on mental processes are used by students to solve learning problems consciously or unconsciously [7, 56]. The strategy may include a number of operations designed to achieve the goal. The principle is that the strategy chooses each reader for a specific purpose of reading and a specific text when working in a particular educational context [6, 40]. The choice is primarily determined by the reader's vision of the purpose of their reading, knowledge and experience in the content of the text and skills, experience in using different strategies. Sometimes the reader has tried several strategies before understanding how it is more convenient and effective to work with a text of a certain type, type, frame [6, 40].

Reading is the active process of understanding print and graphic texts. Students should be taught to be strategic and effective readers. Thus, reading strategies should be taught and students should be informed of the value and usefulness of strategies and be given intensive and strategy training for a long period.

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