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## **FOUR READING STRATEGIES TO DEVELOP STUDENTS' READING COMPREHENSIN**

Reading is a fundamental skill that we all use every single day. Reading allows English language learners acquire and develop other language skills including speaking, writing, and vocabulary acquisition. Thus, reading comprehension is one of the essential skills that language learners have to develop. The importance of reading strategies becomes especially relevant and urgent, because social and technological progress requires the individual to be able to adapt quickly to modern conditions of society, to find solutions to social and professional problems in a variety of typical situations. 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. Ternovych (2007), A. L. Tikhonova (2000), I. D. Trofimova (2003).

S.V. Borisova states 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; step-by-step implementation of the plan [1, p. 79]. N.D. 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 [2, pp. 132–133]. T. O. Sokolova sees 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) [3, p.12].

Learning to read is a complex skill that demands a lot from the students. Teaching strategies in reading comprehension is important in the learning process and could affect the students reading comprehension. The main concern of a reading comprehension is to make sure their students understand the texts. The way of reaching this goal is to provide students with strategies, teach them how to use them correctly, and encourage their use. Teachers may apply a number of strategies that lead to a better comprehension of the texts among these, we can distinguish the following, which will be defined as the most popular: 1. Brainstorming, 2. Graphic Organizers, 3. KWL (Know-Want-Learn), 4. Questions-Answers.

*Brainstorming.* Brainstorming is a technique used to come up with as many ideas as possible concerning an issue in order to find a solution or to have a better understanding of the text. It is a process for creating a list of ideas in response to an initial question or idea. Brainstorming emphasizes broad and creative thinking, inviting all participants' points of view in an effort to ensure that all relevant aspects of an issue or question are considered.

*Graphic Organizers.* Graphic organizers are also known as pictorial organizers, webs, maps and concept maps and etc. Graphic organizers are basically visual ways to represent information received by the reader from the texts. Graphic organizers enable students to visually see the connections they are reading. These allow students to identify areas of focus and main ideas in a reading. By filling in this information, students can deepen their understanding of the author's meaning. Giving students the opportunity to generate representations of the material is part of the reading comprehension process. Visualization involves the construction of mental images with the purpose of drawing meaning from a text.

*K-W-L (Know-Want-Learn).* There are three steps in the K-W-L process: 1. What I Know: Before students read the text, ask them as a group to identify what they already know about the topic. Students write this list in the “K” column of their K-W-L forms. 2. What I Want to Know: students to write questions about what they want to learn from reading the text in the “W” column of their K-W-L forms. 3. What I Learned: students read the text and look for answers to the questions listed in the “W” column and write their answers in the “L” column.

*Questions-Answers.* Asking and answering the questions about texts helps students focus on the meaning of text. Teachers can model both the process of asking good questions and strategies for finding the answers in the text. Students are invited to generate questions about a

text. They can work in pairs or in teams, with individual students leading the team and asking questions while the rest of the group finds and discusses the answers. This strategy also encourages students to think critically about what they read.

Thus, reading comprehension is a complex process. The formation of reading skills demands strategies among which we distinguish: Brainstorming, Graphic Organizers, KWL (Know-Want-Learn), Questions-Answers. Effective readers learn to make use of a number of comprehension strategies as they process the text. These strategies facilitate readers' memory and understanding of the text. Applying reading strategies teachers can help students to start developing the thinking skills of comprehension. The list of top strategies can be extended further, but their success does not depend on the number of strategies, but on their optimal use depending on the goals and specific educational environment. Teaching students a conscious and thoughtful use of reading strategies allows them to cope effectively with complex texts and special educational and scientific literature not only in foreign languages, but also helps them in studying basic subjects of their future specialty.

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