



АКТУАЛЬНІ МЕТОДИКИ – ЕФЕКТИВНА ПРАКТИКА

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MODERN METHODS OF MASTERING READING SKILLS

Abstract

The paper outlines a variety of modern methods for teaching reading in English lessons, showcasing both traditional approaches and innovative techniques grounded in contemporary educational practices.

The article aims to provide a comprehensive overview of modern and traditional methods for teaching reading in English as a foreign language (EFL). It seeks to demonstrate how educators can integrate both established pedagogical approaches and contemporary interactive strategies to enhance reading instruction. The paper also aims to offer practical, classroom-tested insights that educators can apply in real-world teaching settings, with a focus on balancing innovative technologies and traditional teaching methods.

The paper attempts to bridge traditional methods (e.g., phonetic and whole-word methods) with modern interactive strategies. This hybrid approach underscores the necessity of combining tried-and-true pedagogical methods with innovative technologies, but it doesn't introduce a radically new concept or theory of teaching. This is a common approach in current educational research, where integrating multiple methods has been widely recognized as beneficial.

The paper's emphasis on practical, classroom-tested strategies enhances its relevance and applicability. It is not purely theoretical but grounded in practical pedagogical scenarios, making it scientifically valuable for practitioners who want to adopt or adapt these methods in real-world teaching situations.

The paper provides a solid overview of modern and traditional methods for teaching reading in English, making it valuable as a practical guide for educators. While it demonstrates some novelty in its integration of technologies and holistic methods, it doesn't introduce groundbreaking theories or innovative research. The scientific value could be enhanced with empirical evidence and exploration of emerging technological trends, but it still offers significant practical insights for applying these methods in educational settings.

Key words: *EFL, reading skills, modern methods for teaching reading, educational technology.*

Introduction. The scientific value of the paper lies in its comprehensive categorization and explanation of both traditional and modern reading methods. It organizes the methods clearly and discusses their application in different learning contexts, making it a useful resource for educators looking to implement diverse approaches to reading instruction.

The paper highlights the role of multimedia resources, interactive reading applications, and personalized learning programs. While the use of technology in education is not entirely new, the focus on these resources demonstrates an alignment with current trends in educational technology. However, the novelty of this approach could be questioned, as many of these tools have been used widely in classrooms for over a decade. The paper could increase its novelty by exploring emerging trends like Artificial Intelligence (AI)-driven learning tools, augmented reality (AR), or advanced analytics for reading assessment.

The emphasis on the Global Reading Method, particularly as part of the Holistic Reading Approach, indicates an interest in more holistic educational frameworks. However, this method has been in practice for several years and is

well-documented in the literature, meaning the paper's discussion of it doesn't introduce significant novelty but rather elaborates on an existing approach.

By juxtaposing older methods like the Phonetic Method and Sentence-Based Reading with more modern, technology-assisted approaches, the paper provides a comparative framework for educators and researchers. This adds scientific value in terms of helping educators make evidence-based decisions about which methods may be most effective in various teaching environments.

The purpose of the article is to give a thorough classification and description of both conventional and contemporary reading strategies, with an emphasis on how they are used in various educational settings. It highlights the use of technology and multimedia resources in contemporary education while also assisting educators in making well-informed, research-based decisions on the best ways to teach reading.

Main body. Modern methods of teaching reading in English classes include a variety of strategies and techniques that actively use modern educational technologies and pedagogical research. Here are some modern methods of teaching reading in English classes:

Interactive Reading: the use of interactive textbooks and reading applications that provide the opportunity to interact with the text, for example, through interactive tasks, tests and animations. Group discussions of the texts, including questions and discussions, so that students can exchange ideas and analyze the material they read.

Use of multimedia resources: audio and video materials combined with texts to improve listening and pronunciation skills. Adapted audiobooks and videos that help visualize the text and improve understanding.

Use of technology: use of electronic textbooks, online resources and applications for reading on tablets and smartphones. Personalized training programs that take into account the skill level and interests of each student [1].

Differentiated approach: adaptation of materials and tasks to the skill level of students to ensure individual development. Work in small groups or pairs so that students can receive more intensive attention and feedback from the teacher.

Reading various texts: using texts of various genres (literary, scientific, news, artistic) for versatile development of reading skills. Engaging with authentic texts, such as articles from English-language newspapers and magazines, allows students to be exposed to real-world language use.

Teaching reading strategies such as scanning, skimming, previewing, reading comprehension, and critical reading. Textbooks and materials that emphasize the development of skills in searching for key information and extracting main ideas from the text [2].

Modern methods of teaching reading in English strive to make lessons more interactive, adapted and motivating for students, and also emphasize the development of critical thinking and text analysis skills [3].

Early reading and learning methods have a centuries-old history. Today, the methodical literature presents a wide variety of methods. For example, international methods include the Doman method (when children learn to read a certain number of words and derive their own reading rules), the Moore dialogue method (when typewriters make sounds), the Montessori self-learning method (when children learn by themselves, and adults create the best conditions for this), Pitman's alphabet (a method in which the English alphabet is expanded to 44 letters and each letter is pronounced only in one way), Zaitsev's method (a method based on the principle of compound reading and cognitive-communicative reading) are well known. In addition to the above, domestic methods include the Zaitsev method, which is based on the principle of compound reading, and the cognitive-communicative method of language learning based on phraseological expressions [4].

Depending on which language unit is the basis for the formation of reading skills, the following teaching methods are distinguished: the letter method, the sound method, the syllabic method, the whole word method, the synthetic method, the analytical-synthetic method.

In Western methodical literature (N. Brewster, J. Girard, E. Elis), scientists classify the methods of teaching reading in a slightly different way. Western typologies are based on units of the first language. Phonetic method – the student is asked to read sounds, transcribed symbols, words written in transcription, etc. Presenting the students with a scheme of a whole word that depicts the letter or combination of letters being studied, and asking them to read the other words according to this sample [7].

For example, students are asked to read the text and find the transcription of an unknown word in the dictionary. In the whole language method, students read a text on a certain topic, select a difficult-to-read sentence, phrase or word and determine the rules of its reading [8].

Thus, the classification of reading comprehension teaching methods is based on the first language unit and largely coincides with each other; I. Vereshchagina, G. Rogova in their method of teaching a foreign language at the initial stage offer three methods of teaching reading in foreign languages. Let's consider the essence of each method in more detail.

The whole word method involves two main methods of teaching reading. First, a picture of a whole word is presented, which shows the letter or combination of letters to be learned. The word is read, then analyzed, and the student gets to know the rules of reading this letter (combination of letters). Then the word is read by analogy with similar words. For better assimilation and memorization of the material, it is recommended to highlight the letter (combination of letters) being studied in a certain color. For example, red – vowels (letter combinations); blue – consonant letters (letter combinations).

The second technique of the whole-word method is to learn to systematically read individual words according to reading rules represented by highlighted letters (letter combinations), sounds and key words. The student repeats and pronounces the word containing the learned letters and sounds, according to the announcer. The disadvantage of this method is that intonation is not studied.

Sound method – has two ways of teaching the technique of reading. The first method involves first learning the sound forms of words, then transcribing them (as visual support) and learning the alphabet and reading rules. In the lesson, students are asked to read the written symbols, and then read the pronunciation of the word according to the written symbols. When learning a new alphabet, students learn new rules for reading vowel and consonant sounds. In contrast to the whole-word reading method, students learn the technique of reading aloud and independent reading by marking the text, including rising and falling sounds, punctuation, logical stresses, and pauses. The second method of learning to read aloud is the phonemic-grammatical method. This is a method of reading whole words. At first, students orally learn individual words, one of which becomes key. After all the graphemes are fully studied, the teacher introduces the whole word [9].

Learning to read in whole sentences is the next method of teaching reading comprehension. This method involves students reading short sentences in which certain words are highlighted. The alphabet and reading rules are learned after students have learned to read short sentences. It is clear that many of the exercises in this method are based on the students' intuition. This method of teaching reading can be used to teach reading in the mother tongue if the student is already able to speak the mother tongue. However, teaching a foreign language based on this method requires a rather extensive introductory course.

Project-based learning method: in this method, students work on projects that include reading and analyzing texts on a specific topic or problem. This approach promotes the development of reading skills as well as research and analytical skills.

Compromise method: this approach combines different methods of teaching reading depending on the needs of students and the goals of the lesson [5].

Structural-functional approach: this approach pays attention not only to the understanding of the text, but also to the analysis of its structure and function. Students are taught to identify the main ideas, goals, and structure of a text. The choice of the approach and theory of reading learning depends on the learning goals and characteristics of the students. An effective reading lesson can combine several methods and theories to achieve the best results.

Currently, two methods of teaching reading are widely used: the whole word method and the oral reading method. Based on the main stages of reading comprehension training, the following criteria for evaluating the reading method were established:

- 1) the ability to determine the type of composition and the type of reading corresponding to it; 2) the ability to see and read letter combinations (both vowels and consonants); 3) the ability to highlight important words in a sentence using intonation; 4) the ability to determine the main and secondary components of a sentence; 5) the ability to see logical connections between parts of a sentence; 6) The ability to calculate the time spent on reading and understanding the general content.

In recent years, methods of so-called global reading ("reading with whole words"), which are based on memorizing graphic images of whole words, have become increasingly popular. This method seems to be more justified, as it satisfies the interests of students, facilitates the educational task and takes into account psychophysiological features. At the initial stages of learning to read, children are introduced to a rather limited amount of vocabulary. English programs for high school predict that on average children learn about 500 words. Given these numbers, the method of memorizing the general image of a word in a sentence appears to be the most effective way to develop reading comprehension.

The method of global reading can be considered an element of the holistic approach (holistic reading method), whose founder is the American psycholinguist C. Goodman. A holistic approach emphasizes the commonality of reading, writing, speaking and listening, which should be taught in a holistic and integrated manner. Rich and diverse learning materials are essential for holistic learning. The value and importance of writing should be a prerequisite for the development of reading skills. Reading, even in the early stages, should be reflective. Reading should be stimulated by real life problems and an attentive audience.

1. Preparatory stage – words and sounds. Of course, the stage of direct learning to read should be preceded by a long listening period, during which students learn to understand spoken English by ear, expand their vocabulary and begin to pronounce words and phrases. Likewise, we learn to speak our native language long before we learn the first letters. At this stage, you should pay close attention to the correct pronunciation of sounds in words.

In addition to well-known written phrases (for example, "A blue ball on the big bench"), it is also useful to use various "proverbs" based on the repetition of certain sounds. To facilitate memorization, it is desirable to reinforce oral material with visual support, for example, by drawing bright illustrations of "speakers". The pictures accompanying the pronunciation exercises should arouse students' interest and reinforce the pronunciation image of the phrase. After a few repetitions, just show the corresponding picture and the familiar "speaking voice" will return. By the end of the preparatory stage, students should be able to hear and pronounce English sounds, have a certain vocabulary, and also understand and follow the teacher's simple commands.

2. In the English-language versions of both levels, researchers Ya. Ek and Ya. Trim single out the following main components:

a) communicative situation (contact with relevant people, situations of social and family communication and social interaction, situations of text activity, communicative situations in the socio-cultural context of the language being studied – speech, social etiquette, etc.), situations related to mastering the language of educational activities, training 1) Situations of familiarization with the national and national culture of the language being studied, situations of communication with native speakers of the language being studied, including additional training in the process of interaction with them, assistance, correction, etc.

b) language functions and the most expedient options for their implementation (searching and obtaining information, expressing and clarifying attitudes, expressing doubts, joy, happiness, fear, etc.);

c) means of representation and transmission of general meanings (presence, space, time, quantity, quality, thought, attitude, reflection);

d) means of conveying individual (specific) meanings in thematic groups (personal identification, home and family, environment, everyday life, free time and entertainment, travel, relationships with others, health and care, education, shopping, food, services, sights, language, weather);

e) patterns of communication (these are the most frequent and usually fixed types of interaction, such as shopping, ordering, receiving information, meeting people, walking around the city, time perception and calls, discussions);

f) types of text, audio, printed and written materials that can be or are sources of information, as well as the skills necessary to understand them

e) a list of materials related to knowledge of the language in its socio-cultural context (for example, national realities, dominant communication models, national traditions, rituals, customs, forms of polite expression, gestures), which are expected to be learned in the context of the language;

g) a list of skills that students should possess in order to compensate for deficiencies in foreign language proficiency (the process of reading and listening to foreign language speech, the process of speaking and writing, the process of interaction with native speakers and experienced interlocutors);

i) a list of skills that a foreign language learner must possess in all types of speech activity, in working with various sources of information, in independent work and in self-assessment.

In addition to what is stated at each of the above levels, the degree of mastery or proficiency in the language or speech being studied is established. This degree is defined as the main criterion of pragmatic adequacy, that is, agreement with the communicative intentions of the communication partner and the content of the statement. The second criterion has a higher order and is the degree of communicative validity. According to the "Initial" and "Threshold" levels, the foreign language proficiency assessment and self-assessment scale is based on a multi-level scale from zero to an ideal (eg professional) level of foreign language proficiency.

3. Reading words, during which it is best to use familiar student words and songs (poems), as well as to reinforce words with pictures. Pupils should be put in situations where reading is not an abstract exercise, but a necessary condition for completing an educational task. For example, the teacher shows the students two pictures (a cat, a rug) and asks them to find words corresponding to the pictures. At this stage, it is advisable to use an interactive dictionary that contains active vocabulary, the meaning of which is explained by illustrations, or cards with a word on one side and a corresponding illustration on the other side. Such cards allow you to use the method of reading whole words with the whole class or in pairs. There are pictures on the back of the cards, which allows for self-checking and increases students' independence in the learning process. Games using cards can take place in the form of individual or team competitions. The teacher finds a card with a certain word and asks the students to pick it up, bringing the letter forward and showing the picture. The winner is the first to pick up the correct card as quickly as possible.

As new vocabulary is learned, the resource of words and phrases should be gradually expanded. Students can be asked to describe interesting pictures that require the use of words with the same reading principle. (For example, socks in a watch, a frog on a dog).

4. Reading sentences and short texts. After students have developed their skills in reading the words and simple phrases provided by the course, they need to create a special environment that motivates them to read in English. In lessons, students can be offered a variety of games aimed at meaningful reading. An example can be the game "Who can find a pet faster". The teacher hands out cards with a short sentence to the students. (I have a pet. It is a white pet. It has four paws, long ears and small eyes. After reading the description independently, the students choose the appropriate toy from the teacher's desk and put it on their desk. Then they take turns reading the text aloud, showing the toy they have chosen. It should be noted that the need for reading should not be limited to the framework of the lesson. The use of interactive stands with good with reading and writing skills can participate in the development of the stand [6].

So, if learning brings pleasure to students, really high results can be achieved. The emotional component is fundamental in learning in secondary school and is especially important when learning foreign languages. Therefore, when teaching reading, it is very important to use a variety of games and to give each task that is offered to the students a meaning that they understand. It is necessary to set feasible tasks for the child and adapt them to his psychophysiological characteristics.

Teaching reading in English classes can include different approaches and theories, depending on the learning objectives, the age group of the students and the teaching methodology.

Important in teaching reading are general learning skills and reading strategies related to specific types of reading: expressive strategies (for introductory reading), dog strategies (for introductory reading), and detective strategies (for exploratory reading). Choosing a reading strategy directs the reader to appropriate actions with the text.

When teaching reading, it is important not only to form in students the skills and abilities necessary to ensure the possibility of communication mediated by reading, but also to instill an interest in reading, as O. Leontiev noted, it will not be reinforced by more or less constant training, reading skills will quickly disintegrate and all efforts to teach reading will be in vain [6].

The need to understand what is read in a foreign language is provided when the content of the texts offered to students corresponds to their cognitive and emotional needs and level of intellectual development.

The selection and organization of texts for reading are basically the same as for listening. They should be informative, diverse in genre and topic and, if possible, authentic.

A key issue is the selection of texts at the early stages of learning. Reading texts should be developed and adapted due to the limited language skills of students at this stage. Processing and adaptation techniques include shortening complex grammatical constructions or replacing them with simpler constructions. Difficult words that were previously unfamiliar to students but that they now understand can be retained. It is also important to adapt the text to the context of perception with the help of footnotes, additional vocabulary and illustrations [4].

According to L. Chernyavska, the use of reference materials is the most productive method of methodical processing of texts and brings the process of foreign language reading closer to the natural one. At the same time, the students' vocabulary increases, their language experience is enriched, the semantic content of the text gradually becomes more difficult, and the skills of reading comprehension develop.

Conclusions. Reading in a foreign language, as a mode of communication and a form of linguistic activity, is deemed essential by numerous researchers for the majority of learners. The comprehension of written material is fundamentally rooted in technical skills, which facilitate an automated visual-phono-motor-auditory connection between linguistic phenomena and their meanings. This process underpins the recognition and understanding of both individual written symbols and entire texts, thereby realizing the communicative competencies associated with reading.

Over the centuries, various methods for teaching reading skills have been developed. In the early stages of domestic education, three primary approaches to teaching reading in foreign languages have emerged: the whole word method, the phonetic method, and the whole sentence method.

To enhance its originality and scholarly contribution, this paper could investigate contemporary developments such as AI-assisted learning, the application of data analytics for monitoring reading progress, and experimental techniques utilizing virtual reality (VR) or augmented reality (AR) to create immersive reading experiences.

Additionally, an analysis of how these teaching methods might be tailored for non-native English speakers or within multilingual educational contexts could further enrich the paper's academic value. Understanding the variations in reading instruction across diverse cultural and linguistic settings would provide a significant and insightful dimension to the research.

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СУЧАСНІ МЕТОДИ ОСВОЄННЯ НАВИЧОК ЧИТАННЯ

Анотація

Наявність різноманітних сучасних методів навчання іноземних мов, зокрема читання на уроках англійської мови, потребує певного узагальнення в сучасному освітньому просторі.

Ця стаття має на меті надати всебічний огляд сучасних і традиційних методів навчання читання англійською мовою як іноземною (EFL). Вона спрямована на демонстрацію того, як викладачі можуть інтегрувати як усталені педагогічні підходи, так і сучасні інтерактивні стратегії для покращення процесу навчання читання, що є одним із базових навичок у вивченні іноземної мови. Стаття також націлена на надання практичних, перевірених у класах, рекомендацій, які педагоги можуть застосовувати в реальних освітніх умовах, з акцентом на балансування між інноваційними технологіями та традиційними методами викладання.

У роботі робиться спроба поєднати традиційні методи (наприклад, фонетичний метод та метод цілих слів) із сучасними інтерактивними стратегіями. Такий гібридний підхід підкреслює необхідність поєднання перевірених часом педагогічних методів з інноваційними технологіями, хоча це не пропонує принципово нової концепції або теорії навчання. Це поширений підхід у сучасних дослідженнях у галузі освіти, де інтеграція кількох методів давно визнана ефективною.

Акцент статті на практичних стратегіях, перевірених у класі, підвищує її актуальність і застосовність. Вона не є суто теоретичною, а заснована на реальних педагогічних сценаріях, що робить її науково цінною для практиків, які бажають впроваджувати або адаптувати ці методи в реальних навчальних умовах.

Всебічний огляд сучасних та традиційних методів навчання читання англійською мовою детально представлено та проілюстровано в роботі, що робить її цінним практичним посібником для викладачів. Ця наукова праця демонструє певну новизну в інтеграції технологій та холистичних методів.

Ключові слова: навчання англійської мови як іноземної, навички читання, сучасні методи навчання читання, освітні технології.

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