INTERNATIONAL APPROACHES TO EFL READING INSTRUCTION IN HIGHER EDUCATION

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Reading instruction in a foreign language is a major focus of both national and international foreign language teaching methods used at universities. Since teaching reading allows you to develop reading skills and abilities, related language and speech skills, and transform the student's knowledge in all studied disciplines, reading is one of the most popular activities among students during the university stage of their studies.

Interestingly, the reasons for the high status of reading as one of the main goals of university education are different in international educational contexts. The goals of learning to read are partly a reflection of the social order in a certain period.So, for a very long time, it was believed in national methodology that teaching reading was equivalent to teaching a foreign language. A specialist should be able to use a dictionary to read texts written in a variety of functional styles (personal writing, professional texts), and comprehend the main idea of a written speech work.Thus, this specialist will be in demand in our society, in which the processes of internationalization and the establishment of international relations are taking place. In addition, a large role is given to the role of the Russian language in teaching reading in a foreign language and teaching reading in the context of the formation of functional and reading literacy[1].

The UK and US traditionally work with students who come to study from different countries. The goal of teaching reading in the framework of Teaching English as Second or other language (TESOL) is closely related to the problem of adaptation of foreign students to study at a university and the formation of academic literacy[2]. Being academically literate means being able to function effectively in an international academic environment. Reading is one of the key components of academic literacy along with writing. The theory and practice of teaching reading in English take into account the role and influence of reading in one's native language. However, because students come from different countries and speak different native languages, the specificity of a particular language is often not taken into account.

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[1] Щерба Л. В. Преподавание иностранных языков в средней школе. Общие вопросы методики. — М.-Л., 1996. — 96 с.

[2] Смирнова Н. В. Академическая грамотность и письмо в вузе: от теории к практике // Высшее образование в России. — 2015. — № 6. — С. 58– 64.

The process of mastering reading skills in a foreign language is difficult to study. Foreign researchers in the field of psychology use data obtained when the subjects read aloud, the subjects' answers to questions before and after reading the text, in order to indirectly learn about the mental processes occurring when reading. In foreign studies, there are several fundamental approaches (models) to the process of reading, regardless of the language used by the reader. These models include the skills and strategies that the reader must master[3].

According to psychologist Klychnikova reading is "*the process of perception and active processing of information graphically encoded according to the system of one or another language*". Klychnikova distinguishes four types of information taken from the text: categorical cognitive, situational cognitive, emotional-evaluative, and motivational-volitional. The researcher has also identified seven levels of text comprehension[4].The first level (understanding of words and understanding of phrases) is equal to approximate (fragmentary) understanding. Sentence-level comprehension is the second level where difficulties are related to the syntax and morphology of the text. The most complex are distant constructions (for example, inversion, when one part of the message is separated from the other). Fourth and fifth levels understanding of the text is associated with the types of reading and types of information. For example, if the text contains categorical-cognitive information, it requires reading with a general understanding. At the same time, particular difficulty is associated with the selection of line words that express syntactic links and formalize semantic relationships, but do not carry an informative load. The sixth level of text understanding is associated with the perception of emotional-volitional information. The seventh level includes the understanding of all four types of information. At this level, the reader should be able to understand the subtext, highlight the most important in the text, achieve completeness, accuracy and depth of understanding. The reader evaluates the text in a broad social context and cultural context[5].

The mechanism of reading as a type of speech activity involves the following steps:

a) inclusion of the need;

b) meeting the need with the object (thought);

c) emotional experience of this need (interest);

d) volitional regulation (maintenance of interest).

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[3]Burt M., Peyton J. K., Adams R. Reading and adult English language learners: A review of the research. — Washington, DC: Center for Applied Linguistics, 2003. — 58 p.

[4] Клычникова З. И. Психологические особенности обучения чтению на иностранном языке: пос. для учителя. — 2-е изд., испр. — М.: Просвещение, 1983. — 207 с.

[5] Лурия А. Р. Письмо и речь. Нейролингвистические исследования. — М.: Издательский центр «Академия», 2002. — 352 с.

Speech hearing plays an important role in reading[6].

The speech mechanism of reading is as follows: the reader must own sound-letter associations, be able to isolate sounds from the speech stream, and differentiate them. This is where phonemic awareness is important.

Probabilistic forecasting, or "mental overtaking in the process of reading" also plays an important role in teaching reading. It helps the successful perception of the text and its understanding in any kind of reading. Forecasting creates an emotional mood and forms a readiness for reading. The condition for updating or launching the forecasting mechanism is the presence and systematization of the reader's experience, that is, content anticipation occurs. Prediction also depends on the reader's familiarity with the topic, and the relationship between the known and the unknown in the text. In other words, the presence of associative links helps in the process of searching and selecting information in the text.

Teaching reading is closely related to the understanding of what a written text is, what problems of understanding may arise when working with a written foreign language text, and how and what texts should be selected for learning.The unit of teaching reading is the text as a complete speech work. I. R. Galperin defines a text in the framework of linguistics as "a work of a speech-creative process that has completeness, objectified in the form of a written document, literary processed in accordance with the type of this document, a work consisting of a title (heading) and several super phrasal units united by different types lexical, grammatical, stylistic means, which has a certain purposefulness and pragmatic attitude"[7].In the process of reading, the reader enters into a dialogue with the author, and the ability to conduct this dialogue depends on the reader's life experience, views, and critical attitude to what they read[8].

Researchers, E. M. Vereshchagin and V. G. Kostomarov, for example, distinguish levels of text comprehension based on the understanding of lingua-cultural and lingual-cultural information: the level of pragmatic meaning, context, subtext, over text. The message must be informative within the discursive parameters of a given culture, and understanding the text is associated with understanding the genre and discursive characteristics of the text.M. L. Vaisbrud and S. A. Blokhina believe that the main object of learning to understand the text is its content[9]. The problem in learning to read and understand the text lies in the mental passivity of the reader. When teaching the

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[6] Гальскова Н. Д., Гез Н. И. Теория обучения иностранным языкам. Лингводидактика и методика: учеб. пос. для студ. лингв. ун-тов и фак. ин. яз. высш. пед. учеб заведений. — 4-е изд., стереотип. — М.: Издательский центр «Академия», 2007. — 224 с.

[7] Гальперин И. Р. Текст как объект лингвистического исследования. — М.: Наука, 1991. — 18 с.

[8] Гальперин И. Р. Текст как объект лингвистического исследования. — М.: Наука, 1991. — 32 с.

[9] Вайсбруд М. Л., Блохина С. А. Обучение пониманию иноязычного текста при чтении как поисковой деятельности // ИЯШ. — 1997. — № 1, № 2.

understanding of the text, that is, its content, it is necessary to teach the search for supports in the text (lexical, linguistic, logical-semantic, grammatical), and teach the generalization of the text in the form of independent judgments[10].

Understanding the text is closely related to the logic of the text. Understanding the text is working with the semantic subject and the semantic predicate of the text. Understanding does not end with the extraction of information from the text: the content of the text requires a further application (assessment of what has been read, application of the content to life). Text comprehension is a sequence of actions that can be controlled. The communicative meaning becomes clear if it can be applied in a communicative situation.

In the process of teaching reading, two sides of it are distinguished - technical and semantic. The technical side includes reading skills and mental processing skills. At the core, The semantic side of reading lies in the ability to understand the content of the text. Allocate skills that provide: a) an understanding of the content of the text (highlight, generalize, correlate, etc.) and b) an understanding of the content of the text (drawing a conclusion, evaluating facts, interpreting, etc.). The second group of skills allows you to achieve a depth of understanding of the text as a complex speech work.A. N. Shchukin distinguishes the following reading mechanisms and stages of reading: incentive motivational state (activation of the mechanisms reading), the stage of text perception (the leading role is given to linguistic and speech probabilistic forecasting, the mechanism of internal pronunciation), the stage of semantic processing of information, and the stage of assessing the level of understanding of the text[11].

At the stage of semantic processing of information, A. N. Shchukin speaks of syntagma (a group of words united by meaning) as a unit of semantic processing of a text and identifies two levels of text understanding: the level of meaning and the level of meaning. The level of meaning is achieved through subject understanding, detailed understanding, and critical understanding (understanding the author's idea, and evaluation). In the fourth stage, the main indicators of text understanding are the following: completeness of understanding (amount of information), the accuracy of understanding (quality perception of information), and depth of understanding (interpretation of the text by the reader). The first two indicators refer to the level of understanding of the meaning of the information, and the last one to the level of understanding of the meaning of the text[12].

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[10] Вайсбруд М. Л., Блохина С. А. Обучение пониманию иноязычного текста при чтении как поисковой деятельности // ИЯШ. — 1997. — № 1, № 2.

[11]Щукин А. Н. Методика обучения речевому общению на иностранном языке: учеб. пос. для преподавателей и студентов языковых вузов. — М.: Икар, 2011. — 111 с.

[12]Щукин А. Н. Методика обучения речевому общению на иностранном языке: учеб. пос. для преподавателей и студентов языковых вузов. — М.: Икар, 2011. —232 с.

Researchers distinguish types of reading based on a certain aspect. Considering the psychological nature of reading, synthetic reading, and reading with primary and secondary synthesis, impressive and expressive reading stands out. According to the method of organizing teaching to read, classroom, laboratory, home, and individual-group are distinguished. Based on the methodological aspect, the types of reading are distinguished: a) by the nature of the material for reading (prepared, unprepared, reading with complete/partial removal of difficulties in understanding) and b) by the way of working with the text (intensive, extensive, untranslated, translated). The reader's attitude underlies such types of reading as reading-search, detailed, critical, and reading for pleasure[13].

S. K. Folomkina distinguishes viewing (or search), introductory (with a general scope of content), and studying reading based on certain target settings for reading. According to the researcher, to clarify the goals of teaching reading means to clarify the types of reading. M. V. Lyakhovitsky distinguishes only two types of basic reading: 1) genuine and 2) educational (includes preliminary and informative reading). Based on the target setting of reading, educational and communicative reading are distinguished. In the educational form of reading, A. N. Schukin distinguishes four types: viewing, introductory, studying, and searching. By the nature of the work with text-intensive and extensive. Communicative reading serves the purpose of obtaining information and enjoyment. Communicative types of reading, according to Z. I. Klychnikova, are divided into search, review, detail, reading for critical analysis[14].

In general, there is a great agreement in the use of terms denoting types of communicative reading in foreign methods: ***skimming, scanning, reading for detailed comprehension, and critical reading***.

Teaching critical reading is an important area of foreign research. Critical thinking is the result of reading. Critical reading is directly related to B. Bloom's taxonomy of cognitive skills and includes such components as knowledge, understanding, application, analysis, synthesis, and evaluation. This is a hierarchical model, in which each higher level includes the characteristics of a lower level and depends on its formation (Table 1.1). The first level of knowledge is considered the lowest in this hierarchy.

B. Bloom's classification of cognitive skills

Cognitive level	Typical tasks
Knowledge	Define Or Recall facts, and terms, make a generalization

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[13]Thesamepageabove

[14]Клычникова З. И. Психологические особенности обучения чтению на иностранном языке: пос. для учителя. — 2-е изд., испр. — М.: Просвещение, 1983. — 207 с

Understanding	Understand the meaning, clarify the meaning, make a translation
Applying	Apply the acquired knowledge and skills in a new situation
Analyze	Define the components of the whole and the overall structure.
Synthesis	Connect the Parts into a New Whole
Assessment	Formulate Value Judgments

Based on B. Bloom's taxonomy, the researchers analyzed the LSAT (Law School admission test) and its reading skills. The authors proposed an interesting classification of verbs that are used in the formulation of the task for each of the levels. This list can form the basis for the development of a series of exercises for the development of reading skills[15].

Taxonomy of cognitive abilities according to B. Bloom and tasks

Cognitive level	Tasks
Knowledge	Select, label, list, identify, name, locate, define, recite, describe, state, memorize, recognize
Understanding	Comprehension: match, explain, restate, defend, paraphrase, distinguish, rewrite, summarize, give examples, interrelate, express, interpret, illustrate, defend
Applying	Application: organize, sketch, generalize, apply, dramatize, solve, prepare, draw, produce, show, choose, paint
Analyze	Analysis: compare, diferentiate, analyze, subdivide, classify, infer, point out, survey, distinguish, select, categorize, prioritize
Synthesis	Synthesis: compose, construct, originate, produce, hypothesize, plan, develop, create, design, invent, combine, organize
Assessment	Evaluation: judge, consider, relate, critique, weight, recommend, criticize, summarize, support, appraise, evaluate, compare

Teaching critical reading comes down to the following methods [Smith, 1990]: based on the student's background knowledge on the topic, searching for biased statements in the text (biases), working with bias through open types of questions and discussions, helping to find additional texts, discussing the reliability of texts as a source of information, comparison of points of view and arguments in texts, acquaintance with the pluralism of opinions. Some researchers talk about the transference (positive transfer) of critical thinking skills, that is, critical thinking skills can be transferred from a native language to a foreign one (and vice versa).

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[15]Luebke S., Lorié J. Use of Bloom's taxonomy in developing reading comprehension specifications // Journal of Applied Testing Technology. JATT. — Association of Test Publishers, 2013. — Vol. 14. — 29 p.