

SELECTION OF HOME READING MATERIAL FOR STUDENTS AT THE HIGH LEVEL

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Annotation: *To sum up, one of the main issues in teaching home reading is the selection of proper reading material. Careful selection of reading texts is important condition to achieve the goals of reading, which are reading to learn, reading for content information, and reading to gain knowledge of the world.*

A teacher should regularly find out student's preferences for the types of reading material. Surveys and questionnaires with different aspects will expose reader's tastes and interests. These types of studies are content schema oriented, which is tightly connected with student's motivation for reading the text.

Although content schemata is not restriction for selecting reading material. The teacher has an alternative to move beyond the known and give the students opportunity to acquaint with new cultures.

Acar sözlər: inkişaf, ifadə, tərcümə.

Ключевые слова: развитие, выражение, перевод.

Key words: dictionary, development, derivation, translation

Selection of reading material is very important in teaching home reading. Selection becomes easier if a teacher takes into consideration some definite aspects of text and readers interests. This article will examine what kinds of stories attract students and what aspects should be taken into account when choosing a reading material. This article is the third part of the trilogy *Helpful Ideas For Teaching Home Reading In The Foreign Language Department At The University Level*.

The best length of reading material is between two and a half pages, in other words approximately 2300-2800 words. This amount of reading stimulates the students and gives them the feeling of accomplishment. In order to make the reading assignment more enjoyable and interesting, the teacher should analyze the type of stories that attract students. Some classes have such specific needs that most of the material must be accumulated by the teacher. What are the criteria for selecting tests for Home reading?

Suitability of content, exploitability, and readability are three main criteria that influence the selection of texts according to Nuttall (2000). Other important issues are whether the texts are authentic, simplified or specially written. In considering the whole collection of texts, the teacher should also consider variety. The teacher should pay specific attention to the ephemeral tastes and styles of the students, which in turn affects their predilection of reading material.

In order to discover the types of stories which attract students, two rounds of research were done.

First Round Research.

For the first round. The preferences of students were observed; specifically, do they prefer to read one author's stories throughout the whole semester or do they prefer to read the work of many authors. The following results were observed of the students' behavior:

- They were able to distinguish the author's writing style
- They were able to foresee the development of the story
- They were able to recognize the author's work by the physical side of the text

- They were able to guess the genre of the stories

Along with the development of these four skills, the students naturally acquired particular attitudes and beliefs towards the author's work. It was observed that once formed, the students' attitudes became rigid and fixed. The students' attitudes did not change when they read new stories from the same author. These rigid attitudes influenced the students' perspectives throughout the whole reading process and thereby the stories became less novel and interesting to them. Comparatively, the students were more stimulated by the novelty of stories from a wide variety of authors. After the first round of research, it was discovered that home reading courses should include reading material from a range of authors.

Second Round Research.

The second phase of research analyzed the types of stories that attract students. 40 students participated in this phase. The students were asked to read a variety of reading materials that are categorized in the following manner:

- *Epoch of the reading material*- 19, 20, 21 century stories were chose. It was useful for students to observe the difference in writing style, vocabulary and the popular issues that arose in the stories from different epochs.

- *Translated reading material*- from English, French and Spanish literature.

- *Types of reading material*- love stories, comedies, adventures, detective stories, fairy-tales, biographies, religious materials as well as psychology, philosophy and science fiction. Famous people's speeches were also chosen.

- *Level of reading material*- difficult and easy.

The students were provided with 25 reading assignments over the course of 15 weeks. The types of stories were mixed in a way that made it unpredictable and interesting for the students. Easy stories were followed by difficult ones; humorous stories were followed by dramatic ones, detective stories by religious. The format of all the texts was the same.

The research revealed that the majority of the students enjoyed most reading the stories corresponded to their reading level. The students really liked the stories in which they knew 90% of the words; they felt self-confident when they read these stories. In difficult stories however, they only understood 60% of the material and these stories displeased them.

The results of the second phase of research were acquired by including the following question in the Post-Reading Worksheet:

How would you rate the story?

- a) Great
- b) Good
- c) Boring
- d) Not rated

The students would often rate the stories according the difficulty of the text; they were annoyed by the large amount of the new words.

The selection of reading material was done purposely. The students were introduced to the authors and their works of the 19-th, 20-th and 21-st centuries. Thus, it was not difficult for students to understand the language of the stories of the abovementioned period as well as some clichés introduced in the texts time by time. Still the students were more interesting in stories from the 20-th and 21-st century because these epochs stand closer to their life. More complicated language structures and the wide range of booking words used in the texts of the 19-th century obviously decreased the students' motivation of acquainting with the reading materials.

The students were equally interested in reading authentic and translated material which proves that they are oriented not only on English and American authors' writings but they are

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always eager to introduce with the authors of other nationalities in case their works appears interesting for them.

As for the hierarchy of the amateur texts thrillers, famous speeches of the well-known people and inspirational stories appeared on the top of this hierarchy. Students rate them “Great”. How strange it may appear thrillers excited the students. This can be explained by some different psychological factors. Firstly the age influences greatly on formulating the taste in literature. The age of the learners is about 16-19 years i.e. they are still “late teenagers” who are attracted by the extremes of some aspects in their life.

Secondly we should not forget the social and political situation of the country in which our learners have to lead their life. Our students which has recently faced serious political pressure and war. Such kind of violence and political disorder reflects on everyone’s psychology and how strange it may seem many people are thrilled by the writings or screen versions depicting violence and oppression.

The famous speeches and inspired the students to identify with the author, so the students felt close to the issues. The students learned a lot of instructive information from the didactical and inspirational stories; they even reread these types of stories several times.

The students gave negative rating to psychological and philosophical stories as well as the stories that required the readers’ interpretation, as the plots of these stories were difficult to follow. Most of the linguistic structures seemed not easy to understand.

Cultural differences.

The second phase research eliminates two factors of cultural differences such as content schema and formal schema (background knowledge-textual).

Schemas or *schema* as they are sometimes known, have been described as “cognitive which allow for the organization of information in long-term memory”. Cook states, “the mind, stimulated by key words or phrases in the text or by the context, activates knowledge schema”. Cognitive characteristic of schema allow relating newly obtained information with already known information. Schema is the general knowledge of the world, “knowledge of language structures, knowledge of text and forms they take in terms of genre, and organization.”

If we analyze the results of research from the point of schemas we will have following explanation for students’ preferences. Thrillers, famous speeches of the well-known people and inspirational stories appeared on the top of this hierarchy according to content schema, which refers to reader’s background or world knowledge; they provided readers with foundation, a basis for comparison.

While reading psychological and philosophical stories students were affected negative by formal schema, which is known as textual schema. The formal schema of these kinds of stories include unfamiliar for students organizational forms and rhetorical structures of written text and difficult text organization, language structures, vocabulary, grammar, level of formality.

From above it is evident that schema plays an important role in text comprehension. The students will understand text better when they are familiar with content, formal and linguistic schema.

Motivation

Motivation plays very important role to urge students to cope with the reading material; there are two types of achievement motivation; intrinsic and extrinsic. “Intrinsic motivation is the inner desire to be effective and to perform a behavior for its own sake. Extrinsic motivation is seeking external rewards and avoiding punishments.”

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Motivation for reading is a characteristic of the reader rather than the text itself. The research revealed that extrinsic motivation dominated at the beginning of the course. Students' main mission was directed to receive some external rewards such as high grades and to raise the reputation among the group mates. Students' motivation was changed by the introduction of Post-Reading Worksheet. Extrinsic motivation was obviously changed into the intrinsic motivation. The students started reading the text not for external purposes but for their great interest towards the texts and the authors.

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Чтобы определить предпочитаемые студентами литературные произведения, преподаватель время от времени должен опрашивать их, проводить тесты и эксперименты. Это будет способствовать более полномасштабному достижению целей домашнего чтения: чтения с целью изучения, чтения для извлечения информации и приобретения знаний.

ALİ TƏHSİL MÜƏSSISƏLƏRİNİN TƏLƏBƏLƏRİNƏ EV OXUSUNU ÖYRƏNƏRKƏN ƏDƏBİ ƏSƏRLƏRİN SEÇİLMƏSİ PROBLEMLƏRİ

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Xülasə

Ev oxusunu tələbələrə tədris edərkən ədəbi əsərlərin düzgün seçilməsi, tədris materialının uğurla mənimsənilməsinə mühüm amildir. Ədəbi əsərin optimal ölçüsü çap mətninin 2-2,5 səhifəsidir.

Təsəvvür edin ki, universitetdə eksperiment aparılıb, məqsədi tələbələrin maraq və üstünlükləri müəyyən etmək olub. Təcrübə iki mərhələdən ibarət idi. Birinci mərhələdə tələbələrin bir deyil, müxtəlif müəlliflərin ədəbi əsərlərini öyrənməyə üstünlük vermələri praktiki şəkildə müəyyən edilmişdi. İkinci mərhələdə şagirdləri daha çox cəlb edən ədəbi əsərlərin janrları və dövrləri, bu ədəbi materialın oxunaqlılıq səviyyəsi üzə çıxarılmışdı.

Qeyd etmək lazımdır ki, ev oxusunun öyrədilməsi prosesində tələbənin motivasiyası və ümumi təhsil səviyyəsi xüsusi əhəmiyyət kəsb edir.

Tələbələrin üstünlük verdiyi ədəbi əsərləri müəyyən etmək üçün müəllim onları vaxtaşırı sorğu-sual etməli, sınaq və təcrübələr aparmalıdır. Bu, evdə oxumağın məqsədlərinə daha tam nail olmağa kömək edəcək: öyrənmək üçün oxumaq, məlumat çıxarmaq və bilik əldə etmək üçün çoxlu müəaliyə etmək.

ПРОБЛЕМЫ ВЫБОРА ЛИТЕРАТУРНЫХ ПРОИЗВЕДЕНИЙ ПРИ ПРЕПОДАВАНИИ ДОМАШНЕГО ЧТЕНИЯ СТУДЕНТАМ ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЙ

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Резюме

Правильный выбор литературных произведений при преподавании домашнего чтения является важным фактором успешного усвоения учебного материала.

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Оптимальный размер литературного произведения составляет 2-2,5 страниц печатного текста.

Представим, что в университете был проведен эксперимент, целью которого являлось выявление интересов и предпочтений студентов. Эксперимент состоял из двух этапов. На первом этапе практическим путем было установлено, что студенты предпочитают изучение литературных произведений не одного, а разных авторов. Второй этап выявил жанры и эпохи литературных произведений, которые больше всех привлекают студентов, а также уровень читабельности данного литературного материала.

Нужно отметить, что в процессе преподавания домашнего чтения особое значение приобретают мотивация и общеобразовательный уровень студента.

Rəyçi; baş müəllim İsmailova G.

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