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СОДЕРЖАНИЕ

Рассмотрение данных вопросов приводит к ряду последовательных выводов:

1) Предположительно читатель не будет испытывать необходимости в пословном переводе паремий, т.к. большинство паремий имеют скрытый, переносный смысл, который нельзя уловить при пословном переводе. При желании пользователь сам может осуществить пословный перевод, воспользовавшись любым двуязычным словарем. Таким образом, мы признаем элемент ПП в структуре СС лишним.

2) Толковать пословицу, по нашему мнению, необходимо только в тех случаях, если понять смысл паремии крайне затруднительно, или пословица имеет несколько значений, или в том случае, если отсутствует эквивалент в выходном языке.

3) В толковых словарях, можно приводить цитаты из художественных произведений, иллюстрирующие употребление пословиц (т.е. ИМ). Однако пословицы и поговорки, являются самостоятельными законченными предложениями, обладающими особым смыслом и способностью моделировать ситуацию и, как правило, не нуждаются в иллюстративном материале.

В итоге, хотелось бы показать оптимальную, на наш взгляд, структуру СС двуязычного сборника пословиц и поговорок, состоящую из 6 элементов.

1. ШП– шифр паремии в словаре;
2. Т – толкование или краткое описание ситуации, моделируемой в данном изречении;
3. ДС – дополнительные сведения (факультативный структурный элемент);
4. ВЭ–выходной эквивалент, т.е. эквивалент паремии на выходном языке;
5. ИМ – иллюстративный материал;
6. ШПС – шифр пословично-поговорочного синонима.

Итак, словарная статья двуязычного сборника пословиц и поговорок должна отвечать двум основным требованиям: требованию истинности и достаточности, т.е. в ней должен соблюдаться основной лексикографический принцип: максимум информации на минимуме места – без ущерба для интересов читателя. Предложенная выше структура СС, по замыслу авторов, должна помочь составителю паремиологического словаря в реализации этого основного принципа.

В заключении хочется отметить, что в двуязычном словаре пословиц и поговорок должны найти обязательное отражение следствия различного языкового деления мира, отражающие менталитет, этнокультуру и историю носителей входного и выходного языков, это предопределяется не только новой междисциплинарной парадигмой в составлении двуязычных паремиологических словарей, но и, как показывают многочисленные исследования, интересами читателей.

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TEACHING READING SKILLS IN A FOREIGN LANGUAGE

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The article deals with the extensive, intensive, skimming, scanning reading and the conditions and methodology necessary for its success. In the interests of professional development, the authors encourage teachers to use the principles as a tool to examine their beliefs about reading in general in particular, and the ways they teach reading.

Keywords :intensive, extensive reading, skimming, scanning, principles, teaching reading, professional development, teacher beliefs

Мақала оқытудың экстенсивті, интенсивті, түсіну, қарап шығу оқу түрлерін және табысқа жету үшін қажетті жағдайлары мен әдістемесін карастырады. Кәсіби даму мүддесіне сай, авторлар оқытушыларды ынталандыру мақсатында оқу туралы өздерінің қағидаттарын зерттеу құралы ретінде пайдалануға, өз нанымдарын зерделеуге, және оқуға үйрету жолдарын үйретуге ынталандырады.

Кілт сөздер: интенсивті, экстенсивті, түсіну, қарап шығу, принциптер, оқу-әдістемелік оқу, кәсіби даму, оқытушы нанымы.

There are many theories of reading. Some regard reading as a skill which relies heavily on our visual perception and ability to recognize words, letter shapes, sound patterns and so on. Other theories regard reading much like looking at a picture, where we read to get the whole message and the bits and pieces are not important singularly. Reading instruction often focuses on items of knowledge - words, letters, sounds. Most people respond to this type of teaching. They search for links between the items and they relate new discoveries to old knowledge [1, 33-34]. So there are many things which go on inside a reader's head when reading occurs. Reading is like any other skill we learn. For example, when we first try to pronounce a sentence in English, we tend to speak very slowly, and with not much stability. The more confident and braver we become, the slower and steadier we are until we learn how to control our speed. So when we decide to produce relatively spontaneous utterances, we can usually control the pace, so we avoid confusion. Sometimes we can increase the speed, other times we purposely reduce the speed when we realize that if we don't we could get mixed up. When we learn to speed read, we use the same technique as we would use with the other three skills, writing, listening and speaking. Although reading is considered, together with listening, a rather passive skill, it is in fact can such be active as writing and speaking, and teaching them is even more active. Not all students enter the reading process through the same "door." Some enter the reading process through writing. Others enter by listening to fluent readers read. Students need a variety of invitations to feel like reading, and teachers need to provide a variety of activities throughout the school day to engage them in reading. Reading can be defined as interpreting a system of symbols and it is definitely a skill that will not fade, however, nowadays it is not as fashionable as it had been before other media, i.e. television and the Internet, came into fashion.

Reading is usually done at your own speed, especially in the case of reading at home. Reading is a transferable skill between languages, where word recognition can be more important than the strict knowledge of syntactic reading rules, or perhaps the lack of it.

Getting students to read in English is vitally important for a number of reasons: firstly, reading is necessary skill for many, if not all, foreign language learners. Whether they are faced with tourist brochures, instruction manuals, medical textbooks or even fiction, many students will have to be able to read effectively. But reading in foreign language is also important because it shows the written language in action. And on top of that, frequent reading exposes students to the language in a way that, if successful, helps them to acquire language itself, either consciously or subconsciously . Not all reading texts or activities are necessarily good for students, however. We need to consider both what they read and how they read it.

Most teachers would not give beginner students a novel by Ernest Hemingway or even a " blockbuster" by Jilly Cooper to read. There would simply be too many words which the students could not understand and they would give up disheartened. On the other hand, some of the reading passages which those students to have put in front of are so simple so unlike real written English that they may not be very useful either, because they are so obviously not authentic, not like the real thing [2, 78].

The reading texts which we give the students to work with, then, must appear to some degree authentic, even if they are specially written for students can cope with, even if they do not understand every single word.

Just about any kind of reading material is useable in the English teaching classroom. Students can be shown menus and timetables, application forms and E-mails. They can read poems and narratives, newspaper articles advertisements, letters and postcards.

What the teacher chooses to show the students will depend on four things: the students' future needs, the students' interests, the teachers' interests and the textbook they are using.

The good reader does not read in the same way and at the same speed. It always depends on the type of text and the reason for reading. Time spent reading is important. Students should read extensively both in and out of the lesson to polish their basic reading skills and develop fluency. During the classes, students need large chunks of time to read extended texts for a variety of purposes: for information, for pleasure, and for exploration. The key to becoming a proficient reader is practice, practice, and more practice. In order to do it in a more enjoyable way, they need to be exposed to a variety of genres and authors, as well as to materials they find relevant and engaging. Students need to talk with others about what they are reading. Learning is a social event. Interacting with their peers around their reading experiences enhances the learning for students

and increases their motivation to read. Foreign language learners need quality teachers and high-quality instruction. According to recent studies, neither the parent's level of education nor the family's socioeconomic status are as important as the quality of the teacher and the teacher's instruction in predicting student achievement. There are many different kinds of reading. They are:

Scanning. Reading to find details. When you read the contents page you do not start from the top and read every word. Your eyes pass quickly over the list and you select the information that you need. You are trying to locate a specific piece of information, only interested in one thing, and do not bother about the rest. We can scan an article or a timetable for the particular piece of information we want. We can skim a play review to get a "general picture" of the reviewers' opinion.

Skimming. It means that with this strategy, students are reading in order to find the main points. For example, when reading a newspaper, you are looking for the main points and not really interested in every article it contains. It is just glancing on the text, your eyes pass quickly over the list and you select the information you need.

Skimming and scanning are sometimes referred to as *types of reading* and at other times, as *skills*. Skimming involves a thorough overview of a text and implies a reading competence. Scanning is more a limited activity, only retrieving information relevant to a purpose.

Brown (1994) suggested that "perhaps the two most valuable reading strategies for learners as well as native speakers are skimming and scanning" [3, 283].

Pugh (1978) suggested that since scanning is a less complex style of reading it can be introduced first. Skimming requires greater fluency and more practice is required, so it should be introduced later. [4, 142] Often skimming and scanning are used together when reading a text. For example, the reader may skim through first to see if it is worth reading, then read it more carefully and scan for a specific piece of information to note. Students need to learn that they need to adapt their reading and techniques to the purpose of the reading. By practicing skimming and scanning, the individual learns to read and select specific information without focusing on information that is not important for meaning.

Extensive reading. This is a very important type of reading where students read longer texts often in their own time. It is unlikely that students will ever become fluent readers if they do not get the opportunity to do some extensive reading. When students practise this kind of reading strategy, they are looking for the gist, the global understanding of the text.

Intensive reading. The students are reading for details, to get all the information

from the text, it was typical of the grammar-translation method, and for example when they are filling in an application form, or read a manual, you are certainly applying this strategy.

We can read in a leisurely way for pleasure, or we can read a set of instruction in order to perform a task. We can also read aloud for others. To our mind, students need to be read aloud to every day although it is a very controversial area. It helps to establish the link between the written form of the word and its spoken form. This will enable the students to add words they read to their productive vocabulary. And we should not forget that English is very difficult because the written form of a word and how to pronounce it are two things.

All of these activities are valid, of course; the job of the materials designer and the teacher is to match the activity style to the type of reading.

As a rule we can say, that students benefit by reading for general comprehension first, and looking for details later . If the first task the students have to deal with is relatively simple, then their anxiety is decreased, and they can approach the more difficult tasks that follow with confidence.

Understanding the messages of the text is not the only use for reading material, however. We also want our students how texts are constructed. What language is used to give examples or make generalizations? What language devices do writers use to refer backwards and forwards? How are humor and irony conveyed and what kind of lexis signals conditions and contrasts, for example?

When students understand paragraph and text construction they have a better chance of understanding text meaning. In order to make the reading experience a success for their students teachers need to do a number of things: they need to choose the right kind of text (as we have said), but they also have to get students engaged with the topic/ task and allow them, even provoke them , to predict what they are going to read [6, 54].

Teachers have the ability to make potentially boring texts interesting (and vice-versa) by the way they introduce the task. They will probably not do this by saying " Open your books at page 26 and answer the question by reading the text" It is much more likely that students will be engaged if the teacher has aroused their curiosity about what they are going to see through provocative statements or questions, looking at pictures or predicting.

One way of getting students to predict is to let them look at the text but not to read it. Then it is probably from a newspaper/ magazine. Is there a picture of what the writer is saying " if that is what you want to give them scanning practice. Reading texts contain a great deal of language, topic information and lots of other information (in accompanying photos of maps, and though the layout of the text). It would not be sensible, therefore to get students to read and then forget the text and move on to something else. On the contrary, reading practice should be part of an integrated teaching, learning sequence [6, 213].

The reading text might be proceeded by a discussion and then, after the reading has taken place, used perhaps as a stimulus for a role play or letter-writing. If the reading text contains (the possibility for) dialogue students can be used as a model for student writing. In conclusion

the students may:

• develop a "reading habit"

• gain more confidence in reading

• improve their attitude towards reading and become more motivated to read

• feel more autonomous over their own learning and more likely to take more initiative.

• become more " independent readers", being able to read for different purposes and being able to change reading strategies for different kinds of texts

• become more aware of what's available to them to read and how to access materials

• expand sight vocabulary

• acquire "incidental" grammatical competence - that is, it may be acquired even though it was not directly taught

• increase reading comprehension

• improve overall language competence

• be more prepared for further academic courses because they have read large quantities

The teachers should make sure that:

• the reading text is the right level for the students

• the reading topic has some chance of engaging the students' interest

• the students know what kind of reading they are going to do

• the tasks suit the text and vice-versa

• the students are involved with the topic, the language of the text and, where appropriate, the text construction.

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ДИАЛОГ – МЕМЛЕКЕТТІК ТІЛДІ ҮЙРЕТУДІҢ БІР ФОРМАСЫ

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В статье рассматривается роль диалога в обучении государственному языку.
In the article examines the role of dialogue in learning the state language.

Қара тасты жарып шыққан таудың кәусар бұлағы қандай мөлдір болса, қазақтың тілі мен ділі де сндай таза. Мәселе оны тек көздің қарашығындай сақтай білуде. Сақтап қана қоймай қасиет тұта әстерлей де білу керек. Елдің ертеңіне кепілдік болар жас буынның бойына сіңіріп, ойына руаниылықтың дәнін дер кезінде егу парыз. Егеменді ел ретінде етек-жеңін жинап, жеке шаңырақ