DEVELOPING READING COMPETENCE

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Rezumat
Acest articol descrie importanța dezvoltării competenței de citire la copii și valoarea ei educațională. Acesta specifică ce ar trebui să fie predat în instruirea citirii și etapele ei de predare (înainte, în timpul și după citire). Sunt descrise metode și tehnici captivante ce pot fi utilizate la fiecare etapă, pentru a motiva și interesa studentul în procesul citirii.

From time to time people have wondered why reading is important. Reading is fundamental to functioning in today's society. It develops the mind, the mind is a muscle and it needs exercise. Teaching young children to read helps them to develop their language skills. Reading helps children focus on what someone else is communicating. Reading helps to discover new things. A person who knows how to read can educate themselves in any area of life they are interested in. There is an old saying, "The pen is mightier than the sword". Reading is important because words-spoken and written are the building blocks of life. Children are becoming the result of words that they have heard or read and what they will become in future will depend on what they read . As Bali Rai said: „Reading for pleasure is the single biggest factor in success later in life, outside of an education. Study after study has shown that those children who read for pleasure are the ones who are most likely to fulfill their ambitions. If your children read, they will succeed- it's that simple." As we see reading is a part of success and there are of course some tips and ways for reading. When teaching reading we have to fallow some requirements. Teaching reading has 3 stages: pre-reading, while-reading, post-reading. These stages will help us to make more productive our reading .

Pre – reading stage. Foreign language learners have great difficulty jumping into new texts without any background support. Students should know at least something about the topic before reading. Pictures, drawings or short skits can help develop relevant background information.

- **Brainstorming** makes students pool what they know about the topic of the text and share their knowledge in the target language. The goal is to activate students horizon of expectation, and help learners identify what the text is about. *Pre- reading exercises can take different forms, but ideally they are learner-centered rather than teacher-centered.*

- **Skimming.** Another pre-reading activity is skimming. In class , a short period of time is allotted for the learners to skim the first paragraph or page of the text, look at illustrations and subtitle, and identify the words in the text that explain the "who", "what", "where" and 'when" of the text content - to identify core vocabulary words that will help them work through uncertainties.

- **Wordsplash**. Assemble a collection of keywords for a certain reading assignment. Arrange the words on a piece of paper or on a projector in a random way. The random arrangement makes the collection of words a wordsplash.

After pre-reading when students are already ready to read and understand we have to make reading also active. We must not only read students have to have always something to do even while reading otherwise they will become bored and they will lose interest. Activities which students will be provided with **while–reading** must be chosen very carefully and according to students age and ability.

Questions while-reading. Asking questions while – reading can be one of the greatest aids to understanding a passage, either at home or in class.

While-reading activities are defined as activities that help students to focus on aspects of the text to understand it better, a few examples of while reading activities could be any one of the following:

1. Identify the connectors(however, moreover, thus, etc.) to see how they link ideas within the text.
2. Distinguish between general and specific ideas.
3. Identify topic sentences and the main idea of paragraphs.
4. Check whether or not predictions and guesses are confirmed.
5. Skim\ scan a text for specific information.

6. Answer literal and inferential questions.

Post –reading strategies provide students a way to summarize, reflect and question what they have just read. They are n important components of pre-, while-, and post-reading strategies and are the core of good comprehension.

Post – reading activities also offer the students the opportunity to make connection with the text(s) and their own experiences, self-expression ,ad creative responses in light of having read and analyzed the text. These activities enable students to apply a more global understanding and interpretation of the text and integrate information from different parts of the text.

- **Summary writing.** Ask the students to work together with a partner. First ask them to work together to identify the main part of the reading. Once they have successfully done this, the students can work individually to put these into sentences. Developing on the level of the class, you might need to teach them how to paraphrase or how to write in their own words.

- **Making video.** These days many students have access to video cameras on their phones. In this activity, students get together in a group and make a plan for a video related to the text. This can be done in the form of a news report, and interview, or a role – play. Once the have made their plan. The group decides what role each member will take. For example, who will start in the video, who will record the video etc.? The students then record a short video. The groups then mingle and share their videos with other groups.

- **Making their own test.** Give the students a text with no comprehension questions. Ask them to read the text. When they have finished, tell them that you would like each student to prepare two comprehension quiz questions. Collect all these questions and compile them and distribute them to the class. They then can take their own test.

For students to develop communicative competence reading, classroom and homework reading activities must be authentic in three ways:

1. Reading *material* must be authentic:

It must be the kind of material that students will need and want to be able to read when traveling m studying m abroad, or using the language in other contexts outside the classroom.

2. The reading *purpose* must be authentic:

Students must be reading for reasons that make sense and have relevant to them, "Because the teacher assigned it" is not an authentic reason for reading a text.

3. The reading *approach* must be authentic:

Students should read the text in a way that matches the reading purpose, the type of the text, and the way people normally read.

Reading is the main part of the educational process without it we will not be able tp educate our students. Reading enriches the way of thinking ad makes their knowledge deep and helps to learn new culture and customs and traditions and prepares them for real life communication

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