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TIPS FOR READING EXTENSIVELY

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Rezumat

Cititul este una din competenţele majore necesare învăţării unei limbi străine. Citirea extensivă este cititul cât mai mult posibil, fără să te gândeşti la minuţiozitatea sensului. Dacă textul este la un nivel corespunzator, cititorul va descoperi că cuvintele necunoscute pot fi descifrate prin examinarea contextului, făcând inutilă utilizarea traducerilor sau dicţionarelor. Textele trebuie sa fie interesante, să aibă o lungime moderată, să fie adecvate nivelului.

Cuvinte-cheie: citire extensivă, îmbogăţirea vocabularului, abilităţi de audiere şi înţelegere, traducere

Extensive reading has the potential to help English language learning learners become better readers and make improvements in other aspects of their English skills. However, most students are not accustomed to the autonomy accorded by extensive reading. In addition, they may be used to struggling through short, boring, and extremely difficult texts, which, for many

learners, entails painfully careful reading and constant use of a dictionary. In short, language learners may not understand the language learning value of reading easy, interesting material.

In extensive reading English language learners read large quantities of easy material in English. They read for information and enjoyment, with the primary goal of achieving a general, overall understanding of the reading material. Students select their own reading material and are encouraged to stop reading if the material is not interesting or is too hard, over time, students are also encouraged to expand their reading comfort zone-the range of materials they can read easily and with confidence. Day and Bamford suggest that the motto of extensive reading is 'reading gain without reading pain [3, p.121]

There are several reasons why it is beneficial to encourage language learners to read extensively. Studies show that when students read extensively they improve their reading fluency and also build new vocabulary knowledge and expand their understanding of words they knew before. Additionally, extensive reading help students write better, as well as improving their listening and speaking abilities. And the best thing is that students develop positive attitude toward reading in English and increased motivation to study it.

Teachers have to play an important role in helping their students get the most out of extensive reading. As Day and Damford [4, p.78] point out, teachers need to introduce their students to extensive reading and provide essential guidance as they read extensively .

We learn to read by reading, this is true for both a first or second language. The more students read, the better readers they become.

When you encourage your students to read, and read you might want to point out that reading extensively can:

- Help them read faster and understand more.
- Help them read in meaningful phrases, rather than word-by-word.
- Increase their confidence in their reading.
- Increase vocabulary knowledge.
- Consolidate grammatical knowledge.
- Help improve writing proficiency and oral fluency.

Students should read easy books. Generally, it is hard to read books that have many unknown or difficult words. Frequently encountering challenging vocabulary can be frustrating, if not discouraging. The same can be said about the level of grammatical and organizational difficulty of books. So it is very important for students to choose books that they can read quickly and easily. This will increase their confidence and help them to become more comfortable with the process of reading in foreign language. When learners read a lot of easy books, it allows them to become more fluent, effective readers. In addition, they are able to learn new words and phrases, over time, while enjoying what they are reading. Teachers should ask students to scan two or three pages of a book, looking for words they do not recognize. If there are more than four or five difficult or unknown words on a page, the book is probably too difficult for extensive reading.

Even after your students choose a book that appears to be appropriate, they may find that they are re-reading a few grammatically difficult sentences to try to figure out the meaning. If this is the case the book is probably too difficult, so they should find another.

Extensive reading materials can be any material in English that is easy enough for your students to read with overall comprehension. Depending on the abilities of your students and the resources available to you, such materials may include children's books, comic books, or online

texts. A useful source of language learner literature, reading material written for an audience of language learners, is graded reading. Graded readers are simply books, fiction and notification, in which the content is controlled to match the language ability of learners. All the major publishers have graded readers. Hill [5, p.92] provides an insightful review of readers published in the United Kingdom.

It is advisable to read interesting books. Because students need to read many books it is important that they are interested in and enjoy what they are reading. At the same time, teachers might want to point out that they should not give up on a book prematurely. Some books start slowly. It is also advisable to reread books you found particularly interesting. Having already read a book once, students will be able to read it more fluently the second time. This helps build vocabulary knowledge as well as confidence, and this, in turn, leads to increases in reading rate. Students should read for general understanding. When students read extensively, it is not necessary to read for 100 percent comprehension. They should simply read for general, overall understanding. It's a good idea to ignore unknown or difficult words, skip them and go on reading. Sometimes you can guess the meaning of the words from the context. Students can circle the words they do not understand. Next they should read the pages, they will be encouraged to focus on the general meaning and ignore any circled words. Students should avoid using dictionaries. Looking up words is time consuming, and it can distract students from reading for general understanding. But sometimes it is not possible, or advisable, to avoid the use of dictionaries. There are times when not knowing the meaning of a word prevents overall understanding, or the unknown word reoccurs frequently in the text. In such situations, teachers can tell students to use a dictionary. Students should expand their reading comfort zone. As students read more and more, their reading fluency will increase and their reading comfort zones will expand, they will be able to read books that were initially too difficult. The teacher can monitor the students overall comprehension of reading by incorporating extensive reading activities in the classroom. One idea suggested by Jwano [1, p.84], is that teachers briefly interview their students individually while the rest of the class is reading. For other useful activities for monitoring your students' extensive reading you can see Bamford and Day [1, p.78]. The more the students enjoy what they are reading, the more they will read. If they do not enjoy reading, their desire to stick with it will probably dwindle and they may give up on reading. As teachers, we should find encouraging ways to make sure the students keep on reading.

Conclusion

Most teachers above all else, must help their students do well in their courses and pass the required examinations. However, at the same time, teachers can increase their students' competency in English and help them become fluent readers in English by engaging them in extensive reading. It is important to realize that the increased fluency, confidence, and motivation that so often result from reading extensively will help students in their academic endeavors, such as improving exam performances. As Colin Davis said: „Any ESL, or L1classroomwill be poorer for the lack of an extensive reading programme of some kind, and will be unable to promote in pupils' language development in all aspects as effectively as if such a programme were present [7, p.335] Day and Barnford claim that "effective extensive reading teachers are themselves readers, teaching by example the attitudes and behaviors of a reader" [4, p.104]. If you are a first language reader of English, then consider reading extensively in your

students' first language. If English is a foreign language to you, then read English with your students. As Nuttall observed "reading is caught, not taught" [7, p.229].

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ГУМАНИЗАЦИЯ ПЕДАГОГИЧЕСКОГО ПРОЦЕССА ДОШКОЛЬНОГО ОБРАЗОВАТЕЛЬНОГО УЧРЕЖДЕНИЯ

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Abstract
The article is devoted to the problem of humanization of the pedagogical process of preschool educational institutions of Ukraine. The article discloses the term "humanization of education"; the rational for the humanization of the educational process is substantiated: the components of the process of humanization of education are analyzed. The article identifies and analyzes the main directions of humanization of the pedagogical process of a preschool educational institution in the conditions of modern social educational realities.

Keywords: humanization of the educational process, pedagogical process, preschool educational institution, preschoolers, pedagogue.

Современное реформирование образовательной системы Украины связано с утверждением гуманистических ценностей, направленных на развитие личности. Законодательная база дошкольного образования: Законы Украины «Об образовании», «О дошкольном образовании», Базовый компонент дошкольного образования, отражают тенденции к гуманизации, заключающиеся в утверждении человека как высшей социальной ценности, в раскрытии его способностей и удовлетворении образовательных потребностей, обеспечении приоритетности общечеловеческих ценностей, гармонизации отношений человека, окружающей среды и общества. *Целью статьи* определяем освещение некоторых аспектов гуманизации педагогического процесса в дошкольных учебных заведениях Украины с учетом современных социально- образовательных реалий.

Под гуманизацией образования мы понимаем процесс создания необходимых условий для самореализации личности ребенка в современном пространстве, который способствует раскрытию творческого потенциала личности, формированию критического мышления, ценностных ориентаций и моральных качеств.

Проблема гуманизации образовательного процесса была объектом исследования таких выдающихся педагогов-теоретиков и практиков, как Я. Коменский, К. Ушинский, В. Сухомлинский, Ш. Амонашвили и др.

Современные исследователи предлагают под «гуманизацией образовательного процесса» понимать изменение содержания образования, увеличение гуманитарных