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HOW TO DEVELOP THE SKILLS OF FAST READING

Summary. *The practical aspects for developing fast reading skills.*

Key words: *fast reading, vien diagram, foreign language*

To read properly, or, as the specialists put it, is a real art. Practically everyone can master this art, but, unfortunately, not everybody can.

I offer you the material which may be interesting to our teachers and not only. I am sure it would be useful to our students, at least seniors ones, to get acquainted with this information too, because it can help them increase their reading speed not only in the English language but also in the mother tongue and other languages if they study any.

Reading for the brain is as important as physical exercise for the body.

Everyone can read, at least literate people can. But the majority of people can't read properly. To be exact, these people do not know the rules of reading.

Nowadays modern people still read the same 150-200 words per minute as it was a hundred or two hundred years ago. Does this mean that our resources are limited by nature? Of course, not. It's a fact of common knowledge, that 1\1000 of the huge potential of the human brain is used by a person. A lot of scientists set to work on this problem and tried to wake up the sleeping resources of our brain. They work out a unique system of teaching methods of fast reading. It's not a kind of swift turning over the pages, not a "diagonal skimming" but such

fast reading of the text which guarantees and qualitative understanding. This team of scientists worked out the following rulers of fast reading.

Seven Rules of Fast Reading:

1. Read the text-only once.
2. Keep the Integral Algorithm of Reading.
3. Distinguish the dominance of the text.
4. Read without articulation.
5. Read the text using vertical moving of the eyes.
6. Be attentive.
7. Try to memorize the most important information.

These rules need some commentaries.

Rule 1. Any text of any difficulty should be read-only once. Regression (eyes back moving to the previous passages of the text) is prohibited. Only after full reading and understanding of the plot, it is possible to re-read the text once more than necessary. Some people got used to reading the text twice to be sure. But the effectiveness of such reading is very low. First of all, because it's slow, second because numerous comings destroy the distinct structure of the narration. This causes chaos and confusion in the reader's head. One should get rid of this drawback once and for all. At first, this will not be easy; at this stage remember that you may go back inwardly but without glancing at the text. Having read the passage, you should think over its content, try to recollect as many details as possible, and only after that you may continue your reading. After several days of training, the necessity of re-reading will disappear.

Rule 2. Reading is based on the IAR (Integral Algorithm of Reading). You shouldn't be afraid of the expression "Integral Algorithm of Reading". The second rule can be formulated differently: before opening a book, magazine or newspaper, decided for yourself clearly, which information you want to get. Then chaotic reading will become subordinate to the programme-IAR. Let's

conditionally compare the programs of two readers: the one who reads slowly and another one who reads fast. The program of the latter will include 7 blocks:

- the title of the book;
- the author of the book;
- the source (newspaper or a magazine)
- the problem too with this book is devoted;
- facts, presented in the book;
- peculiarities of the presented material
- how new the material is and how it can be used in practical work.

To prove the effectiveness of IAR we may say that all the texts are overfilled with information which sometimes reaches 75%. Practically only 25% of its volume carries the information for a reader. Thanks to IAR you'll be able to extract the necessary information out of any text.

Rule 3. Fast reading is always to distinguish the dominance-the main content of the text. In every text, some words push you to continue reading: there are some which notify you that there will be no changes in the content. There are other words that "signal" changes in the plot. Having learned how to use such word symbols, you'll be able to distinguish between the most important and the least important information in the text.

The dominance of the text is distinguished step by step based on keywords that are connected in the plot lines. If you learn to find the dominance of the text while slow thoughtful reading, then in the future you'll be able to distinguish it automatically and instantly while fast reading.

Rule 4. Reading without articulation. Most people have preserved the childish habit of "pronouncing" the text inwardly. Their tongue and lips are motionless, but studying this phenomenon showed that even literate people produce gullet movements while reading.

To learn how to read silently, we may recommend a special exercise. While reading a book or a newspaper, rhythm. You should tap on the hard surface, at

the same spot with a pen clasped by three fingers, trying not to lose the rhythm. You should simple texts every day 1-1,5 hours tapping the rhythm. This must be done for a week. At first, it will be difficult: you will lose the rhythm, sometimes you will not understand the information. But in an hour you will understand that it's possible to read and to tap at the same time. In 15-20 hours of doing exercise you will lose the habit of "pronunciation".

Rule 5. Fast reading is reading with the vertical moving of eyes. For fast reading, one should possess wide, panoramic eyesight. You can develop it with the special tables. How does one of these tables look like?

It's a square (20-20 cm) divided into 25 cells with digits from 1 to 25 written disorderly into them. There are 8 tables. It's not very difficult to make such tables on your own.

You should use these 8 tables. Your task is to concentrate your eyesight in the middle of the table, see the whole of it and find all visible digits for more than 25 seconds. If you do the exercise correctly, with the time you

Will be able to embrace the whole table, and it means the whole page of any printed text.

Rule 6. To be attentive during reading. Not getting distracted isn't an easy task. To be able to concentrate on the plot, you should constantly train your attention with the help of special exercises. Here are 2 of them.

Exercise "Fingers"

Sit comfortably in the armchair or on the chair, put your hands with clasped fingers on the knees. Mind: your thumbs must be free. Start revolving your fingers one around another with constant speed, paying attention that they don't touch each other. Concentrate your attention on this movement. This exercise should be done for 5 minutes during the first two weeks, then- 10 minutes, then 15. Once you will find out that you forgot about the instructions: your fingers are moving, your eyes are following the cloud in the sky and your thoughts are busy with quite

different things. You should make yourself overcome these difficulties and concentrate on the movement of your fingers again.

Exercise "The hand of the watch"

This exercise must be done 2-3 times every day. For 3 minutes observe the movement of the second hand of the clock or the watch. At first, the exercise will seem very difficult for you. Very soon will find that you are not following the movement of the hand and your thoughts are busy with quite different problems. Mind: your attention must be arrested by the moving hand of the watch.

Rule 7. Constant training of memory. There is no use in reading fast and much if in a day or two you forget all the information. There exist a lot of special exercises and methods for training one's memory. We shall devote a special article to these problems.

Practical advice for teachers and learners

One of the most widely spread kinds of reading is gist reading. It aims to train learners to read fast. The quick tempo of reading increases its effectiveness. While reading slowly the reader's attention weakens and their understanding of the text changes for the worse. It's paradoxical, but when reading fast, we understand more. Having learned how to read fast, learners will be able to read more English texts in the process of their studying, and this will increase their knowledge of the English language.

Compare: for the Ukrainian or the Russian languages, the minimal reading speed is 120 words per minute. For the English language, the minimal reading speed is 180 words per minute. The task of the reader is to increase this lower level of reading speed.

Though gist reading occupies one of the important places in people's activity, our English textbooks either do not pay much attention to this kind of work at all or teach this kind of activity on a very limited quantity of material. But that's not a serious problem because every teacher can organize this process very easily.

How to Keep up the Control of the Process

Gist reading must be at a certain speed (not slower than 180-190 words per minute.) That's why a learner must control the speed of reading every text. There is a rational way of fixing reading speed and this will help to count reading time quickly. For this one must mark the time he\she began his or her reading of the text and the time he or she finished it. You may measure the reading time in minutes or seconds [2].

Every recording of the text must be designed in the following way [1]:

- Text 372 (number of words)
- Reading speed: determine your reading speed.
- The time you finished reading - 10.32
- The time you began reading - 10.30
- Reading time: 2 min=120 sec
- Reading speed is: number of words * 60 / time of reading in seconds =
372*60 / 120 (words/per minute)

Here are the abbreviations which may be used for setting records:

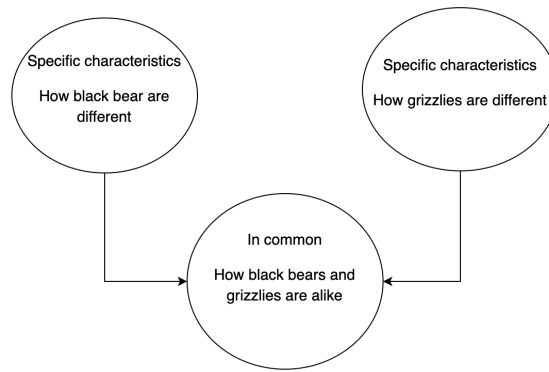
- FT - finishing time
- ST - starting time
- RT - reading time
- NoW - number of words
- WpM - words per minute

The formulae for determining the reading speed:

1. $FT - ST = RT$ (in seconds)
2. $RS = (NoW * 60 \text{ sec}) / RT = \dots (WpM)$

COMPARE AND CONTRAST

How grizzlies are different. Check the Venn Diagram specific characteristics.



Pic. 1. Venn Diagram

Read the text

The kinds of bears found in North America are the black bear and the grizzly bear. Both of these bears are still found in the forests [1].

Both bears are good at smelling and fearing. Their small eyes see poorly. Both black bears and grizzlies are meat-eaters. But the bears also feed on fruits, nuts, acorns, and the leaves and roots of plants. The long fur on bears protects them from bees. They need this help when they open beehives to eat honey.

There are many more black bears than grizzlies. The black bear seems to be happy in zoos. This bear is called the clown of the woods. Because does trick such as dancing or begging for food. Black bears are fast runners and good tree climbers. Even though black bears are shy, they can be dangerous. They should never be teased.

The grizzly bear is a really dangerous animal. Many hunters call the grizzly the most dangerous North American wild animal. The grizzly is large and heavy. It seldom climbs trees.

Black bears sleep through most of the winter. Grizzlies seem rarely to sleep. They hunt day and night and in all kinds of weather. A grizzly weighs almost three times as much as a black bear.

1. Tell how black bears and grizzlies are alike and how they are different. Write the letter "G" if this information is only about the grizzly bear

and the letter "B" if this information refers only to the black bears. Write both letters (GB) if the information is true about both bears.

- a. dances and begs for food.
 - b. found in North America.
 - c. shy.
 - d. the clown of the wood.
 - e. sleep through the winter.
 - f. heavier.
 - g. have good smelling and hearing.
 - h. good tree climber.
 - i. found wild in the wood.
 - j. meat eater.
 - k. sees poorly.
1. Most dangerous North American animal.
 2. Using the Venn Diagram find more similarities and differences in these two kinds of bears.
 3. What new information about bears have you learned?

Reading Comprehension

Lerner must read the text fully and only once. There is no use in reading the text without understanding it. But it is necessary to analyze the language of the text or try to memorize its verbal expression. The only necessary thing is to understand the content.

For reading comprehension, there must be specific exercises that aim the learners at understanding the information and at the same time accepting the necessity to reproduce its language material.

Reading understanding of the main facts from the text can be checked with the help of the test "Choose the correct answer", which enables learners to find out the rate of their reading efficiency.

At the same time, the teacher may compose a great number of different problems tasks. First of all, these are logical tasks and pictures. Pictures, as well as words and phrases, are the bearers of the text content. Setting pictures incorrect; sequence, finding the wrong ones, etc. learners show their understanding of the text without expressing their ideas in the foreign language.

It's possible to create exercises based on basic objective rules of reading when the reader inwardly divides the text into logical parts.

It's well-known that somehow all the readers foresee the development of the events in the text.

The teacher may use this objective feature for making other kinds of tasks. Readers have to choose one of the variants of the story broken off in the most interesting place. If readers choose the correct answers, awards will be the permission to read the end of the story, there must be an explanation of why the author's thoughts couldn't have gone that way.

The main idea of the test is usually presented in the form of a short conclusion. The teacher may use a proverb, a saying, or a quotation for this task.

Time yourself and begin to read.

References

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