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**СТУДЕНТТЕРДІҢ XVII ҒЫЛЫМИ
КОНФЕРЕНЦИЯСЫНЫҢ МАТЕРИАЛДАРЫ**

Гуманитарлық факультет

**МАТЕРИАЛЫ XVII СТУДЕНЧЕСКОЙ
НАУЧНОЙ КОНФЕРЕНЦИИ**

Гуманитарный факультет

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В сборник включены материалы XVII студенческой научной конференции гуманитарного факультета. Представленные доклады охватывают весь спектр исследований и демонстрируют огромный интерес студенчества к вопросам истории, философии, международных отношений, филологии, журналистики, педагогики.

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TEACHING READING FOR ACADEMIC PURPOSES

Reading is one of the main purposeful activities that learners must acquire in the process of mastering a foreign language. Reading is of great importance because it is a means of communication, important source of information. Through reading in a foreign language learners enrich their knowledge of the world around them. Reading, as a skill is normally linked with writing. This is a fundamental characteristic of the target academic situation in which students are typically reading books and journals, noting, summarizing, paraphrasing, and then writing essays, etc. In practice material for reading the link with writing is normally included. Reading texts also provide opportunities to study language: vocabulary, grammar, punctuation, and the way speakers construct sentences, paragraphs and texts. Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lessons.

There are many reasons why getting students to read English texts is a part of the teacher's job. In the first place, many of them want important to be able to read texts in English either for their careers, for study purposes or simply for pleasure. Anything we can do to make reading easier for them must be a good idea.

Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students. At the very least, some of the language sticks in their minds as part of the process or language acquisition, and, if the reading text is especially interesting and engaging, acquisition is likely to be even more successful. Reading texts also provide good models for English writing. When we teach the skill of writing, we will need to show students models of what we are encouraging them to do.

The ability to read academic texts is considered one of the most important skills that university students of English as a Second Language (ESL) and English as a Foreign Language (EFL) need to acquire. It should be noted that for the most part reading instruction in the ESL and EFL university courses tends to focus on text processing, on the reader's understanding of the language of the text. To help students cope with texts they may encounter in an academic setting, reading skills and strategies are first taught on the basis of simple texts and then practiced on authentic reading material.

In the current Internet age, however, with its proliferation of information needed for academic purposes, students are exposed not only to conventional text presentation but also to electronic texts. The explosion of information adds an additional challenge to Second Language (L2) / Foreign Language (FL) readers: they must be able to navigate through various text forms and actively create an individualized learning environment that would enhance the creation of meaning. In terms of Second or Foreign Language instruction, the transition from reading within the confines of the classroom to reading under authentic circumstances may be a difficult task. In conventional ESL/EFL reading classrooms, students work under the guidance and intervention of the teacher and the instruction is carried out in a gradient manner in order to build up appropriate reading skills. The reading situation is different, however, when the ESL/EFL student is called upon to deal independently with authentic texts. In such cases, students may not have someone to provide guidance or to intervene when a reading problem occurs.