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## **EXPRESSIVE READING IN TEFL PRACTICE**

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Graduates of pedagogical universities are future foreign language teachers and the ability to expressively speak and read aloud is professionally significant for them. The concept of "expressive speech" is multifaceted as it involves word choice and choice of syntactic construction (unusual but allowed by the norms of the literary language), composition of the text and intonational expressiveness. The sound units of the language are inseparable from its lexical-grammatical and stylistic units.

The development of intonational expressiveness is often ignored by foreign language teachers. It is believed that students themselves will gain expressiveness of speech or transfer it from their native language to the foreign one. This assumption is not valid. The main components of intonation (melody, sentence stress, tempo, voice timbre, pauses) are different in different languages; their variability and combinatorial nature are specific to each language. Therefore, the transfer of intonation skills from a native language to a foreign one leads to a distortion of semantic content and expressive shades. Therefore, the intonational expressiveness of speech should be purposefully taught.

One of the most effective tools in mastering the intonation features of the language, to which the untrained ear of students is deaf, is expressive reading.

There are different definitions of "expressive reading". Some scholars claim that expressive reading is nothing more than reading aloud with correct pronunciation and logical intonation [3, 80]. Others believe that it is ability to draw an emotional response of the audience to the content of the text [1, 65].

In our opinion, expressive reading is an active process of meaningful reading in which the readers, relying on the most frequent and common intonation patterns of the language they study, transmit their individual perception and understanding of the text with the help of voice [2].

One of the most important conditions for successful learning of foreign languages is the adequacy of the materials used to develop speech skills. At the initial stage of teaching expressive reading, we suggest using excerpts from the original texts of narrative fiction, gradually making the transition to multi-genre texts of fiction. In such texts, you can always find passages that reflect the material of educational topics and are exemplary in their compositional structure and style of language.

All language universities have a course of Practical Phonetics, the main purpose of which is formation and development of pronunciation skills. Therefore, we consider it most appropriate to develop expressive reading skills at Practical Phonetics lessons and organize this process in the following sequence: (1) "immersion" in the text; (2) familiarization with the content of the text; (3) familiarization with the audio of the text; (4) logical-intonational analysis of the text; (5) expressive reading of the text.

This sequence allows, in our opinion, to rationally regulate the process of working with the text and master expressive reading. At each of these stages, it is assumed that certain initial skills are formed, which are the basis for the formation of the main skill – expressive reading of the text.

As the analysis skills are mastered, some stages of the work can be omitted. For example, only those parts of the text that are most important, difficult and require special approaches to convey content are subjected to semantic and logical-intonational analysis. Or, familiarization with the audio of the text may be quite optional at an advanced stage of learning.

Thus, forming and developing skills of expressive reading require certain educational material (texts), an adequate system of exercises and regular training. It is worth doing as expressive reading of prose and memorization of prose texts will undoubtedly positively affect the general speech culture of students, enrich their vocabulary and phraseology, and make their speech more accurate and expressive.

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## **SOME IDEAS ABOUT M-LEARNING IN EFL TEACHING PRACTICE**

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Rapid development of information and communication technologies and applying them for teaching purposes have caused a heated debate over their place and role in the modern educational process. Today we are talking about mobile learning, e-learning or virtual learning which means a complete change in educational paradigm in general, and the onset of the so-called era of