

MODERN APPROACHES TO TEACHING READING STUDENTS OF LINGUISTICS

Nowadays reading is regarded both as an objective and a means of mastering a foreign language. Much attention in modern research is paid to the bottom-up and top-down reading as well as types of reading – intensive and extensive. All the mentioned approaches should be applied in teaching reading students of linguistics.

The aim of the article is to analyze modern approaches to teaching reading.

Nowadays reading is regarded both as an objective and a means of mastering a foreign language.

Much attention in modern research is paid to the bottom-up and top-down reading. In bottom-up processing, readers first recognize a variety of «linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers, etc.) and use their linguistic data-processing mechanisms to impose some sort of order on these signals». Such operations require a deep knowledge of the language and are sometimes compared with operations performed by a scientist examining with a microscope or a magnifying glass details of some phenomenon [Kader, p. 106]. Bottom-up reading starts at the «bottom» level of text structure, and moves «upward» to phrases, sentences, paragraphs, and chunks of written discourse [2, p. 17].

A top-down strategy presupposes using previous knowledge and assumptions as the reader goes down from the general meanings to the specific ones of the text [3, p. 106].

It is necessary to remember that making sense of the text depends on the reader's knowledge of the world [5, p. 21]. To comprehend the text the reader uses the knowledge and experience he has as well as emotions the text evokes. That is why reading is always an interactive process as it presupposes interaction between «linguistic knowledge and knowledge of the world» [3, p. 106–107] as well as using and reflecting on the information the text presents for various purposes (for example, to achieve goals, develop knowledge and effectively participate in society).

Much attention in scientific literature is paid to types of reading – intensive and extensive.

Intensive reading is based on the grammar-translation approach. Learners translate the text sentence by sentence into the first language and explain difficult pieces to better comprehend it. Besides, intensive reading is used to show how linguistic means contribute to the communicative purpose of the text which can be a good preparation for further activities (usually writing tasks for academic texts). As I. S. P. Nation reasonably claims, the major principle determining the usage of such teaching should be focusing on items that will occur in a wide range of texts [4, p. 26].

According to I. S. P. Nation intensive reading should focus on the following aspects:

1. Comprehension (intensive reading should be aimed at understanding a particular text).
2. Vocabulary (learners should pay attention to useful words, their meaning and usage; words from the text can be subsequently worked at).
3. Grammar (difficult grammatical phenomena should be drawn attention to, explained and assigned for later study).

4. Cohesion (learners can examine how different words are used to refer to the same idea).

5. Genre features (intensive reading should focus on genre peculiarities, namely, what the communicative purpose of the text is and what features are used to achieve it (vocabulary, grammar, cohesive features and information)).

6. Strategies (intensive reading can be used to develop useful reading strategies (for example, practising step by step how to guess from the context, simplifying difficult sentences, taking notes etc.); reading intensively students can also get training in «integrated packages of strategies») [4, p. 26].

Reading extensively, students are interested in what they are reading and focus their attention on the meaning and ideas rather than on learning linguistic features of the text and analyzing its genre specifications [4, p. 50].

In general, the analysis of the recent research has demonstrated that continuous and consistent guided extensive reading usually lead to significant development of reading abilities.

Extensive reading is considered to be effective under the following conditions:

1. Students read as much as possible, both in and out of the classroom. The latter dominates and is done without teacher help.

2. There is a great variety of materials on a wide range of topics available to students which will encourage learners' reading for different purposes.

3. Students select what they want to read and are allowed to stop reading material which does not seem interesting to them. So students are given freedom and responsibility to choose or find materials. However, materials may be suggested by the teacher at least partially.

4. The purposes of reading are related to general understanding, pleasure and getting information. It is not demanded that students should understand every word. These purposes as well as students' interests should be taken into consideration in material selection.

5. There are few or no exercises after reading.

6. Reading materials correlate with the linguistic competence of the students which means that dictionaries are rarely used because constant looking up words makes fluent reading difficult.

7. Reading is outside class (done when and where the student chooses), silent and individual, at the learner's own pace.

8. Teachers inform students on the requirements and goals of the program, explain the methodology, keep track of each student reading, and guide learners in reading process.

9. Students may read several texts on the same topic – learners “will bring more background knowledge to each new text they read”.

10. Extensive reading is not used deliberately to train specific reading strategies or skills though it provide students with an opportunity to practice effective strategies and demonstrate skills without focusing on them [1, p. 32].

As for future philologists, we think that both intensive and extensive reading of academic texts should be practiced.

LITERATURE

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ФОРМУВАННЯ В УЧНІВ СТАРШИХ КЛАСІВ РЕЦЕПТИВНИХ ЛЕКСИЧНИХ НАВИЧОК: МЕТОДИЧНИЙ ВИМІР

In the article are solved the features of the formation of receptive lexical skills in high school pupils. It is shown that the process of formation of receptive lexical skills of high school pupils occurs in two stages: familiarizing pupils with new lexical units and automating pupils' actions with new lexical units. At the first stage, methods of semantization are applied, in particular, translation (single-word, verbose, expressive, interpretation in the native language, definition of the native language) and non-translational (visual semantization, language semantization, definition of a foreign language, interpretation of the meaning of lexical units in a foreign language). At the second stage of the formation of lexical skills, receptive exercises are used in which the pupil perceives the sample broadcast and performs certain actions with it (verbally or in writing) according to the speech created by the teacher.

Key words: *lexis, lexical skills, receptive lexical skills, English, high school pupils.*

The actuality of the research. In the context of the development of international relations of Ukraine in various spheres of life, its release into the European and global space, new political, socio-economic and cultural realities, the status of a foreign language tends to a constant growth. The new program of teaching English in school showed a change in the approach of the teaching process and clearly defined an orientation toward the needs of the pupil to form lexical strategic competence, of which lexical skills are an element.

The problem of the formation of foreign language lexical competence was investigated in the works of such domestic and foreign scientists as V. Artemov, L. Banevich, I. Batsenko, I. Berman, A. Bokovnya, V. Buchbinder, N. Vishnyakova, V. Gorbachev, Y. Gnatkevich, A. Dolmatovskaya, Y. Zhluktenko, V. Korostylev, E. Miroshnichenko, A. Petrashchuk, S. Stepashchenko, A. Tarnopolsky, N. Forkun, A. Chichkov, S. Shatilov, R. Carter, M. McCarthy, R. Ellis, R. Gairns, D. Gardner, M. Lewis, I. Nation, N. Schmitt, L. Taylor, and others. They, in particular, analyzed the effect of the lexical mechanism in various types of speech activity; investigated the methods and techniques of disclosing the meaning of foreign words intended for receptive learning; developed various types of exercises for learning vocabulary; studied the process of functional development of vocabulary, taking into account the patterns of the generation of speech statements; identified the criteria and described the procedure for selecting lexical units to form a minimum dictionary. However, in the theory and practice of teaching pupils of the senior classes of the English language there is no scientifically based method of forming receptive lexical skills.

The aim of the exploration is to analyze the characteristics of the formation of receptive lexical skills in high school pupils.

The greatest wealth of any society is its language, and in language its vocabulary. Lexicon (from greek language *lexikos* – «*lexis*») is the vocabulary of a language with phraseology inclusively [3]. With the help of lexis, a person divides the surrounding and his inner world into parts, and each