

FORMING AND DEVELOPING READING SKILLS OF THE FIRST YEAR STUDENTS AT PEDAGOGICAL UNIVERSITY

The article deals with main principles of reading process which enable a teacher to observe the students' steady progress toward skillful, independent reading. Some essential items of every reading lesson are pointed out and some pieces of advice are given to develop and improve reading habits in an easier and more efficient way. Special attention is given to different reading activities and strategies.

Reading is one of the four types of speech activities which comprise studying and mastering any foreign language. It is mainly the process of reading that performs function of communication using a foreign language due to more regular but nevertheless not constant oral communication [2, 187].

Reading is divided into social reading (reading for pleasure) and reading for comprehension [4, 49]. Students (especially of the first and second courses) should be obviously encouraged in social reading, realizing one of the most important principles of nowadays teaching is life-long learning, thus making social reading a habit of the students [1, 9]. Students may use the following list of essential tips for reading to make the process easier and more efficient [3, 64]:

Reading Tips for Students:

1. Read a lot of different things in order to expand your vocabulary and improve your general comprehension.
2. Look at titles, subtitles, pictures and other visuals before reading.
3. Create some questions for yourself before you read which you think or hope the text will answer.
4. Start reading without panicking or thinking "Help! I am not going to understand!"
5. Read a text very quickly the first time to get the gist (main idea).
6. Keep your eyes moving past the unfamiliar words and thus try to understand the main information.
7. Find the sentence that contains the main idea.
8. Try to understand the relationship between the main ideas and the supporting details.
9. Circle or highlight key words in a bright colour.
10. Look for linking words that help explain relationship between sentences (e.g. in contrast, for example...).
11. Limit yourself to looking up in the dictionary only a few unknown words.
12. Think of other words you already know that are similar to the unknown word(s).

Teachers suggesting to use the mentioned above tips should keep in mind the reasons of the tips' effectivity, which are connected with the peculiarity of the reading process itself and some psychological moments.

Thus, reasons for the tips' effectivity (in the same order as the tips themselves) are the following:

1. It is called "extensive reading"; readers improve most quickly by reading a lot.
2. Can help orient the reader.
3. Pre-reading helps the reader predict, look for meaning; interact with the text.
4. Attitude may affect the reader's ability: if you think you won't be able to comprehend a text, you probably won't.
5. Skimming helps the reader understand the gist.
6. Understanding main ideas first can help the reader understand details later.
7. Understanding main ideas first makes further understanding details easier.
8. Coherence of the text becomes clearer.
9. Will be a reminder of main ideas, can decide which to look up later.
10. It signals relationship between ideas, stresses text coherence.
11. Reading doesn't slow down, context isn't lost, and not too much time is spent.
12. Synonyms, related word forms may help the reader guess the meaning of an unfamiliar word.

What students deal with during their classes at the university is reading for comprehension. In order to facilitate the hard skill of reading and observe the students' steady progress toward skillful, independent reading teachers should follow **some principles for Reading Process [3, 48]:**

1. Making meaning is all-important. Thus the more profoundly students are stimulated intellectually and emotionally by what goes on in class, the more language they will use and retain. One way that classroom teachers can engage students in making meaning is by organizing Reading thematically. We should identify themes that are up-to-date, sophisticated and varied in tone - some lighter, some more serious - on ideas and issues of wide concern.

2. It is useful to integrate language skills into the study of grammar and vocabulary. The integrated skills will gradually narrow the gap between the ideas and feelings students want to express in speaking and their present level of English proficiency.

3. Both teachers and students need to be active learners. Teachers must encourage students to go beyond whatever level they have reached. One of the ways to perform it is to make the exercises creative, active and varied. Several activities should call for considered opinion and critical thinking.

4. Feedback is essential, as oral or written feedback is focused on sharing and discussing the students' opinions and answers (Information Gap, Fieldwork and Presentation activities which descriptions are given below).

5. The quality of relationships among the students and between the students and teacher is important. So activities and information itself should promote genuine interaction, acceptance of differences and authentic communication. By building skills and exploring ideas, the exercises must help students participate in discussions and write essays of an increasingly more complex and sophisticated nature.

6. The activities should be designed to sharpen the students' ability to learn

vocabulary from context and include different types of exercises. As initial exercises are an introduction to each reading passage and encourage the students to think about the ideas, facts and vocabulary that will be presented; while exercises that follow the reading passage are intended to improve reading comprehension skills as well as comprehension of English sentence structure (a word form exercise can be included to help students develop a “sense” for the patterns of word forms in English and an awareness of morphemes, e.g. that the suffix -tion always indicates a noun).

Every teacher preparing a reading lesson should keep in mind the following points [4, 56]:

1. There are 3 stages of reading activities: pre-reading; while-reading and postreading or after-reading.
2. Each activity has its specific aims.
3. Logical transitions from one stage of the lesson to the next are essential.

One of the variants of a reading lesson that is a bit different from what most teachers used to have at the reading classes is suggested by Lorraine C. Smith and Nancy Nici Mare [4, 62].

Reading Sections:

1. A Warm-up.

The activities introduce students to the general context for reading and get them personally connected to the topic.

Students might react to a visual image, describe a personal experience or give an opinion.

2. Preparing to read.

Students are introduced to information and language to help them comprehend the text they will study.

Students might read and react to a paragraph framing the topic, prioritize factors or take a general knowledge quiz and share information.

In Vocabulary section they work with words and expressions selected to help them with comprehension.

3. Reading one.

The sequence of four exercises guides the students to read with understanding and enjoyment by practicing the skills of

- a) prediction;
- b) comprehension of main ideas;
- c) comprehension of details;
- d) inference.

In activities of increasing detail and complexity, students learn to grasp and interpret meaning. The sequence culminates in an inference exercise that gets students to read between the lines.

4. Reading two.

Here students work with a text that builds on ideas from the first reading. This second text contrasts with the first in viewpoint, genre and / or tone.

Activities ask students to explicitly relate the two pieces, consider consequences, distinguish and express points of view. In these exercises, students can attain a deeper understanding of the topic.

5. Reviewing language.

These exercises help students explore, review and play with language from both of the selections.

Students focus on pronunciation, word forms, prefixes and suffixes, word domains, idiomatic expressions and analogies.

6. Skills for expression.

Grammar section:

They practice related grammar points across the theme in both topics.

Style section:

They practice rhetorical styles that prepare them to express ideas on a higher

level.

7. On your own.

These activities ask students to apply the content, language, grammar and style they have practiced. The exercises elicit a higher level of speaking than students were capable of at the start of the topic.

Speaking topics may include role plays, surveys or presentations and experiments.

Writing topics may include: paragraphs, letters, summaries or academic essays.

In Fieldwork (the second part of “On your own”) students go outside of the classroom, using their knowledge and skills to gather data from personal interviews, library research or telephone research. They report and reflect on the data in oral / written presentations to the class.

Among the **activities** used at reading lessons the most effective and widely preferred are the following [6, 142]:

1. Adjective Pairs

Students receive cards on which only one noun is written; they read it and say two adjectives that go together with this noun in the text (e.g. snow - white and wet).

2. Categorization

Students work in small groups; they are given a list of nouns and verbs that are used in the text, discuss their meanings and write them under the most appropriate word category that is suggested by the teacher.

3. Changing the Perspective of Reading

Students reread the text from another character’s point of view or students read the text changing tense forms of the verbs (to the past, to the future, make it unreal, etc.)

4. Condensation

Students read a text or a paragraph and express the main idea of it in one sentence using the vocabulary of the paragraph or the text.

5. Fill In the Blanks

Verbs: students are given a list of verbs from the text and the same number of sentences in which verbs are omitted; they read the sentences and complete them using the correct form of the verbs. This activity shows students a different context in which these verbs can be used and allows them to practice grammar as well. The same activity can be done with nouns.

6. Games

Each student gets several cards (5) on which the teacher writes some information from the text. Only one is true, others are false or vice versa. Students read each one carefully and find out which card is true.

7. Mapping

It is like webbing, but more detailed. Students and teachers use it to analyze complex texts. Mapping is used to help organize students' thoughts in a cohesive manner.

8. Matching Words and Definitions\ Synonyms

Students highlight the vocabulary in the text which they think is useful for learning and assign numbers to each vocabulary item, or students are given a list of words and phrases that are synonyms or definitions of the highlighted ones and match them.

9. Predicting

From the title: students predict from the title what the whole text may be about. From the words: students read a set of words and predict what the title of the text might be. Students read the first sentence or paragraph and predict the content of the whole. Students read the first and the last sentences and predict the content of the whole.

10. Punctuation

Students put punctuation signs where it is necessary.

11. Sequencing the Events

Students are asked to identify order of events, topics or arguments; they are given a list of events that will happen in the text and asked to read them before the text is presented by the teacher; they have to put the number "1" next to the event that appears first, and so on. If an idea doesn't appear in the text at all, students should write N/A.

12. Webbing

It is used to give an individual a visual memory of what students are reading.

13. Word Relations

Derivatives: students work in small groups; they are given a chart which contains vocabulary from the text; they have to fill in the chart with the appropriate word forms for each category or place an "X" in the box where there is no related form; students may use a dictionary.

14. Word Search

Students find words in the text that have similar meaning to the given words or phrases and write them; words can be categorized into nouns, verbs, adjectives, etc.

15. Word Relations\Odd Man Out

Students work in small groups; they are given word sets from the text and are asked to cross out the odd word.

Usage of the given above activities becomes more efficient if they are grouped according to the level of students' English proficiency. To improve the low level one should use the activities entitled in the article as adjective pairs, fill in the blanks, word search and word relations. The exercises named categorization, games, webbing, punctuation and word relations work better with intermediate students. Condensation, changing the perspective of reading, matching words and definitions, 192

mapping, predicting and sequencing the events will enable a teacher to improve the skills of students with a rather high level of English proficiency.

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Анотація

У статті розглядаються основні принципи процесу формування та удосконалення навичок читання, визначаються розділи і аспекти кожного уроку. Подаються поради щодо підвищення ефективності процесу і реалізації принципу безперервності освіти, та аналізуються існуючі вправи і завдання, враховуючи сучасні зарубіжні дослідження і тенденції.

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викладач

РОЗВИТОК МОВЛЕННЯ МОЛОДШИХ ШКОЛЯРІВ

В статті розглядаються питання розвитку мовлення молодших школярів на уроках англійської мови в початковій школі. Подаються вправи та рекомендації до їх застосування.

„Розвиток мовлення - це процес оволодіння мовою, уміння користуватися нею... як могутнім засобом спілкування і взаємодії людей” [1,234]. Мова засвоюється дітьми двома способами: в повсякденному житті, коли має місце природне спілкування в навколишньому середовищі, і в процесі спеціально організованого навчання, тобто на уроках.

Вивчення іноземної мови у школі має свої додаткові труднощі, тому що воно відбувається головним чином на уроках, більш того, частота спілкування є дуже малою (1 раз на тиждень) при значному наповненні класу і, на додаток, найбільш чутливим періодом мовного розвитку дитини вважається період з 2 до 5 років, а зараз іноземну мову починають вивчати у другому класі

193

середньої школи, тобто з 8 років. Фактично, вивчення іноземної мови починається тоді, коли сформувалися певні навички володіння рідною мовою, і її закони автоматично переносяться на іноземну мову. До того ж часто у дитини відсутня мотивація вивчення іноземної мови, тому що вона не є необхідною у повсякденному житті.