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FORMATION OF INFORMATIVE READING STRATEGIES OF PROFESSIONAL LITERATURE AMONG NON-LINGUISTIC HIGH SCHOOL STUDENTS IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE FOR SPECIFIC PURPOSES

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The article raises the problem of formation of informative reading strategies of professional literature among non-linguistic high school students in the process of teaching a foreign language for specific purposes. The groups of informative reading learning strategies have been presented. Direct and indirect reading learning strategies have been characterized. The stages of work with the text and process of distribution of exercises with the purpose of the strategies' formation of informative reading at teaching foreign language for specific purposes of the "Accounting" specialty students have been analyzed.

Key words: *educational strategies, informative reading, professional literature, foreign language for specific purposes, professional activity, student of non-linguistic high school.*

Сікалюк А.І. ФОРМУВАННЯ СТРАТЕГІЙ ІНФОРМАТИВНОГО ЧИТАННЯ ФАХОВОЇ ЛІТЕРАТУРИ У СТУДЕНТІВ НЕМОВНИХ ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДІВ У ПРОЦЕСІ ВИКЛАДАННЯ ІНОЗЕМНОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ

У статті порушено проблему формування стратегій інформативного читання фахової літератури у студентів немовних вищих навчальних закладів у процесі викладання іноземної мови за професійним спрямуванням. Представлено класи стратегій навчання інформативному читанню. Охарактеризовано прямі та непрямі навчальні стратегії читання. Проаналізовано етапи роботи з текстом та процес розподілу вправ для формування стратегій інформативного читання під час вивчення іноземної мови за професійним спрямуванням студентів напряму підготовки «Облік і аудит».

Ключові слова: *навчальні стратегії, інформативне читання, фахова література, іноземна мова за професійним спрямуванням, професійна діяльність, студент немовного вузу.*

В статье затронута проблема формирования стратегий информативного чтения профессиональной литературы у студентов неязыковых вузов в процессе преподавания иностранного языка профессиональной направленности. Представлены классы стратегий обучения информативному чтению. Охарактеризованы прямые и косвенные учебные стратегии чтения. Проанализированы этапы работы с текстом и процесс распределения упражнений с целью формирования стратегий информативного чтения при обучении иностранному языку профессиональной направленности студентов направления подготовки «Учет и аудит».

Ключевые слова: *учебные стратегии, информативное чтение, профессиональная литература, иностранный язык профессиональной направленности, профессиональная деятельность, студент неязыкового вуза.*

Target setting. The development of modern technologies opens unlimited access to a future specialist to the various sources of information, but at the same time, accelerates the process of loss the knowledge relevance that encourages students to continuing their self-education, which is impossible without ownership of the skills in the use of databases, carrying out information search, retrieval and processing of information for its further use in professional activities.

So, the possession of informative reading strategies of professional literature in a foreign language by the students of non-linguistic higher educational institutions – future professionals – becomes rather important.

Actual scientific researches and issues analysis on the problem of learning to read the students of non-linguistic universities in

the process of foreign language teaching, particularly, foreign language for specific purposes, has found it deep and multidimensional study of modern methodologists and linguists: L. Bannikova, I. Berman, A. Weise, N. Voropajeva, I. Heniatullin, H. Hryniuk, T. Klepikova, N. Koryakovtseva, S. Folomkina, O. Tarnopol'skyi and others.

The problems of study strategies and reading strategies have been covered in scientific works of I. Semenyshyn, S. Danielle, J. O'Malley and others. After having analyzed the existing theoretical and practical research, development on the problem of teaching reading in a non-linguistic high school, we can stress that they are very constricted and predominantly relate only to some points: psychological and psycholinguistic regularities of reading, analysis of difficulties, mainly of a linguistic nature.



The research objective. Given the above information allows us to say that the purpose of our article is to characterize and analyze the process of formation of informative reading strategies of professional literature in a foreign language among the students of non-linguistic higher educational institutions during the teaching foreign language (English) for specific purposes.

The statement of basic materials. In the context of implementation the competence-based approach to the foreign language teaching of students of a higher non-linguistic school, possession of future professionals strategies of informative reading (authentic, semi-authentic, learning) texts can be reasonably considered as the main task of foreign language training of future specialists, in particular, economic profile.

Training strategy is a plan, action or conscious activity, which are used to achieve learning objectives. Students use learning strategies to search, extract, save, retrieve and use information. Learning strategies are ways of processing information that facilitate learning, improve understanding and keep deleted information [6, p. 5; 4, p. 175].

Scientists distinguish three classes of learning strategies of informative reading:

1) metacognitive strategies are a plan, organization, control over the process of informative reading and analysis of the seized information;

2) cognitive strategies are conscious ways of organizing information extraction during informative reading such as note-taking, the choice of scientific sources, repetition for better memory, drawing analogies, the study of terms or keywords;

3) socio-affective strategies are the training informative reading through interaction, exchange of information, namely: teamwork, decision of the general task, the consultation of the teacher [2, p. 157].

It is permitted transference or combination by the students the metacognitive and cognitive strategies during the execution of the new task. Students who are not sufficiently fluent in metacognitive strategies have difficulties with planning, orientation and control of learning process, with the revision of the studied material and in planning of further learning.

Researchers distinguish between direct and indirect training strategies. To the direct training strategies of informative reading belong:

- memorizing (the formation of associative ties, the reliance on visual images, revision, reproduction of necessary information);
- cognitive (practice, seizure, analysis, recording the main facts and production);

- compensatory (prediction information, overcoming the lexical or semantic difficulties) [7, p. 36].

Indirect training strategies of informative reading include:

- metacognitive (defining the purpose of reading, the organization and planning of the extraction process information, self-assessment);
- emotional (reducing anxiety, increasing self-motivation, positive setting, possession of the emotions);
- social (empathy, relationship, forming questions, seeking help, roles, consensus, the presence of mutual understanding) [7, p. 36].

In the scientific and methodological sources under the reading strategies (reading strategies, reading skills [4; 8]) are understood the system of knowledge, abilities and skills that allow you:

- to predict the content of the text;
- to understand the purpose and type of text;
- to understand the text completely or selectively;
- to withdraw the desired information at different levels;
- to use of compensatory skills (contextual and textual conjecture, ignoring unknown words, use of keywords and reference literature);
- to learn words quickly;
- to use text features (subheadings, transitions);
- to use the title to draw conclusions about the following information;
- to use background knowledge;
- to analyze unfamiliar words;
- to identify the grammatical function of words;
- to focus on playing a complete picture of the value of the text;
- to track details;
- to keep in memory the purpose of reading the text;
- to select appropriate strategies to target reading;
- to understand the relationship between parts of the text and paraphrase, continue reading despite a temporary lack of understanding it [1, p. 156; 3, p. 20].

Mastering the above knowledge and skills will enable the students of higher educational institutions of economic profile to process, to perceive the information of the text more consciously.

The process of formation among students the necessary strategies of the informative reading will be positive if you divide the text into three stages:

- before textual (phase of anticipation);



- textual stage (control of content understanding of the text);
- after textual (analysis and evaluation).

This distribution of exercises corresponds to the above classes of informative reading strategies, namely: metacognitive – tasks to the textual stage, cognitive – tasks of the textual and, partly, after textual stages and socio-affective – types of the tasks of the after textual stage, associated with debates, implementation team project.

Although in the process of the learning a foreign language, students use the strategies at all levels of education, most of them are not aware of what strategies they are using or what strategies may be most effective.

Let's analyze the process of distribution of exercises with the aim of forming these strategies of the informative reading when learning a foreign language for specific purposes among the students of "Accounting" specialty.

The purpose of *before textual exercises* should be the activation of background knowledge on the problem, highlighted in the text, and also formation of skills of fast processing of information to obtain knowledge of its general meaning, correlating the subheadings with the relevant parts of the text.

Besides, the purpose of *the textual exercises* is the formation of skills and abilities in handling text content, namely search and retrieval of specific information, facts, meaning of words using context and specific techniques.

The purpose of *after textual exercises* is the use of responsive text as the meaningful support for the development of specific skills interpreting information in speech.

The use of such system of tasks in the process of working with the English text with the students of "Accounting" specialty in Chernihiv National University of Technology contributes to the formation of strategies of informative reading of professional literature from foreign sources.

Conclusions. The foregoing gives the grounds for some conclusions:

- in the academic environment the informational reading of professional literature is used during research and scientific work, for professional purposes – to obtain the necessary information, the development and

improvement of methods and techniques of professional activities, self-education and training;

- the process of formation of informative reading strategies of professional literature in the teaching of English language for specific purposes to students of non-linguistic higher educational institution can be effectively run through the use of a specific system of exercises;

– teaching strategies of informative reading in the process of learning a foreign language for specific purposes in a non-linguistic higher educational institution increases the motivation for learning a foreign language and improves the quality of professional training of future specialists.

There is an unexamined question of studying the problem of strategies' formation and their implementation in other aspects of speech activity in a foreign language for specific purposes by the students of higher non-linguistic educational institutions, namely: writing and listening.

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