

PRINCIPLES OF TEACHING READING OF ENGLISH FICTION TEXTS

ПРИНЦИПИ НАВЧАННЯ СТУДЕНТІВ ЧИТАННЮ АНГЛІЙСЬКИХ ХУДОЖНІХ ТЕКСТІВ

The article is devoted to the problem of learning to read English literary texts (FT). Didactic, psycholinguistic, and methodical prerequisites for the use of FT for teaching reading were considered in the study: the didactic functions of FT were determined; the content and main methodical requirements for the process of learning to read FT are defined; the principles of selection and organizational forms of work with FT are substantiated. An interrelated system of exercises for teaching FT reading has been created, which includes three sets of exercises: for fully and partially guided group reading and independent unguided reading. Aimed at the development of reading competence, the proposed system of exercises involves the gradual formation of specific reading skills. Didactic, psycholinguistic and methodical bases of learning to read literary texts in the context of intercultural communication are considered. The structure of reading competence is determined: the communicative component, which correlates with the pragmatics of students and contains those characteristics of the reader-student that contribute to the dialogue with the text, the cognitive component, which correlates with the thesaurus of student readers and assumes that the student has formed linguistic, socio-cultural and country studies competencies, the operational component, which correlates with the level of "maturity" of the reader-student. The principles of the selection of artistic texts are substantiated: the degree of aesthetic impact on the reader, socio-cultural potential, gradual increase in the volume. The results of existing organizational forms of work with the artistic text are summarized and the use of fully guided, partially guided and independently unguided reading of text material is justified, and the implementation of the principles of selecting texts for reading is provided. The methodology for teaching artistic texts involves four stages of working with texts: introductory, motivational, operational-cognitive, control-evaluative and cognitive. According to the selected stages and taking into account the main goal of each stage, a system of exercises is proposed, which consists of three complexes: for fully guided, partially guided and independent unguided reading of artistic texts. Methodical recommendations for learning to read literary texts is formulated.

Key words: fiction text, didactic functions, reading competence, principles of selection, organizational forms of reading.

Статтю присвячено проблемі навчання читання англійських художніх текстів

(ХТ). У дослідженні розглянуто дидактичні, психолінгвістичні і методичні передумови використання ХТ для навчання читання: визначено дидактичні функції ХТ; визначено зміст та основні методичні вимоги до процесу навчання читання ХТ; обґрунтовано принципи відбору й організаційні форми роботи з ХТ. Створено взаємопов'язану систему вправ для навчання читання ХТ, яка включає три комплекси вправ: для повністю і частково керованого групового читання та самостійного некерованого читання. Спрямована на розвиток читацької компетенції запропонована система вправ передбачає поетапне формування специфічних умінь читання. Розглядаються дидактичні, психолінгвістичні і методичні основи навчання читання художніх текстів у контексті міжкультурного спілкування. Визначається структура читацької компетенції: комунікативна складова, яка співвідноситься з прагматикою студентів і містить у собі ті характеристики читача-студента, які сприяють здійсненню діалогу з текстом, когнітивна складова, яка співвідноситься з тезаурусом читачів-студентів і передбачає сформованість у студента лінгвістичної, соціокультурної і крайнознавчої компетенцій, операційна складова, яка корелюється з рівнем "зрілості" читача-студента. Обґрунтовуються принципи відбору художніх текстів: ступінь естетичного впливу на читача, соціокультурний потенціал, поступове збільшення об'єму. Узгалянюються результати існуючих організаційних форм роботи з художнім текстом і обґрунтовується використання повністю керованого, частково керованого і самостійно некерованого читання художніх текстів. Сформульовані методичні рекомендації для навчання читання художніх текстів.

Ключові слова: художній текст, дидактичні функції, читацька компетенція, принципи відбору, організаційні форми читання.

UDC 378.147:811.111]:82-3
DOI <https://doi.org/10.32782/2663-6085/2023/67.1.33>

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Formulation of the problem. In this study, the reading of foreign language literary texts (FT) is considered as a specific form of intercultural communication, in the process of which the reader-student forms patterns and models of behavior, develops thinking, the ability to analyze and evaluate, and develops an image of the world and himself. The result of cross-cultural communication between the author of the FT

and the reader is understanding, which is characterized by a dialogic character and generation of personal meanings of the reader (M. Bakhtin, V. Borev, M. Kagan, N. Holland, etc.). The inclusion of aesthetic and sociocultural knowledge in the process of socially oriented communicative activity, which is represented by reading, is an important factor in learning a foreign language, on the one hand, and the process of

humanistic personality formation, on the other. Therefore, the real opportunities for the formation of the future foreign language teacher as a subject of the dialogue of cultures are laid both in the very process of reading, which we consider as a communicative and cognitive activity, and in the nature of foreign language FT, which is determined by its aesthetic and sociocultural potentials.

Analysis of recent research and publications.

As evidenced by observations and results of psychological and methodical research, a significant part of students (up to 60%) did not achieve an accurate, deep and complete understanding of FT in a foreign language, did not get aesthetic pleasure from reading, which is a mandatory component of full-fledged artistic perception. Therefore, the unsatisfactory level of formation of reading skills of the FT indicates an insufficient level of development of students' reading competence, which also caused the need to solve the problem of teaching reading of the FT students in the aspect of intercultural communication.

Analysis of recent research and publications.

Occupying a prominent place in the methodology of teaching foreign languages in a higher language school, the problem of learning to read original FTs is related to the following aspects of the process of foreign language reading: consideration of FT reading as a means of expanding students' linguistic knowledge in order to improve oral speech (Y. Borisov, V. Vazhenina, E. Viljalon, L. Karpenko, V. Matveichenko, S. Ter-Mynasova etc.), with the use of aesthetic and stylistic analysis of FT (T. Nifaka), with a selection of HT (T. Levin, T. Mykhaylyukova, N. Selivanova, L. Smeliakova, N. Trubitsyn etc.), with a semantic interpretation of FT (O. Duplenko, M. Vavilova, T. Vynikovetska etc.), with the formation of sociocultural competence in the process of reading HT (L. Rudakova), with the use of FT in teaching written communication (T. Glazunova, G. Yanisiv), with improving the ability to read (N. Koryakovtseva, N. Sharova, Ph. Prowse, M. Swan, M. West, etc.).

The purpose of the article is to analyze the psychological, linguistic, didactic and methodical aspects of the process of reading in a foreign language; specify the principles of selecting text material for teaching reading as one of the forms of intercultural communication; to develop a system of exercises for teaching reading FT.

Presenting main material. The article defines the following didactic functions of HT, thanks to which students' socio-cultural, language, speech and cognitive competences are formed: 1) motivational and stimulating; 2) information and communication; 3) educational and influential; 4) educational and managerial functions.

The didactic motivational and stimulating function of FT consists in arousing, supporting and stimulating students' interest in reading foreign language original

FT. It manifests itself in ensuring an interested, emotionally positive attitude to their reading.

The informational and communicative function of FT is that FT can be used in the process of learning to read as a source of various linguistic information, thanks to which students' language and speech competence develops. The didactic educational and influencing function of FT is its indirect influence on the mind, will, emotions, subconsciousness, on the aesthetic education of future foreign language teachers.

The didactic educational and management function is the use of ICT for various purposes: to expand language and country studies knowledge, to develop various types of reading, etc. The educational and management function of FT is that FT is an object of study by students and a means for managing students' educational activities.

Aesthetic potential or "potential of aesthetic influence on the reader" (L. Smeliakova's term) is defined as a set of linguistic means of expression of FT, which is a source of aesthetic influence and causes aesthetic emotions, experiences, contributes to the creation of "aesthetic" communication. The socio-cultural potential of FT is manifested in the fact that FT is a source of implicit country science information. FT stimulates the independent search of the reader-student, and this has a positive effect on the assimilation of country science information.

The model of reading literary texts is based on a developed system of exercises for the formation of students' reading competence in accordance with the stages of educational activity: 1) introductory motivational, 2) operational and cognitive, 3) control and evaluation stages (L. Friedman), which we supplemented with a fourth, generalizing stage of work with FT.

I. The introductory motivational stage. The purpose of the stage covers two parallel directions: 1) activation of background knowledge of students, necessary and sufficient for the reception of a specific FT, elimination of semantic, linguistic and linguistic difficulties and 2) stimulation of students' thinking activity, activation of their imagination and interest in FT.

II. Operational and cognitive stage. The purpose of the stage is to understand the semantic content of HT, which involves understanding FT at the semantic, metasemiotic and metametasemiotic levels. At this stage, the FT is understood as a complex structural unity in order to reveal the communicative intention of the author of the FT.

III. Control and assessment stage. The goal is to control the understanding of FT. Checking the depth of understanding of FT depends on the communicative attitude that students acquire before reading FT.

IV. Generalizing stage. The goal is a critical and analytical understanding of FT, which involves the creative use of FT information. At this stage, the ability to creatively reinterpret the text on the basis of one's

own evaluation criteria is improved, and productive non-standard solutions are sought.

For the introductory motivational stage of work with FT, a group of exercises aimed at creating an appropriate linguistic atmosphere for the meaningful perception of FT has been developed. At this stage, receptive communicative (reading for the purpose of obtaining information) and productive communicative (reporting facts, arguing one's point of view, etc.) exercises prevail. For the operational-cognitive stage, three groups of exercises are proposed for: 1) fully guided group reading; 2) partially guided group reading; 3) independent unguided reading. Each of the proposed groups of exercises consists of pre-text exercises that contain a communicative task and text exercises. The nature of the communicative tasks in the three sets of exercises is determined by the organizational form of work with HT, which is determined by the features of FT – their aesthetic and socio-cultural potential, the complexity of language, speech and stylistic design. The textual exercises of the operational-cognitive stage are represented by exercises on actual reading – receptive communicative exercises aimed at obtaining information from the FT and productive communicative exercises performed by students during reading. These are the following types of exercises: a) marking passages that you liked/didn't like; b) compiling a list of the main "meaningful milestones" of the work. For the control and assessment stage, a group of reproductive, productive conditional-communicative and communicative exercises is proposed, which correlate with the communicative attitude and serve to control the understanding of FT. Thus, in a set of exercises for fully guided group reading, a group of post-text exercises is aimed at checking not only general, but also detailed understanding at the semantic, metasemiotic and metametasemiotic levels of FT.

To check the understanding of FT at the semantic level, language and conditional speech exercises are used to: a) replace the linguistic units highlighted in the sentence with synonymous ones; b) full paraphrase of sentences; c) replacement of linguistic units highlighted in the sentence by antonyms; d) translation of phrases in the native language, etc. Checking the understanding of FT by student readers at the metasemiotic level involves understanding its actual content: awareness of the plot, the ability to correlate individual parts of the text and establish connections between them, etc. are subject to control. It should be noted that checking the depth of understanding of the actual content depends on the type of reading: it can cover the text in all the details of its content or focus only on identifying its main points. For this purpose, the following are used: a) exercises that contribute to the awareness of the aesthetic potential

of FT thanks to the stylistic differentiation of language and speech units, for example: choose equivalents for the given words, phrases, etc.; identify the stylistic means by which the author...; find words in the text that show changes in emotional state...; prove with references to the text the author's sympathy, condemnation, ironic attitude, etc.; b) exercises that contribute to the assimilation of language means that convey socio-cultural information, for example: find a description (commentary) of socio-cultural realities in the text; provide information about your own names, geographical names; use character explanations or commentary. To check the understanding of FT at the metametasemiotic level, exercises were used for: 1) the development of logical thinking; 2) generalization to solve logical, psychological and literary tasks, forming an attitude to what is read, which contributes to the awareness of the aesthetic and sociocultural potential of FT and involves operating with the semantic information of stories; 3) the extraction of implicit information of the HT; 4) the emergence of dialogical relations with the FT. Checking the understanding of FT at the metametasemiotic level involved the use of control techniques that require not only receptive but also productive skills. The set of exercises for partially guided group reading at the control and evaluation stage includes exercises aimed at checking the understanding of fragments of FT (important aesthetic or sociocultural information) and exercises for general understanding of FT. General understanding is checked with the help of recognition tests (Recognition Tests) and their varieties – alternative (True/False Answers) and multiple choice (Multiple Choice), tests for grouping facts (Rearrangement). As for the sets of exercises for independent unguided reading, here the post-text exercises are aimed at checking only the general understanding of FT.

For the summarizing stage, productive communicative, monolingual, individual, pair or group exercises are proposed, which encourage students to express their own opinion regarding facts, events, characters of FT, etc. The number and volume of exercises vary at the teacher's discretion, depending on the level of preparation of student readers. The form of exercises (oral-written) is also chosen by the teacher depending on the specific conditions of study.

Conclusions and further prospects in this direction. Prerequisites for the effective application of the method of teaching reading FT in the aspect of intercultural communication are determined: a) didactic, which are actualized thanks to the didactic functions of FT in the process of foreign language reading; b) linguistic, determined by the aesthetic and socio-cultural potentials available in FT; c) psychological, related to the nature of the process of understanding FT; d) methodological, which provide conditions for the development of reading

competence. The principles of selection of FT for reading in the aspect of intercultural communication are specified. The practical application of the principles of selection of FT is based on the definition of the components of aesthetic and sociocultural potential of FT. The stages of work with FT are determined: a) introductory motivational; b) operational and cognitive; c) control and evaluation; d) summarizing stage and groups of exercises for each stage are proposed. Based on the above-mentioned principles, a system of exercises, models and, ultimately, a holistic method of teaching literary reading in English in relation to other types of speech activity can be

developed in the future, and therefore, in the future, an educational and methodological complex can be created to ensure construction of the educational process in a non-linguistic university entirely on the basis of the developed methodology.

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