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**THE BASIC ASPECTS OF TEACHING STUDENTS TO READ
PROFESSIONALLY - ORIENTED FOREIGN LANGUAGE TEXTS
AT TECHNICAL HIGHER EDUCATIONAL INSTITUTIONS.**

***Abstract.** This paper deals with all the aspects of teaching scientific technical literature reading. Reading skills are characterised in detail. The author gives the classification of different kinds of scientific and technical literature. The tasks set for the teacher of the foreign language are thoroughly defined. Two types of professionally-oriented text reading are considered and the efficient technique of technical text reading skill teaching is proposed.*

***Key words:** reading skills, scientific technical texts, professionally oriented texts, efficient technique of reading skill teaching.*

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ОСНОВНІ АСПЕКТИ НАВЧАННЯ СТУДЕНТІВ ЧИТАННЮ ПРОФЕСІЙНО-ОРІЄНТОВАНИХ ІНШОМОВНИХ ТЕКСТІВ У ВИЩИХ ТЕХНІЧНИХ НАВЧАЛЬНИХ ЗАКЛАДАХ.

Анотація. Ця стаття розглядає всі аспекти навчання читанню науково - технічних текстів. Детально характеризуються вміння необхідні для читання професійно-орієнтованих текстів. Автор дає класифікацію різних видів науково-технічної літератури. В статті ретельно визначені завдання, які стоять перед викладачем іноземної мови. Розглядаються два типи читання професійно-орієнтованої літератури і пропонується ефективна методика навчання читанню.

Ключові слова: вміння читати, науково-технічна література, професійно-орієнтовані тексти, ефективна методика навчання читанню.

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ОСНОВНЫЕ АСПЕКТЫ ОБУЧЕНИЯ СТУДЕНТОВ ЧТЕНИЮ ПРОФЕССИОНАЛЬНО-НАПРАВЛЕННЫХ ТЕКСТОВ НА ИНОСТРАННОМ ЯЗЫКЕ В ВЫСШИХ ТЕХНИЧЕСКИХ УЧЕБНЫХ ЗАВЕДЕНИИ

***Аннотация.** В данной статье рассматриваются базовые аспекты обучения чтению научно-технических текстов по специальности студентов неязыковых высших учебных заведений. Автор дает классификация научно-технической литературы. В статье четко определяются задачи преподавателя иностранного языка при обучении этому виду деятельности. Рассматриваются два вида чтения профессионально-направленных текстов и предлагается эффективная методика выработки навыков чтения научно-технической литературы у студентов.*

Ключевые слова: навыки чтения, научно-техническая литература, профессионально-направленные тексты, эффективная методика обучению навыкам чтения.

Modern trends of the social development and the process of integration of Ukraine into the European community have raised the problem of the improvement of specialists training according to the European standards, and also made new requirements to the Ukrainian higher educational system and to personal and professional qualities of the graduates of higher educational institutions. The modern highly qualified expert should master the newest methods of perception and information transfer, generate innovative ideas, be capable to make decisions and to take responsibility for their realisation.

It is supposed that the specialist of a new type should have a high professional standard, the general culture and the knowledge of a professionally-oriented foreign language. Teaching of a foreign language for special purposes at technical higher educational institutions is considered as an inseparable part of the process of training a specialist. Foreign language skills of a professional orientation allow to realise such aspects of professional work as timely acquaintance with new technologies and achievements in different fields of science and engineering which raises the level of the professional competence of an engineer. The formation of professionally-oriented reading skills competence will contribute to the achievement of this purpose.

The curriculum of the discipline “Foreign Language For Professional Purposes” which has been developed and adopted by Scientific Board of NTUU “Igor Sikorsky Kyiv Polytechnic Institute” gives the detailed description of professionally-oriented reading skills of students. According to the requirements of the educational professional programs the students of National Technical University of Ukraine after mastering the discipline “Foreign Language For Professional Purposes” should have the following abilities in reading:

- to understand the authentic texts connected with their future speciality, from the

textbooks, scientific journals and Internet sources;

- to understand the main ideas and to find the necessary information in the authentic technical literature on a speciality;
- to understand instructions on work with the equipment;
- to understand schedules, tables, diagrams and drawings;
- to predict the basic information of the text from its headings and illustrative materials which accompany the text;
- to understand authentic academic and professional correspondence (letters, faxes, electronic messages, etc.).

Before considering all the aspects of teaching the students to read scientific and technical texts, it is necessary to define what such an ability as reading means. According to the standard definitions the ability to read means to master reading skills. Reading skills mastering provides an instant recognition of a visual image of speech units and their pronouncing. Any speech unit represents an operative unit of perception (a word, a word combination, a phrase). The longer the operative unit of perception by the student, the better his reading skills and hereby his level of reading comprehension are. First, the identification of speech units should occur at first sight and, secondly, this recognition should be made each time in a new combination of speech units as it is characteristic for authentic texts. To be able to read means to correlate instantly lexical units and their grammar forms to their meaning. This provides the direct understanding of semantics of speech units through the native language. As a matter of fact such understanding is based on the ability to envisage the text contents. The teacher of the foreign language realises that to teach students to read is not only to develop the ability to pronounce the text correctly in a foreign language, but also to find ideas, facts and judgements which are contained in it, to understand them, to be able to estimate and use the received information. So the teacher of the foreign language for professional purposes at technical higher educational institutions faces the following problems:

- to increase the operative unit of perception, that is to teach students to read not word

by word, but by syntagmas which considerably facilitates reading comprehension and improves reading skills;

- to teach students to understand new word combinations consisting of known units;
- to teach to perceive the text from the first time;
- to develop the speed of reading and the ability to guess the meaning of unknown units, using the knowledge received at the lectures on fundamental and professional disciplines;
- to develop the ability to understand logical connections of the texts of different character;
- to teach students to "ignore" unfamiliar elements if they do not prevent them from the comprehension of the professionally-oriented technical text as a whole [1].

Taking into account the fact that the number of class hours for the discipline “Foreign Language For Professional Purposes” is limited, teachers in technical higher educational institutions widely use such a kind of work, as independent reading of the scientific and technical literature in a foreign language. This literature can be classified into the following groups: scientific and technical literature (monographs and articles); the educational literature on engineering sciences (textbooks, reference books); the scientific journals on different areas of engineering; the technical documentation, patents.

The important requirement to effective teaching of students to read scientific technical literature is rational selection of text materials. At the first level of study professionally-oriented texts for reading should be simple, general, and short (3000 - 5000 printed symbols). They should contain interesting and necessary information for students on their future speciality. Texts should provide constant and consecutive mastering of a terminological minimum, taking into account specific difficulties of the scientific and technical literature. For the best mastering of a new material by students it is necessary to provide its repeatability. While reading scientific and technical texts the student should understand new words, use his knowledge on word-formation, be able to choose correctly the necessary meaning of a word or word combination depending on a context and

considering the relations of words in the sentence or in a word combination.

Thorough selection and dispensing of the educational material, sequence of presenting new material and control of its mastering are necessary requirements to teaching students to read and understand scientific and technical literature.

According to the discipline curriculum “Foreign Language For Professional Purposes” students should acquire two kinds of independent reading skills:

1. reading for the purpose of receiving general information of the text;
2. reading for the purpose of receiving full information of the text.

Two types of independent reading mentioned above differ in the purpose of receiving different amounts of information. The task of the first kind of reading is teaching students to receive the information while reading, ignoring language difficulties and relying on familiar word-forming elements and on the context. The task of the second kind of reading is receiving full, detailed information from the text with certain language complexity when it is not always possible to guess the meaning of the word or word combination from the context that is why it is necessary to consult the dictionary. So it is recommended to introduce the tasks which develop the student’s ability of a language guess, and the tasks which develop the skill of using the dictionary in the course of teaching [2].

In technical higher educational institutions reading scientific and technical texts by students for the purpose of receiving general information is used, as a rule, in class. The teacher of the foreign language should know very well the technique of carrying out such a kind of work which consists of the following:

- the teacher suggests the students to read the text silently and to understand its contents in general, relying on a guess;
- the teacher limits the time for which the student should read the text;
- the teacher should aim the students at sorting the information while reading choosing the main idea and giving a critical estimation of the text read;
- after reading the teacher checks the understanding of the text by the students

offering them do the tasks.

Concerning reading of scientific and technical texts on specialities for the purpose of receiving full, detailed information we use this kind of reading as a home assignment which includes pretext and post-text exercises. Pretext exercises may consist of the tasks to give answers to the questions on the general information given in the text or to define the main idea of the text. There should be two-three pretext exercises and it is recommended not to spend much time on them. Post-text exercises concentrate students' attention to the details which allows to get more deeply into the text contents, to give headings to the abstracts of the text. Certain percentage of the tasks should be aimed at developing students' skills to express their attitude to the information received.

Both kinds of reading are widely used in professional work of future engineers and consequently particular attention should be given to their training in the course of teaching a foreign language.

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