

TEACHING ANALYTICAL READING OF UNADAPTED ENGLISH LITERATURE IN HIGHER EDUCATIONAL INSTITUTIONS

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In the development of skills and needs of foreign language reading, the formation of psychophysiological mechanisms of reading as an activity, a process in students, as well as in the improvement of students' oral and speech skills based on what they have been read, analytical reading is intended to play a leading role. Reading of unadapted English texts should become an integral, equal component of the entire process of learning foreign languages. Reading original English-language fiction contributes to the development of oral speech, enriches vocabulary, introduces the culture and literature of the country whose language is being studied, develops analytical thinking. Therefore, we consider the usage of analytical reading in foreign language classes to be an important component. Reading will make it possible to pass through the minds of students a significant number of language combinations – grammatical structures and lexical combinations, so that later in the process of oral processing and analysis of the text to form the necessary language skills.

Analytical reading allows students to engage in reading in a foreign language as a real linguistic activity. It should be noted that the scope of the concept of “analytical reading” is broader than the scope of the concept of “reading with translation”. In the case of analytical reading, a significant feature is the detailed perception of the text. Reading with translation exists when a student is forced to translate the entire text in order to understand what he has

read, and not individual difficult places for him. In this case, we cannot talk about reading in the proper sense of the word. Reading without translation, that is, understanding what he has read, can occur at any stage of learning. For this, the text must be accessible in form and content, that is, the content of the text must correspond to the age, cultural and intellectual level of students, and there should be nothing in the language form that would cause problems in translation. Therefore, preliminary work on language material is one of the conditions for reading without translation in a higher educational institution [4].

Analytical reading of unadapted foreign-language literature, according to scientists V. M. Babych, Ya. V. Bystrov, N. L. Drab, etc., should be an equal component of the lesson. Some methodologists (E. P. Shubin, A. A. Veize, etc.) indicate that analytical reading should be training in reading. Scientist I. M. Kolehaieva claims that reading is one of the types of language skills formation. Reading a text, a person repeats sounds, letters, words and grammar of a foreign language, remembers the spelling of words, the meaning of word combinations, and, thus, improves his knowledge of a foreign language.

There are many different classifications of types of reading. Reading is divided into types according to the psychological characteristics of their perception:

- reading with translation - reading without translation;
- analytical reading - synthetic reading;
- according to the conditions of their implementation: independent reading or non-independent, prepared – unprepared, extensive – intensive, etc.

In our opinion, the greatest effect is given by teaching analytical reading. Such reading teaches understanding of texts, using analysis and translation, since students master the ability to understand excerpts from the text without the help of a dictionary and, thus, further reading of a more complex text is easier. Understanding of the text in this case is ensured by the following: a solid mastery of the linguistic minimum, as a result of which a small number of unfamiliar words enter the familiar environment; the ability to highlight unfamiliar words and understand them either on the basis of context or on the basis of word-formation analysis; the ability to omit unimportant moments for understanding.

We have determined that students' readiness for reading is a general mental state of a person, which is expressed in the ability to carry out this activity. This includes knowledge of the phonetic difficulties of the language, the using logical and emphatic stress, knowledge of vocabulary, grammar and stylistics of the language. This type is determined by the development of the reading mechanism, the accuracy of sound-letter correspondences and the speed of reading. Readiness in the field of reading is determined by the general culture of students, their age characteristics, knowledge of the large context that ensures

understanding of the content. Readiness can be general and specific to reading the given text. Special readiness is achieved by work carried out before reading the text. Thus, one can distinguish between prepared, partially prepared and unprepared reading.

We consider analytical reading of unadapted foreign-language literature as an independent type of activity, where a special place should be occupied by reading “to yourself” in order to extract basic information from the texts read. When selecting, it is necessary to take into account, first of all, the content of the texts themselves and authenticity.

Exactly the authentic text, like no other educational text, that is distinguished by the presence in the language of elements that carry information transmitted by other elements of the language. This provides not only the possibility of transmitting a message, but also the functioning of such language mechanisms as audition, which is also important when organizing work on listening.

In addition, the authentic text is distinguished by its informativeness, especially when it comes to texts of linguistic and regional studies content from the point of view of the communicative value of information.

At the initial stages of training, when students get acquainted with the vocabulary and grammar, not every authentic text can be effectively used in teaching. In this regard, it is advisable to either adapt authentic texts or compile texts by textbook authors. Here problems arise of the consistency of the authentic properties of the text and its accessibility, compliance with the conditions and tasks of learning. It is necessary to focus on national traditions of constructing a speech work in order to create an educational text that is as close as possible to the authentic one.

Analytical reading can also act as a means of forming and controlling related language skills and abilities, since: the use of reading allows you to optimize the process of mastering language material; communicatively-oriented tasks for controlling vocabulary and grammar, listening, writing and oral speech assume the ability to read and are built on the basis of written texts and instructions; exercises for forming and practicing all language skills are also built on the basis of text and written instructions for exercises and tasks.

The selection of vocabulary and phraseology plays an important role in achieving the authenticity of the statement. An authentic text is an excellent material for familiarizing yourself with the phraseology being studied and working on it. It is especially important to demonstrate the existing interlingual differences using specific examples.

Thus, phrasal verbs are widely used in English. They cause difficulties for students and, in this regard, are poorly represented in textbooks. However, authentic English is practically impossible

without these verbs. In addition, a verb that a student understands only in one, specific context can hardly be considered mastered. Therefore, it seems advisable to include previously learned verbs with different suffixes in analytical reading texts at an early stage. For example: *to find – to find out to look – to look after to wash – to wash up to put – to put off*, so that students do not have difficulties with their understanding at an older stage – when reading unadapted texts of different styles, where attention will need to be paid to their interpretation in context.

The correct selection of phraseological units has great importance for achieving authenticity of educational texts. It should be noted that textbook authors are not always guided by the criterion of frequency – proverbs that are rarely used in English are offered for learning, for example:

A friend in need is a friend indeed.

East or West, home is best.

There is no place like home.

Meanwhile, there are many proverbs and sayings common in the speech of native speakers, such as:

One man's meat is another man's poison.

All for the best.

Not room to swing a cat.

Familiarity with proverbs and phraseological units forms the students' skills of authentic speech behavior, and the comparison of English and Ukrainian phraseology invariably causes an emotional response and increases interest in the subject.

Thus, the authenticity of the educational text is largely determined by the correct selection of vocabulary and phraseology. The most important selection criteria are the authenticity of a particular unit, its frequency of use in natural English.

There are different points of view on which stages of work on the text should be included into the educational process, which are the most effective. Naturally, the selected types of work depend on the goals that we set for reading. We consider based on the goal of teaching foreign languages in a modern school, that it is possible to distinguish two stages in the organization of analytical reading. The first stage is reading as a process of obtaining information from the text. This stage is mandatory in working on any text. However, work on most of the texts offered to students for independent home reading should end at this stage. The second stage is a conversation on the material of reading. This stage of work should be selective and apply only to some of the most relevant texts or their fragments for language practice.

In the organization of checking analytical reading distinguishes the following two stages. The first stage is the analysis of lexical and grammatical difficulties of the text, activation of new lexical material and control of

understanding of the information embedded in the text. The second stage is a creative discussion of the content of what has been read.

According to Ya. V. Bystrov, the following sequence is required for working with a book: Vocabulary work, Comprehension, Discussion, Writing. I. M. Kolehaieva, on the contrary, says that at the middle stage, analytical reading classes no longer involve direct work on language tools and do not contain speech exercises. Analytical conversation is built on two levels: levels of meaning and levels of content. N. L. Drab also considers it inappropriate to use such forms and methods of work that transform control of what has been read into work on the development of oral skills or translation skills. Therefore, he uses speech exercises only as a means of checking the understanding what has been read. Such a class consists of three stages: control of understanding of the general content; checking the understanding individual essential details; evaluating what has been read [2].

L. P. Yefimov, offering guidance on home reading for students, focuses mainly on exercises that we call “pre-text”. Most of the tasks are focused on working with words and grammatical constructions used in the text, which are aimed at developing oral skills. Thus, he considers reading to be a means, not a goal of learning.

Understanding the text is only part of the task, preparation for the next stage – conversations based on what students have been read. This second approach to reading control is more likely to be training in oral speech than in reading. Discussion involves understanding the content of the text; understandable content can be the basis for building conversations, messages, modeling situationally conditioned speech acts, expressing judgments, relationships, emotions, etc. Exercises for organizing a conversation based on the read text should represent a consistent series of tasks aimed at a gradual transition to prepared speech. Such a system of exercises should be focused on clarifying the relationships between the characters, on identifying and assessing the motives of their actions.

Work on developing the skills of analyzing a work of art begins with classes in stylistics, the goals of which are to teach students to recognize the sources of expressiveness of language, acquire the skills to describe and accurately determine the stylistic devices that exist in the language, establish their comparative characteristics and functions, find the interdependence between functions and context, and also describe the functional styles of language. Students are invited to familiarize themselves with the artistic means of expressiveness and complete the exercises. They perform exercises to search for stylistic devices in sentences, and then, during discussing the text, they find out at the class how this or that device helped the author express the main idea. Students record the conclusions obtained in the analytical text analysis.

The development of such methodological techniques during the using analytical reading in a foreign language class at higher educational institutions will contribute to better mastery of a foreign language by students.

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