

UDC 371.315

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METHODS OF HOME READING ORGANIZATION ON THE LESSONS OF ENGLISH AT SECONDARY SCHOOL

***Анотація.** У статті досліджено методуку організації роботи з домашнього читання на уроках англійської мови у загальноосвітній школі. Пояснено, що домашнє читання іношомовної літератури повинно стати невід'ємним, рівноцінним компонентом усього педагогічного процесу навчання іноземним мовам. Проаналізовано уроки домашнього читання та методуку контролю розуміння змісту прочитаного.*

***Ключові слова:** домашнє читання, читання з перекладом, читання без перекладу, аналітичне читання, синтетичне читання, аналіз тексту, художня література.*

***Аннотация.** В статье изучена методика организации работы по домашнему чтению на уроках английского языка в общеобразовательной школе. Объяснено, что домашнее чтение иноязычной литературы должно стать неотъемлемым, равноценным компонентом всего педагогического процесса обучения иностранным языкам. Проанализированы уроки домашнего чтения и методика контроля понимания содержания прочитанного.*

***Ключевые слова:** домашнее чтение, чтение с переводом, чтение без перевода, аналитическое чтение, синтетическое чтение, анализ текста, художественная литература.*

***Annotation.** The methods of organisation of work on home reading on English lessons at secondary school is considered in this work. The author thinks that home reading of foreign literature must be the essential and equivalent component of all pedagogical process of foreign languages training. The home reading lessons, the methods of control of reading contents understanding are investigated in the article.*

***Keywords:** home reading, reading with translation, reading without translation, analytical reading, synthetical reading, text analysis, belles-lettres.*

Reading of original foreign fiction assists to development of verbal language, enriches a vocabulary, acquaints with a culture and literature of the foreign country, and develops analytical thought. Therefore, the use of home reading on the lessons of foreign language is an important component. At first,

because a student faces with a modern living language, but not conditional-educational; secondly, he has possibility to express own opinion and appraise the work, heroes and situations. But, in order to make reading be enthralling and at the same time to develop language skills it is necessary to carry out the work with the text, as before reading of the passage and after it with the aim to help students to understand the text and intensify the new language phenomena. Thus, a teacher should use various exercises for the work with texts for home domestic reading.

The role of home reading in foreign language studies is examined by many scientists-pedagogues. In opinion of S. D. Folomkina, Z. M. Tsvetkova, V. S. Tsetlin and others home reading of foreign literature must become the inalienable, equivalent component of all pedagogical process of foreign languages studies. Some methodologists (E. P. Shubin, A. A. Veize and others) specify that home reading must be training exactly in reading and that one should not complicate it by other kinds speech activity, for example by discussion foreign language.

However one should not refuse from the material of home reading as the source of speech activity development. The scientist N. Ischuk affirms that reading is one of the most important speech skills for the students who study foreign language. Reading is not only an aim of studies as an independent type of speech activity but also the means of the skills formation. Reading a text, a man repeats sounds, letters, words and grammar of foreign language, remembers spelling, meaning of word-combinations, and, thus, perfects knowledge of foreign language [1].

Scientists-psychologists (L. S. Vygotskyi, V. A. Krutetskyi, O. I. Nikiforova and others) consider that 13-14-year-old children have increased interest to reading of fiction. The scientists I. Ya. Chernukhina and A. I. Domashnev says that absolute anthropocentricity of the artistic text is the special feature of such text (in comparison with publicistic, popular scientific texts), that is fiction is directed firstly on obtainment of information by a man and it corresponds to cognitive aspiration of the greater part of teenagers. The problem of studies of the original artistic texts reading of is connected with such aspects of the foreign reading process: consideration of the artistic texts reading as the means of the students' language knowledge expansion with the aim of speech perfection (Yu. B. Borysov, V. P. Vazhenin, E. H. Vilialon, L. P. Karpenko, V. V. Matveichenko, S. P. Ter-Minasova and others), with application of esthetic-stylistic analysis of artistic texts (T. P. Nifak), with the selection of artistic texts (T. K. Levin, T. T. Mykhailiukova, N. A. Selyvanov, L. P. Smeliakov, N. A. Trubitsyn and others), with significative interpretation of artistic texts (O. I. Duplenko, M. G. Vavilova, T. A. Vynikovetska and others), with formation of socio-cultural competence in the process of the artistic texts reading (L. F. Rudakova), with usage of artistic texts in studying of written language (T. V. Glazunov,

G. Y. Yanisiv), with the improvement of reading knowledge (N. F. Koriakovtseva, N. A. Sharov and others).

The aim of the article is an analysis of the research of usage of home reading on the lessons of English at general school and methodology of control of read content understanding.

In accordance with the aim we undertake the next tasks: to consider reading as an independent type of speech activity and as the means of the skills and abilities formation; to find out what type of reading prevails at modern school and why; to consider various types of reading and their place on the different stages of English language studying; to define, what type of reading is home reading and how to organize it; to analyse influence of home reading on the foreign language studying.

Reading is as an independent type of speech activity in case that we read with the purpose of getting necessary information from the text. Thus, the tasks of reading studying as an independent type of speech activity are the following: to teach students to get information from the text in volume, which is needed for the solution of the concrete speech task, using the certain technologies of reading.

Reading can be as the means of the conterminal speech abilities and skills formation and control so far as: usage of reading allows students to optimize the process of linguistic material mastering; communicative-oriented tasks on control of vocabulary and grammar, auditing, writing and verbal language assume ability to read and they are built on the basis of writing texts and instructions; exercises on formation and working out of all speech skills which are also built with support on the text and written instructions to exercises and tasks [2].

There are many various classifications of the types of reading. Some authors divide reading into the kinds according to psychological features of their perception: reading with translation – reading without translation, the analytical reading – synthetic reading; other authors – in accordance with the terms of their accomplishment: independent reading or dependent, prepared – unprepared; extensive – intensive and others.

Let us consider the synthetic and analytical reading. The synthetic reading is reading during which the student's attention is fully attracted on content, besides this content is quickly and synthesizely perceived. The analytical reading is reading during which the student's attention is turned on speech design of the text, and such reading goes on slowly [3].

Synthetic reading teaches to understanding of the simple texts, without usage of analysis and translation. Analytical reading serves as the means of understanding of more difficult texts, which have some obstacles which can be overcome only with the help of reading and translation. It was considered that one should begin studies with analytical reading, because it is the base for synthetic reading. But such approach detected ineffective, because in this case

students will not learn to read without a dictionary, they do not trust to their knowledge, they fully translate all text, even simple sentences and they do not able to use by linguistic assumption. Studies of synthetic reading was more effective, because the students master ability to understand the passages from the text without a dictionary and, thus, reading of the more difficult text goes on easier. Unknown linguistic material which can meet in the process of synthetic reading must not prevent to understanding of the text. Preconditions of understanding in this case are provided by the following: by strong mastering of linguistic minimum; by ability to separate unknown words and understand them on the basis of context or on the basis of word-formative analysis; by ability to omit unimportant moments for understanding. Beginning from the 7th form it is necessary to put to use reading with elements of analysis. With this aim the unknown words can be included in to the texts. The volume of unknown material in texts for analytical reading must be 2 % from the known material.

Reading with translation and reading without it are closely connected with a level of the student's foreign language mastering. Some people often confuse the concepts «reading with translation and reading without translation» and «synthetic and analytical reading», they think that these concepts are identical. Meanwhile these concepts psychologically are quite the different phenomena.

The meaning of the concept «analytical reading» is wider than the meaning of the concept «reading with translation». The detailed perception of the text is the essential sign of analytical reading. Reading with translation exists in the case, when a student is forced to translate all text for understanding, but not separate difficult abstracts for him. In this case it is impossible to talk about reading in whole. Reading without translation, that is understanding of the text can take place on any stage of studies [4].

Student's readiness to reading is the student's psychical general state, which is expressed in a possibility to carry out this activity. It consists of knowledge of phonetic difficulties of language, usage with logical and emphatical stress, knowledge of vocabulary, grammar and stylistics. Secondly, it is determined with training of the reading mechanism, precision of sound and letter accordance and speed of reading. Thirdly, preparedness in reading is determined by the student's general culture, his age special features, knowledge of large context, which provide understanding of the fragment for a student. Preparedness can be general and special according to reading of the given text. Special preparedness is achieved by work which is conducted before reading of the text. Due to presence of this work we distinguish the prepared, partly prepared and unprepared reading. Specific difficulties are in every text; and it is possible to overcome them only by means of the two basic methods. The first method helps to remove these difficulties until students will begin to read and adapt the text by means of realization of corresponding explanations and execution of exercises before reading. There are no these difficulties before

reading of the text in the second method. In this case the students must overcome completely or partly the difficulties which prevent understanding during the process of reading under the direction of a teacher by means of the analysis of the obscure fragments of the text or with the help of a dictionary [4].

According to the method of reading it is reading about oneself or in an ideal kind it is the visual reading. In accordance with the place and time of reading it is the out-of-school home reading. Thus, the main purpose of home reading is acquisition of information from texts written by foreign language. At the same time systematic and regular home reading is an important source and means of enrichment of vocabulary and development of the student's skills of spoken language [5].

Reading is one of major sources of speech and social cultural information in the process of foreign language training. Usage of the books for reading allows not only to remake the process of foreign language training into enthralling lessons but also helps students to familiarize with modern realities of the foreign country. The lessons of home reading are undoubtedly valuable: at first, because a student comes across with modern language; secondly, he/she has a possibility to express own opinion and appraise the work, heroes and situations. Home reading must be training exactly in reading and one should not complicate it by other kinds of speech activity, for example, by discussion in foreign language.

However we should not refuse from the material of home reading as the source of spoken language development. The scientist N. Ishuk asserts that reading is one of the most important speech skills, which students must master in the process of foreign language training [1].

The meaningful side of reading educational materials together with organization of home reading is significant. Exactly content has the potential opportunity to awake the student's positive motivation, to cause a need in reading of foreign texts. There is no necessity, that the themes of the foreign texts meet the lexical conversational themes which are studied on this level. Only on the initial stage texts contain that speech material mastered by students in advance and used by them in spoken language. The content of texts for reading is almost identical to content of speech language.

Amount of texts for synthetic reading increases in accordance with expansion of volume of language material on the next levels. The content of these texts includes new and more various situations, not always connected with the themes of speech language. Such texts can contain also unknown lexical material about the meaning of which it is possible to guess or on the basis of the word-formation analysis, or as a result of the exact contextual meaning of the word, or on similarity with a word in native language.

It should be underline that at any approach to organization of home reading, reading must be not only permanent, easy but also without translation, contain interesting information and carry out an education action.

Suitableness of texts or their parts for speech practice can be determined by such criteria: by the bright and interesting plot of a story of the text or the fragment; by emotionality and vividness of exposition; by actuality of the material; by thematic proximity of the subject of exposition to knowledge of life and students' interests; by possibility of conflict of points of view and judgments which give occasion to discuss; by possibility of different situation transformations of meaningful side of the text or the fragment; by an education value. It is necessary choose the text from the positions of that, what moral problems raise in them and how they decide.

The artistic foreign texts meet to these criteria of choice. The scientists who are of the opinion of the literary and country research approach, prove what exactly belles-lettres is the most acceptable literature for reading and following discussion on a lesson. The typical peculiarity of the artistic text (in comparison with publicistic, popular science texts), as is generally known, is its absolute anthropocentricity, that is belles-lettres is directed at first on recipience of information by a man.

The usage of popular science and publicistic literature for «deep» home reading is not effective. Perception of such literature needs the presence of the certain level of background knowledge, special mood, and sometimes and formed interest to the theme of subject, while information which is contained in the artistic work does not depend on the reader's preparedness to perception of the text.

The usage of the artistic texts the inalienable part of the country research aspect of foreign languages teaching. Together with the decision of the basic speech and linguistic tasks home reading, based on the works of belles-lettres, can assist to realization of the important educational aim – bringing students into the world of culture of foreign country.

So, for example, V. M. Fadeiev distinguishes two stages in organization of home reading according to the aim of the foreign languages studies at modern school. The first stage is reading as the process of information recipience from the text. This stage is obligatory in the work at any text. However, the work at the great part of the texts for independent home reading must be come to an end. The second stage is conversation on the material of home reading. This stage of work must be selective and expand only to the part of the most corresponding texts or their fragments for speech practice [4].

The other researcher G. G. Skazkiv distinguishes two stages in organization of home reading control. The first stage is an analysis of lexical grammatical difficulties of the text, activation of new lexical material and control of information understanding. The second stage is creative discussion of the content of the text [6].

There are various points of view concerning that, what stages of work at the text must be. Some scientists mind the pre-text exercises, others consider

that such exercises are necessary, because, these tasks firstly remove speech difficulties of the text and in that way they make reading prepared, and secondly, these exercises develop reproductive skills, enrich and activate the students' dictionary. But, in any case, it is necessary to conduct work with unknown words which one can meet in the text, then the students read the text, and a teacher controls understanding of the contents. The above-mentioned types of work are conducted at the lesson in the form of discussion-debate, and later it is possible to offer some creative writing task concerning the problems of the text to the students.

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