

WORKING WITH FOREIGN LANGUAGE TEXTS ON A SPECIALTY IN NON-LINGUISTIC HIGHER EDUCATION INSTITUTIONS

Iryna Stepanova

Ph. D in Philology, Associate Professor,
Head of the Department of Foreign Languages
Vinnytsia national technical university
Ukraine

Liudmyla Ibrahimova

Senior lecturer at the Department of Foreign Languages
Vinnytsia national technical university
Ukraine

ORCID ID: 0000-0002-9265-2449

Svitlana Nykyporets

Lecturer at the Department of Foreign Languages
Vinnytsia national technical university
Ukraine

ORCID ID: 0000-0002-3546-1734

Vitalina Derun

Lecturer at the Department of Foreign Languages
Vinnytsia National Technical University
Ukraine

Abstract. The article gives a brief description of some peculiarities of the work with popular scientific and technical literature in a non-linguistic university. Given types of exercises and materials demonstrate the variety of forms and methods of the work with foreign texts in specialty in technical universities. The role of choosing methods and techniques of the work when forming skills of productive reading and their improvement at all stages of learning a foreign language is considered. Reading is considered to be as one of the most important types of communicative and cognitive activity. Reading promotes mastering all aspects of foreign language and speech activity. Some of the issues are analysed both in theoretical and practical terms.

Keywords: *non-linguistic university, foreign language texts, texts in specialty, popular scientific literature, scientific and technical literature, teaching a foreign language, technical university, methods of work, forms of reading.*

In modern conditions of the development of globalization processes, the individual's need for mastering foreign languages increases significantly. Accordingly, the very concept of teaching foreign languages in higher educational institutions should change. Knowledge of a foreign language by students of a non-linguistic university requires not only basic skills to communicate any information or adequately understand it, but also correctly perceive the general content parameters of a foreign text, as well as be an active participant in the process of intercultural interaction. [1]

The main goal of teaching foreign language in a non-linguistic university is to increase the initial level of knowledge of foreign language, achieved at the previous stage of education, and mastering by students the necessary and sufficient level of communicative competence for solving social and communicative problems in various areas of everyday, cultural, professional and scientific activities when communicating with foreign partners, as well as for further self-education.

Reading is an independent type of speech activity that provides a written form of communication. [2] Reading takes one of the main places according to use, importance and accessibility. In the process of reading there is a comprehension and evaluation of the information contained in the text. Reading is one of the most important types of communicative and cognitive activities. In reading there is a meaningful plan, i.e. what the text is about, and a procedural plan, i.e. how to read and sound the text. In terms of content, the result of reading is the understanding of what is read, in procedural – the process of reading, i.e. the comparison of graphemes with phonemes. Reading aloud and to oneself, slow and fast, with full understanding or with a general coverage of the content, forms the inner language hearing.

When working with foreign language texts in a non-language university, especially at the initial stage of learning, it is very important to maintain the continuity of the choice of methods and techniques, trying not to destroy the already formed stereotype. [3] Therefore, the basic methods of working with texts in the specialty in this period remain unchanged, only the ratio of certain types of tasks changes, and the tasks themselves, for example in word formation, become more in-depth and independent. An increasing role is given to work with a dictionary, various reference books, and the main form of reading is reading to oneself.

There is a problem of increasing the reading speed. The speed of reading in a foreign language is affected not only by grammatical, lexical, but also other difficulties. Apparently, the individual characteristics of the reader are transferred to the process of reading in a foreign language and slow down or speed it up. In fact, the advantage as the main form of reading – reading to oneself – already largely solves the problem of increasing the speed of this process. [4]

Many well-known educators, scientists, methodologists and psychologists are working on the psychology of mastering reading skills and on the issue of reading aloud and to oneself. [5] At first glance, it seems that reading to oneself differs from reading aloud only in that the first lacks pronunciation. However, this view is considered very simplistic.

Speaking of reading as an active type of speech activity, we must not forget that reading aloud is a secondary activity in real communication. Reading aloud is widely used to teach pronunciation and is a mandatory component in explaining new language material. Reading aloud is used as a means of controlling the student's ability to recode visual signals into sound at the level of words, sentences, text. Thus, it can be concluded that reading aloud inhibits the development of silent reading to oneself, as it accustoms students to the full detailed pronunciation of the material.

Specialists in the field of improving students' reading skills divide all those who read to oneself into three categories:

- 1) motor reader – a reader that accompanies reading by the movement of speech organs;

2) auditory reader – a reader who mentally listens to what is read without articulation of speech organs;

3) visual reader – a reader who perceives phrases in full, without stopping either to say mentally or to hear them mentally.

Reading to oneself is a very difficult process. Its peculiarity in comparison with reading aloud is that the number and duration of pauses between fixations of the eye on words in this type of reading decreases. When reading aloud, the number of words perceived in one fixation is less than when reading silently. There are also psychological features that face the reader when reading quietly and aloud. [6]

The task of reading aloud is for the listener to understand the meaning of the text read. It in the vast majority of cases involves the listener. This reading is for others. Reading to oneself is always reading only for oneself. Reading for others should always be to some extent expressive and accessible to listeners. This dramatically complicates the task: the reader must not only understand the author's thoughts, but also find ways to best express them aloud. When reading to oneself, the process of understanding the main idea of the author is determined only by the needs of personal clarification and assimilation of the read text by the reader. So, we can conclude that the development of reading skills to oneself develops reading speed, as you do not have to "say the words".

Working on developing self-reading skills to increase reading speed is one of the top priorities in a non-language university. However, recognizing the work on reading techniques and the development of reading skills to oneself to increase reading speed, a very important task of the first stage of learning, we nevertheless understand that the main task of working on texts of various kinds is the ability to extract the necessary information, as well as quickly determine what information and in what form can be extracted from a text. Implementing this task requires a well-thought-out system of effective exercises. [7]At the initial stage of learning to read in high school, further work with the dictionary remains relevant. Word formation exercises should take a leading place in the system of exercises that form the ability to use vocabulary.

Speaking of word formation exercises, we mean not only an expanded acquaintance with the elements of word formation, [8] i.e. quantitative changes, but also a qualitatively different approach to this type of work, its deepening. If at school it was possible to be limited only to acquainting pupils with value and an origin of separate prefixes and suffixes and their fixing by means of exercises, in higher educational institution this work should become constant; the process of word formation from one root must be increasingly revealed to students.

Of course, such work requires from the teacher more preparation and search for materials, which in most manuals are presented in the form of separate examples and individual exercises.

We offer some types of exercises for word formation:

1. Write words with the given suffixes from the text.
2. Write words with the given prefixes from the text.
3. Write a few words with the given suffixes from the dictionary and give their main meanings.
4. Write a few words with the given prefixes from the dictionary and determine their meaning.
5. Write a word from the text with one specific affix and determine its meaning.
6. Write from the text derived words that have the same pattern. Give examples of other words built on the same model.

In addition to these types of exercises designed to develop the ability to use a dictionary, we can recommend exercises to choose the desired meaning of the word from a number of synonyms. [9] This type of work is interesting because the student should not be limited to the first meaning of a given word in the dictionary, but should also find all the others to make the right choice.

In order to overcome grammatical difficulties, students need to develop certain skills and bring them to automatism. There is a point of view that during the teaching of reading, and not only during the teaching of oral speech, students can develop skills of recognition and selection in the text of its characteristic language models, gradually bringing these skills to automatism. When learning to read, it is important

that students in a set of individual words (what they first think of a sentence perceived visually) see a certain relationship of these words, which form a certain structure – a language model. [10] Having determined the nature of the model, students are much easier to establish a connection between its members, and hence the semantics of the model itself, and behind it the meaning of the sentence built on this model.

Here are some examples that can be used when reading, and in this case when reading popular science and scientific and technical literature.

1. Identification of the model in a sentence by familiar lexical and grammatical elements.

2. Identification in a sentence of a group of words used to expand the model or its individual members.

3. Images of sentences in the form of models.

4. Definition of models by predicate type and more.

To apply these and other exercises in practical work with popular science and scientific and technical literature, you need a well-thought-out list of language models, the assimilation and consolidation of which is ensured by systematic daily work. Following the selection of the required models and models to be processed, it is necessary to develop a method of working with each of them. It is obvious that the specifics of expression and content of each model requires appropriate methods of working on them. [11] Taking into account the importance of this type of work on popular scientific literature and scientific and technical texts, it is useful to choose one of the models as a sample and show what plan should be the work. Exercises for recognizing and defining models must first contain the same type of models to automate their recognition, and only later can be given different types of models.

It should be noted that reading foreign language literature is one of the main sources of information when students prepare reports, write essays, term papers and theses. However, due to the low level of formation of skills to work with foreign language literature, most students rarely use sources on the foreign language.

In view of all the above, it should be also noted that in this article were raised only some issues of work with scientific and technical literature in higher education. These types of exercises and materials do not cover all the variety of forms and methods of work. Many issues are still awaiting further development in both theoretical and practical terms. In the absence of a foreign language environment, reading is one of the most important areas of mastering a foreign language. It provides the necessary information, helps students understand the importance of learning the language and sharpens the interest in working on it.

Reading is the most accessible and at the same time promotes the mastery of all other aspects of a foreign language (phonetics, vocabulary, grammar) and types of speech activity (listening, speaking and writing). The main task of teaching reading in a foreign language is to achieve the highest result – reading without translation and the development of the ability to read consciously; formation of reading skills and development of skills to fully and accurately understand the content of the read text, i.e. not only to learn reading skills, but also to be able to use them in other activities of students. The end result of the development of reading skills is the ability of students to accurately and completely understand the content of the read text, choose the right information, determine the main idea of the text, highlight the necessary details, facts in the text, determine the logic of events.

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