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Khomenko N.,Yakovets O..

# THE IMPORTANCE OF SPECIALIST READING FOR STUDENTS OF TECHNICAL SPECIALITIES

Vinnytsia National Technical University

*Анотація.*

*Навчання ефективному читанню надзвичайно важливе для студентів технічних спеціальностей, які мають вибрати необхідний матеріал з величезної кількості інформації. В роботі представлені різні концепції, основані на психолінгвістичному методі навчання читанню. Особлива увага приділяється читанню під керівництвом викладача, що допомагає студентам краще зрозуміти зміст матеріалу та висловити свою точку зору англійською мовою.*

**Ключові слова:** психолінгвістичний метод, гнучкість, швидкість, керівництво, оцінка

*Abstract*

*Teaching efficient reading is of great importance for students of technical specialties who have to choose necessary materia from the great amount of information. Different concepts based on the psycholinguistic method are presented. Special attention is focused on reading under the teacher's guide. It helps students understand the content of the material and express their points of view in English.*

**Keywords:** psycholinguistic method; flexibility; speed; scanning; guidance; appreciation

Everybody agrees that the lion's share of information people get from reading of different sources ranging from Internet sites to books. With rapid development of information technologies every student connected with technical specialties especially IT specialists will have to read much in their future work because reading is more useful for them. Although only a small percentage will use the other skills. Therefore, teaching reading is more meaningful and worthwhile. But in this connection we have to differentiate efficient reading from the traditional reading.

Reading is understood in terms of matching flexibility of an educated person as he performs all reading related tasks presented in his environment. These include: reading and understanding personal letters, business correspondence, official documents, journals, stories, academic textbooks, scientific and technical articles and reports. It means that the aim of reading classes is to produce efficient readers who have a flexibility in doing all reading-related tasks in their future environment.

Flexibility in reading includes flexibility in speech as well as comprehension. So, there are three reading speeds depending on their purpose, the difficulty of the material and the background of knowledge of students.

The first type of speed is study speed 200-300 words per minute. This is the slowest speed used for reading textbooks and different materials such as business documents, when the reader desires a high rate of understanding as well as good retention. In this type of reading the reader studies the material carefully not to miss a single point.

The second type is average reading speed used to read everyday materials such as newspapers, magazines and stories. At this speed the rate of comprehension is lowered. The readers can skip over paragraphs or even pages that don't interest them.

The third type of speed is skimming speed. This is the fastest speed when they wish to cover the material in a hurry and high comprehension is not required. So, as we can see speed and comprehension are inseparable in efficient reading. An efficient reader can't only read slowly with good comprehension but can also read fast with needed comprehension. Therefore, the major objective of efficient reading should be to improve the average and skimming speeds of our students and to help them. Experiments show that a poor reader is that one who reads everything at the same slow speed and doesn't get much meaning from what he reads. So, the teachers should help students cultivate the ability to vary their speed in reading different materials for different purposes. In our opinion, the first thing for the teacher to do is to find out the weaknesses and problems of students. Through different diagnostic tests and observations students have 5 major reading problems:

1. Reading word by word relying on their visual information which greatly impedes their reading speed;
2. Focusing too much attention on form at the expense of meaning;
3. Paying too much attention to details and as a result, they miss they miss the main idea so, they see only trees instead of forest especially when they to write abstract or resume.
4. A small reading vocabulary;
5. Limited background knowledge.

In this situation the task before the teacher is to help students change their reading habits by teaching them efficient reading skills. An effective way to do it is through guided reading. This term refers to timed reading conducted in class under teacher's control. Students can't only learn how to read in different ways at different speeds for different purposes and a teacher can give them prompt help by correcting reading habits such as subvocalization and pointing at the words they read.

1. Word attack skills,

a) Using context clues. This includes the meaning of other words such as synonyms and antonyms;

b) Using structural information. This refers to word building. An analysis of the stems and affixes of words can help our students get the meaning of the most unfamiliar words with different affixes and in time the majority of readers can differentiate one part of speech from another.

2. Reading in meaningful units. One of the factors that determine reading speed and comprehension is the number of words the eyes can see at one glance. The more words the students can see and comprehend, the greater will be their reading speed and the better will be their comprehension. Students should be able to read in meaningful units instead of isolated words. The efficient way to train students in meaningful units is to split a sentence into sense groups and make students fix their eyes on o the middle of each sense group arranged in separate lines.

3. Distinguishing general statements from specific details. General statements usually contain main ideas, and specific details are usually explanations and examples that support the general statements. Therefore, general statements are more important in comprehension. Very often they are introduced by signal words such as *in general, above all, in conclusion, and it can be seen that.* Students should learn to focus their attention to these signal words.

4. Scanning. The key to scanning is to decide exactly what kind of information students are looking for and where to find it. This is a useful skill to pay attention to specific item of information that we need, such as a date, a figure, a name or a particular skill. In scanning readers focus their search on the information they want, passing quickly over all the irrelevant material. A useful way to teach this skill is to have students search for some specific information. At classes a teacher can give different CVs which students have to scan and say which ones are properly written or some students act as employers and their task is to look through different resumes or CVs of the applicants and to find out which one is the best suitable for the position and then to ask students to explain how they have done it.

5. Skimming. This is the technique people generally use to determine if an article or a book merits a more careful and thorough reading. The difference between skimming and scanning is that in skimming we are not locating specific, isolated and scattered items of information; what we are trying to get is the general, overall idea of a text or a paragraph. Students of technical specialties are interested in such kind of reading very much because when preparing different reports they have to look through many texts to choose the needed ones. There are some tasks which teachers usually offer to students. For instance, students are given five or six small texts read them and say in one sentence the main idea or if we are short of time the texts have the ready sentences with main idea and the students have to choose which one is correct.

6. Recognizing organizational patterns. The logical structure of the passage is often signaled by textual connectors. The most common organizational patterns are: cause effect, definition, prediction, generalization, description, sequence of events, hypothesis and evidence each of it has its characteristic, textual connectors which is the best indicator of the idea.

7. Inference and conclusion. Conclusion is different from inference in that the former is based on putting stated facts together whereas the latter is based on deduction of what is implied from what is stated. For example: from three statements: a) noise prevents people from sleeping; b) noise interrupts sleeping; c) noise can reduce the quality of sleep w can conclude that noise is harmful for sleeping. So, the reader should summerize the stated facts in one sentence. Sometimes students have problems with summarizing especially in one sentence and teachers should focus on developing this skill.

8. Evaluation and appreciation. This is the highest level of comprehension skills. The reader not only has to thoroughly understand what he has read but also to analyze and synthesize it so as to form his own opinion. To evaluate, the reader has to read critically and the essence of critical reading is to consider what, why and

for the author has written. To appreciate, the reader has to understand the author's tone, attitude, to recognize his literary devices and to see his humor, irony or satire. Evaluation is a useful skill for reading academic essays whereas appreciation is useful in reading literary works.

Efficient reading is based on the psycholinguistic models of reading proposed by Goodman and Smith. According to their concept reading is a psycholinguistic guessing game that involves an interaction between thought and language.[2, p.13]. Based on the psycholinguistic models of Goodman and Smith, Cody has developed a model of efficient reading which depends on the successful interaction among three factors: higher level conceptual abilities, background knowledge and process strategies. Efficient reading is possible because the fluent reader doesn't read letter by letter nor word by word but in meaningful units. By looking at a sample of the text he can predict the meaning of a larger part of it based on his prior knowledge of the subject. Then he looks at the other part of the text to confirm his prediction.

In our opinion students must see the value of group work. Like all language learning activities group work is more likely to go well if it is properly planned. Several factors work together to result in group work where everyone involved is interested, active and thoughtful. If these factors agree with each other, then group work is likely to be successful. It allows students to develop fluency in the discussion different topics and gives the opportunity to learn communicative strategies. Under guided reading and discussion of the texts students in the class are able to

get more opportunity to talk;
hear more English;
get a chance to be a leader;
learn to respect different ideas and opinions;
have to think to solve some problems in role games, for example;
to learn more vocabulary words;
ask different kinds of questions;
to learn more about each other and that's interesting.

In conclusion, it should be said that all these skills enable the reader to work at the text, understand it in a good way and make his own point of view. Even the students with different level of knowledge working in the class start to share their impressions not being afraid of making mistakes. And the teacher should encourage their eagerness to read texts more attentively and then to take part in the discussion especially in role games where students-participants can try themselves in different situations. When reading students can also revise grammar and vocabulary. Therefore, we'd like to say that teaching efficient reading is very important for those who must find the required material among the vast amount of information.

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*Хоменко Надія Павлівна, ст.викладач кафедри ін.мов, Вінницький національний технічний університет, м. Вінниця, nadia2112@ukr.net*

*Яковець Ольга Романівна, ст.викладач кафедри іноземних мов, ВНТУ, м.Вінниця*

*KhomenkoNadia Pavlivna, senior teacher, Vinnytsia National Technical University, Vinnytsia, nadia2112@ukr.net*

*Yakovets Olga Romanivna, senior teacher, Vinnytsia National Technical University, Vinnytsia*