

**НАВЧАННЯ ЧИТАННЯ АВТЕНТИЧНИХ ТЕКСТІВ З ФАХУ
СТУДЕНТІВ НЕМОВНИХ СПЕЦІАЛЬНОСТЕЙ (на прикладі соціально-
психологічного факультету університету)**

Предметом статті є методика використання автентичних текстів з фаху в навчанні студентів соціально-психологічного факультету.

Відповідно до програми з англійської мови для вищих навчальних закладів головною метою заняття з іноземної мови є формування у студентів комунікативної компетенції. Тобто студент повинен уміти вирішувати за допомогою іноземної мови актуальні для студентів та суспільства питання спілкування з побутового, студентського, культурного життя, а також на вузькоспеціалізовану тематику, пов'язану з їх майбутньою професійною діяльністю.

Переваги автентичних текстів над учбовими очевидні. Вони підвищують інтерес до іноземної мови, роблять процес засвоєння лексики більш особистим, забезпечують зв'язок з реальними ситуаціями, активізують асоціативну пам'ять, сприяють засвоєнню синонімів, омонімів та багатозначних слів.

Суть навчання читання автентичних текстів полягає в тому, щоб навчити студентів читати та здобувати інформацію з тексту, виділяти в ній основні моменти, знаходити схожі явища в рідній мові, реалізувати діалогічне та монологічне мовлення з теми.

Методика роботи з будь-яким текстом базується на дотекстовому, текстовому та післятекстовому етапах. Мета дотекстового етапу – формування вміння мовної антиципації, що забезпечує підготовку до сприйняття тексту. Читанню тексту передують завдання, яке спрямоване на формування вміння передбачити його зміст, виходячи із заголовка, ключових слів тощо. Метою текстового етапу є як перевірка розуміння тексту, так і активізація мовного та мовленнєвого матеріалу на базі прочитаного. Післятекстовий етап має вдосконалити вміння діалогічного, монологічного та групового мовлення. Мовленнєву діяльність стимулюють рольові ігри, проблемні ситуації, складання тестів і т.д.

Ми пропонуємо комплекс завдань до тексту "Overcoming the frustration of Dyslexia", який складається із вищезгаданих етапів.

Overcoming the Frustration of Dyslexia.

"What is your telephone number?" - asks Julie. The caller replies. But the figures Julie jots down bear little relation to the number given.

"My teacher tore up the picture I painted," laments Vanessa, adding, "I could never remember what she was saying."

David, in his 70's, struggles to read simple words that he mastered more than six decades earlier. Julie, Vanessa, and David have a learning difficulty - a frustrating one. It is dyslexia. What causes this condition? How can dyslexics overcome the frustration it provokes?

One dictionary defines dyslexia as "a disturbance of the ability to read." Though often viewed as a reading disorder, dyslexia can involve much more.

The English word's roots come from the Greek *dys*, meaning "difficulty with", and *lexis*, "word". Dyslexia includes difficulties with words or language. It even involves problems with placing things in their right order, like the days of the week and the letters in a word. Dyslexia, according to Dr. H. T Chesty of Britain's Dyslexia Institute, "is an organizing disability which impairs short term memory, perception and hand skills". Little wonder that those who have dyslexia find it frustrating!

Take the case of David. How did this formerly avid and fluent reader come to need his wife's help to learn to read all over again? A stroke damaged an area of David's brain linked to the use of language, and this made his progress in reading agonizingly slow. Yet, longer words gave him less of a problem than shorter ones. Despite his acquired dyslexia, David's conversational ability and his sharp intellect never suffered. So complex is the human brain that researchers have yet to comprehend all that is involved in processing the sounds and visual signals it receives.

Julie and Vanessa, on the other hand, had developmental dyslexia, which became apparent as they grew. Researchers generally accept that children who by the age of seven or eight exhibit normal intelligence but display uncharacteristic difficulty in learning to read, write, and spell may be dyslexic. Often, dyslexic youngsters write a mirror image of the letter they are trying to copy. Imagine the frustration Julie and Vanessa felt when schoolteachers mistakenly labeled them stupid, slow, and lazy!

In Britain, 1 person in 10 suffers from dyslexia. Failure on the part of others to recognize the problems they face simply adds to their frustration.

I. Pre-reading Activities

1. In groups of four discuss the following questions:

- 1) What learning difficulties do school-age children have?
- 2) How can we recognize these difficulties in children?
- 3) Say how can you "as a teacher" help these children?

2. These words below are found in this chapter. Give your own definition for these words:

dyslexia, label, frustration, perception, posture, intellect, nerve, defect, genetic, chromosomal, image to copy, memory, term, order, human, visual, signal, uncharacteristic, display, process

3. Do you agree or disagree with the following statements. Give your reasons.

- Researches accept that children who by the age of seven or eight display uncharacteristic difficulty in learning to read, write and spell may be dyslexic.

- Dyslexia even involves problems with placing things in their right order.

4. Before reading the text, think about its title. Find articles about learning problems in Ukraine. Be ready to present these stories in a class.

II. While-reading Activities

1. Scan the text for the answers to the following questions:

- 1) What is dyslexia?
- 2) What are the kinds of dyslexia?
- 3) What problems does dyslexia involve?

2. define whether the statements are true or false:

- 1) One dictionary defines dyslexia as "a disturbance of the ability to write".
- 2) Dyslexia, according to Dr. H. T. Cherty of Britain's Dyslexia Institute is an organizing disability which impair short term memory, perception and hand skills.
- 3) Shorter words gave David less of a problem than longer ones.
- 4) Despite his acquired dyslexia, David's conversational ability and his sharp intellect never suffered.
- 5) Julie and Vanessa had developmental dyslexia, which became apparent as they grew.
- 6) Researchers generally accept that children who by the age of 6 exhibit normal intelligence but display uncharacteristic difficulty in learning to read, write and spell may be dyslexic.
- 7) Dyslexic youngsters write a mirror image of the letter they are trying to copy.
- 8) In Britain 2 person in 10 suffer from dyslexia.
- 9) Dyslexia includes difficulties with words or language.

3. Complete the following sentences :

- 1) Julie, Vanessa and David have a learning difficulty - ...
- 2) One dictionary defines dyslexia as ...
- 3) Dyslexia includes difficulties with ...
- 4) Often, dyslexic youngsters write a ...
- 5) Longer words gave David less of a problem than ...
- 6) When doing calculations, they need the help of blocks, fingers or marks on paper ...
- 7) They make unusual spelling ...
- 8) They still find multiplication tables difficult ...
- 9) They have a poor sense of direction, confusing ...
- 10) They lack self-confidence and have ...

4. Fill in a missing word using the box below :

disturbance, language, less, acquired, developmental dyslexia, exhibit, display

- 1) One dictionary defines dyslexia as "a _____ of the ability to read".
- 2) Dyslexia includes difficulties with words or _____ .
- 3) Longer words gave him _____ of a problem than shorter ones.
- 4) Despite his _____ dyslexia, David's conversational ability and his sharp intellect never suffered .
- 5) Julie and Vanessa, on the other hand, had _____ dyslexia, which became apparent as they grew.
- 6) In Britain, 1 person in 10 suffers from _____ .
- 7) Researchers generally accept that children who by the age of seven or eight _____ normal intelligence, but _____ uncharacteristic difficulty in learning to read, write and spell may be dyslexic.

5. Find pairs or match the beginning and the end of the sentence!

1. David in his 70's, struggles to read simple words	a) that he mastered more than six decades earlier
2. One dictionary defines dyslexia as	b) difficulties with words or language
3. Dyslexia includes	c) "a disturbance of the ability to read"
4. So complex is the human brain that	d) they are trying to copy
5. Often, dyslexia youngsters write a mirror image of the letter	e) researchers have yet to comprehend all that is involved in processing the sounds and visual signals it receives
6. Imagine the frustration Julie and Vanessa felt	f) when school teachers mistakenly labeled them stupid, slow and lazy
7. Despite his acquired dyslexia,	g) David's conversational ability and his sharp intellect never suffered

III. Post-Reading – Activities

1. Discuss the following questions in groups of four:

- 1) What causes acquired dyslexia?
- 2) What causes developmental dyslexia?
- 3) How to recognize dyslexia in children?

2. Comment on the following situations:

- 1) Imagine that you are a teacher of the junior forms.
 - a) There are some dyslexic pupils in your class. Give some ideas how to help them.
 - b) You should talk to the parents of the dyslexic child. What will you tell them?

3. You are teachers of junior school, in whose class there are many children, who are dyslexic:

- a). Consider possible logical games with such children.
- b). Make up a psychological test for children ages 8 or less and for children ages 8 to 12 to recognize dyslexia. Use this model as a beginning. If you answer "yes" to 3 or 4 of the questions below for each age group, it is possible that the children concerned are dyslexic to some extent.

<u>Children ages 8 or less:</u>	<u>Children ages 8 to 12:</u>
- Where they late in learning to speak?	- Do they make unusual spelling errors?
- Do they still have particular difficulty with reading or spelling?	- Do they sometimes omit letters from words or put them in the wrong order?
- ...	- ...

Запропонована методика була перевірена експериментально на другому курсі соціально-психологічного факультету Житомирського державного педуніверситету ім. І. Франка. Отримані результати засвідчили приріст умінь читання автентичних текстів (57 %), зріс інтерес до опрацювання іншомовних текстів з боку студентів, вони набули впевненості в собі, що сприяло більш адекватному розумінню прочитаного. Усе це підтверджує ефективність технології навчання читання автентичних текстів з фаху. Вона може бути рекомендована для застосування на інших неспеціальних факультетах педагогічних університетів.

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2. Пассов Е. И. Коммуникативный метод обучения иноязычному говорению. – М., 1991.
3. Grellet, Françoise. "Developing reading skills". English Language. – Text-book for foreigners. Published by the Press Syndicate of the University of Cambridge. – N. Y.

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Памирская Л.Ю., Памирский М.С. Обучение чтению аутентичных текстов по специальности студентов неязыковых специальностей (на примере социально-психологического факультета педуниверситета).

Статья содержит примеры использования аутентичных текстов по специальности при обучении английскому языку студентов социально-психологического факультета.

Pamirska L.Yu. Pamirsky M.S. Teaching Reading the Authentic Specialized Texts to the Students of Non-Special Departments (on the Basis of the Psychological Department).

The subject of the article is the methods of using the authentic specialized texts in teaching the students of Psychological Department.