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ENGLISH TEXTS READING STRATEGIES ACROSS PROFESSIONALLY ORIENTED TRAINING

Kharytska S. V. / Харицька С. В.

PhD in Pedagogy / кандидат педагогічних наук,
Associate Professor, Foreign Languages and Translation Department / доцент
кафедри іноземних мов і перекладу,
National Aviation University / Національний авіаційний університет,
Kyiv, Ukraine / м. Київ, Україна

Kolisnychenko A. V. / Колісниченко А. В.

PhD in Philology / кандидат філологічних наук,
Associate Professor, Foreign Languages and Translation Department / доцент
кафедри іноземних мов і перекладу,
National Aviation University / Національний авіаційний університет,
Kyiv, Ukraine / м. Київ, Україна

At this stage of the development of state policy in the field of education, a great role is given to personal activity, independence and professional orientation of students, because the requirements for the professionalism of future specialists are increasing. The development of a creative personality is one of the priority tasks of higher education institutions of Ukraine [1, p. 456]. There is a growing demand for students who are able to independently determine the trajectory of self-realization in the curriculum of higher education institutions. Universities are trying to create

appropriate conditions for this, namely: the volume of individual work increases, modern teaching methods and technologies are used, the learning process is individualized, and a favorable educational environment is created for the student's self-development and self-expression [4].

The concept of strategy is one of the key concepts of the Pan-European Recommendations in the accepted activity-oriented approach to language learning. It connects the tasks that the language user should perform in a specific context and specific conditions with the way he/she perceives or imagines a certain situation, and what his/her competencies are and how he/she will use them to perform this task [2, p.1]. Strategies act as a chain between skills and result-oriented actions of the student. The issue of professionalism of future specialists led to an increase in the interest of researchers in the use of various strategies in the process of reading professionally oriented literature, which contributes to a better understanding of information, its analysis, accumulation, and expansion of the volume in order to improve one's professionalism in the appropriate foreign language.

It is important to note that each strategy should have separate set of exercises for teaching reading [5]. When choosing a reading strategy, the teacher should refer to the expected results of reading a professionally oriented English text and answer the question of whether the student's confidence in his/her reading abilities increases when he/she uses this reading strategy, whether the fear of a large number of unfamiliar words in the text disappears, or whether it improves and accelerates given strategy reading skills and level of comprehension of the text.

For the formation of professionally oriented English reading skills of students, scientists recommend the following strategies: self-adaptation, reflection, scanning, forecasting and verification, "top-down", "bottom-up", visualization, "diary reader", "reading with notes".

In the conditions of autonomous learning, self-adaptation is one of the key concepts. Student's activity should begin with his/her readiness to activate previous life and speech experience. He/she must adapt the text through his/her own perception of reality. Understanding the topic of the text through one's own

professional experience is important. The strategy of self-adaptation is directly related to the student's ability to understand the content of a professionally oriented text across its analysis through the prism of one's own life, language, and professional experience. Therefore, this strategy is one of the key strategies for use in students' professionally oriented English reading [4].

When using the reflection strategy, reflective thinking, which is an important aspect in professionally oriented learning, takes an active part in working with the content of the text. The purpose of this strategy is to draw parallels between the topic of the text and one's own experience in order to fully understand the text. The reflection strategy involves processes of memory, activation of acquired knowledge and experience, planning and execution of actions, evaluation of the achieved result. When teaching reading, the reflection strategy can be used in tasks where students are asked to summarize the completed exercise and analyze whether they have achieved the expected results.

The scanning strategy helps students better understand the topic of a professionally oriented text by using special graphic and text indicators to decode the most important information needed to further understand the idea of the text.

With the strategy of prediction and verification, the student analyzes the interrelated elements of the text, which he/she understood from the previous content element, what changes occurred in the understanding of the text. This strategy has the features of strategic coherence and cognitive strategy, because they participate in the involvement of life and speech experience, in the planning of strategic processes, in order to successfully achieve the set goals of reading. Moreover, the strategy of prediction and verification is characterized by flexibility, since the previous content is taken into account at each step [4].

The strategy of visualizing the content of a professionally oriented text is no less important for students. While reading the text, students visualize it in an image, which improves their understanding of the text. Visualization can help students focus, remember the information they need, and apply this strategy even in situations that require creative and unconventional solutions.

“Reader’s diary” and “reading with notes” have common features, because notes while reading a professionally oriented text help readers monitor their understanding and organize the information, structure ideas. These strategies are a powerful tool for summarizing information and ideas, making connections. Using these strategies, students will be able to identify important information and details from the text [3, с. 60].

The best-known are “top-down”, “bottom-up” strategies, the essence of which is the reader’s understanding of the text by looking at the individual meanings or grammatical characteristics of the main units of the text. For example, readers use their knowledge of genre to predict what will happen in a text (“top-down”) and their understanding of affixation to guess the meaning of a word (“bottom-up”).

The combination of strategies for reading professionally oriented English-language texts has a positive effect on the process of forming students’ reading competence. The factor of successful selection of the strategy to the goal of the exercise at a certain stage of reading the text is especially important.

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