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**IMPROVING STUDENTS` READING SKILLS AS INTEGRAL  
PART OF PROFESSIONAL DEVELOPMENT**

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*The purpose of this study is to analyze the effectiveness of obtaining reading skills by students in the process of teaching a foreign language at a higher educational institution. The principal result of our research is the analysis of the efficiency of using teaching techniques on acquiring reading competence. The major conclusions estimate the significance of gaining reading competence in learning process for professional development.*

*Keywords: reading skills, teaching foreign languages, text comprehension, guesses, semantic synthesis, semantic processing.*

*Горбаньова О. О., Кулько В. В., кандидат філологічних наук, доцент, Бірюкова Д. В. Розвиток навичок читання студентів як невід'ємна частина професійного росту / Університет митної справи та фінансів Дніпро, Україна*

*Метою даного дослідження є аналіз ефективності одержання навичок читання студентами у процесі викладання іноземної мови у вищому навчальному закладі. Основним результатом нашого дослідження є аналіз ефективності використання методики викладання для досягнення компетентності в читанні. Основні висновки оцінюють важливість набуття компетентності в читанні для професійного розвитку.*

*Ключові слова: навички читання, викладання іноземних мов, розуміння тексту, здогади, семантичний синтез, семантична обробка.*

*Горбанева О. А., Кулько В. В., кандидат філологічних наук, Бирюкова Д. В. Развитие навыков чтения студентов как неотъемлемая часть профессионального роста / Университет таможенного дела и финансов, Днепр, Украина*

*Цель данного исследования - проанализировать эффективность получения студентами навыков чтения в процессе обучения иностранному языку в вузе. Основным результатом нашего исследования является анализ эффективности использования методик обучения при приобретении навыков чтения. Основные выводы оценивают важность получения навыков чтения в процессе обучения для профессионального развития.*

*Ключевые слова: навыки чтения, обучение иностранным языкам, понимание текста, догадки, семантический синтез, семантическая обработка.*

**Introduction.** Recently great attention has been paid to learning foreign languages. And this is not only a “tribute to fashion” in foreign languages, but also the need for the complex development of a future specialist in a particular area. Now, more than ever, there are all conditions for learning a foreign language: this is the opportunity to travel abroad, communication with native speakers via the Internet, and the opportunity to invite foreign specialists. Significant expansion of international contacts in various spheres of human activity significantly influenced the changing needs and goals of mastering the language of international communication. Today we have a great deal of freedom in

establishing direct international contacts. Due to this, it became possible to have a variety of authentic materials on the basis of which training is carried out. These are textbooks published in the countries of the language being studied, periodicals, videos, phonetic materials read by native speakers, etc. As a result, the formation of foreign language competence has become one of the main goals of teaching foreign languages. Ukrainian integration into a single European educational space, the improvement and reform of language education led to a new understanding of the goals, objectives and content of teaching foreign languages.

A positive factor in the reform of language education is the possibility of international cooperation. Many educational institutions participate in international projects, joint training materials, Internet programs are developed, intercollegiate conferences, symposia for the exchange of experience are held. A large reserve of increasing the motivation of learning and improving foreign languages is in the possibility of using mass media: news programs, feature films, music, youth talks. This article deals with the ways of learning a foreign language in a non-linguistic university by developing the reading skills of a foreign language text taking into account the students' basic knowledge, the features of interpreting a foreign language text into Ukrainian, as well as the background knowledge in a particular field.

The problem of improving the efficiency of teaching foreign languages in non-linguistic universities still remains relevant. It is no secret that after graduating from high school, a large percentage of graduates go to various courses to complete their education or to re-learn a foreign language. When studying at a university in the context of a shortage of study hours, there are objective difficulties in developing key skills helping to read professional literature in a foreign language. In order for a course

of reading in a higher educational institution to meet the professional needs of a specialist, the following classification of reading skills is proposed: 1) skills related to the understanding of language material ensure the accuracy of reading; 2) the skills associated with understanding the content of the text, provide a comprehensive understanding and include the ability to highlight in the text some significant elements, to generalize the content of the text, to relate its separate parts with each other; 3) skills related to the comprehension of the content of the text, provide a depth of understanding and include the ability to make a conclusion based on the facts of the text, to evaluate the content as a whole, to interpret the text.

The effective development of these skills makes it possible to concentrate on the semantic perception of the text when reading. J.A. Suvorov and R.P. Milrud conducted a serious analysis of the problems of learning a foreign language and prepared a "Program of general educational institutions for the study of foreign languages in modern conditions" [1, p. 29, 41]. They argue that the root of all the shortcomings in learning a foreign language was in school, so applicants who came to the university from a regular secondary school often do not have the above-mentioned skills or possess, but at a level not sufficient for mature reading of foreign language literature. Graduates of schools specializing in in-depth study of a foreign language, as a rule, have speaking skills that are much more developed than reading skills. We fully agree with similar remarks, because in our everyday work we are faced with the inability of students to work correctly with foreign language text. At the same time, it is in the conditions of school education that the mechanisms of "proper" reading should be formed in the process of working on so-called "educational" reading. Based on the final level of reading skills requirements, a high school graduate should be able to silently read

simple texts from the socio-political, popular-science, as well as adapted texts from fiction, containing up to 9% of unfamiliar vocabulary, using the following skills in the process of reading: guesses, semantic synthesis, semantic processing.

If a school graduate possessed the skills of three groups mentioned above, he would have an excellent base for the development of professional reading skills. But, unfortunately, this is not always the case, and university teachers face the task of developing or adjusting these skills in relation to reading professional literature. To do this, we need to imagine for what purpose, as a rule, the future specialist reads professional literature. The use of sources in a foreign language most often has the following objectives: 1) acquaintance with publications on a particular problem; 2) finding out the main trends or directions of foreign research in a particular area; 3) selection of material for scientific work; 4) compilation of a bibliography on a specific issue. Thus, reading in professional activity serves to satisfy not so much communicative as cognitive needs, and the student should resort to all types of reading: to the student, to the introductory, to the viewing and to the search [2, p. 553]. One of the most significant skills required for the implementation of this kind of reading are the skills of various kinds of guesses: in order to save time and increase the efficiency of reading, a graduate must be able to guess the meaning of most unfamiliar words. The guess, depending on the leading supports, is divided into the following types, which constitute the general skill: 1) intra-verbal, 2) contextual, 3) intra-verbal-contextual. Intra-verbal guess suggests the disclosure of the meaning of a word based on the analysis of its word-formation elements. Contextual guess can be used when the context with its thematic, semantic and structural links actualizes the categorical meaning of a word, which narrows down to a specific one. Its mechanism is complex, it is based on individual

associative links, but it can be taught because students can establish conceptual associations, classify language units as necessary grammatical categories, and language material as lexical categories. In addition, according to their level of development, students have a high ability to study the nature of mental operations, i.e. heuristics [3, p. 491], and may seek more rational solutions depending on their personal experience. Intra-verbal-contextual guess is the simplest type of guess, which is supported by etymology and context. The guesses mentioned above are aimed at determining the exact meaning of an unfamiliar word. In order to effectively teach these skills in high school, it is necessary to consider optimal conditions for their development [4, p. 12]. Obviously, there is no point in teaching either guessing skills or skills that will be discussed below, or speech skills in general, if the student does not have a certain amount of language knowledge and does not have language skills that ensure the processing of information at the language level and understanding of the text content values. Language skills include: the ability to relate the meaning of a word to the context of a sentence; the ability to establish semantic connections between words, sentences, paragraphs and merge them, respectively, into syntagmas, paragraphs, semantic parts; the ability to perceive a sentence or paragraph as a meaningful item; the ability to determine the main and minor words in the sentence, paragraph; ability to predict at the language level. With these skills, students come to university, and they usually get used during the first semester. When the language base is already prepared, you can begin to develop speech skills on the material of professional texts [5, p.140].

**Conclusion.** The life experience accumulated by students and the special knowledge gained by them in the process of studying at a higher education institution make it possible to work on the development of

individual skills of the group of skills of semantic processing, such as: the ability to make a conclusion; define the idea of a text that is not expressed in words; suggest a possible development of the above; the ability to evaluate the facts and content of the text as a whole, the nature of the implementation of the author's intention; interpretation skills - to understand the subtext. So, what kind of reading skills as a whole should a student have by the time of graduation from a university foreign language course? The ability to recognize familiar language material quickly when reading. The ability to use supports in the text to understand an unfamiliar word or the contextual meaning of a known word. A detailed listing of the skills that make up the ability to use a dictionary is given here because the dictionary often does not contribute to effective learning to read and is not efficiently used in the classroom, therefore these skills need to be developed. The work on the development of reading skills is very laborious, requires significant investment of time and effort. Equally important is reading material. Involving in the learning process of reading professionally significant, interesting texts, suggesting their further use as supplementary material on special subjects, can contribute to increasing students' motivation and interest in receiving information from foreign language sources.

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