

відкритий до діалогу зі світом. Він не має наміру «приміряти на собі історій», а готовий стати частиною їхнього планомірного життєвого розвою.

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Formation of English language competence of reading of the upper degree of study of English language in secondary education institutions

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The formation of English language reading competence at the upper stage of study in secondary education institutions is a key component of language acquisition and academic success. At this level, students are expected not only to decode texts, but to engage critically with more complex materials, demonstrating a deeper understanding and application of language. Reading competence involves a combination of linguistic knowledge, cognitive processes, and strategic skills that develop progressively through targeted instruction and extensive practice.

Reading, as defined by Grabe and Stoller (2011), is an interactive process involving both top-down and bottom-up strategies. Competent readers are able to recognize vocabulary and grammatical structures (bottom-up), while also making predictions and drawing inferences based on context and prior knowledge (top-down). Therefore, reading competence is not merely the ability to pronounce words on a page, but rather the capacity to interpret, evaluate, and reflect on a variety of written texts.

The upper stage of English language learning in secondary education, typically associated with grades 10 to 11, plays a critical role in preparing students for higher education or the workforce. At this level, students are often preparing for national

exams (such as Ukraine's ZNO) or international language certifications aligned with the Common European Framework of Reference for Languages (CEFR). According to the CEFR (Council of Europe, 2001), learners at the B2 level should be able to understand the main ideas of complex texts, including technical discussions in their field of specialization, and interpret literary works with a certain degree of independence.

Hedge (2000) identifies four key elements in reading development: linguistic knowledge (vocabulary, syntax), cognitive skills (such as comprehension and memory), strategic awareness (ability to use reading strategies), and affective factors (motivation and interest). These elements must be nurtured simultaneously to ensure successful reading outcomes. Strategies such as pre-reading discussions, vocabulary activation, guided comprehension tasks, and post-reading analysis help reinforce reading skills and encourage student autonomy.

An important methodology in building reading competence at the upper stage is the use of extensive reading. Day and Bamford (1998) argue that exposure to longer texts—such as graded readers, short stories, or novels—not only improves fluency and vocabulary acquisition, but also increases learners' confidence and motivation. This contrasts with intensive reading, which focuses on close reading of shorter texts and detailed analysis.

Teachers play a crucial role in scaffolding reading instruction. Harmer (2007) emphasizes the importance of integrating reading activities into broader language learning goals, combining skills like speaking and writing to deepen engagement with texts. Moreover, assessment of reading should move beyond simple multiple-choice questions. Alderson (2000) recommends using a variety of assessment tools, including summary writing, text-based discussions, and vocabulary-in-context exercises, to measure different dimensions of reading competence.

In conclusion, the development of reading competence in secondary school learners at the upper stage is a multifaceted process that requires a balanced approach

combining theory, practice, and appropriate assessment. With thoughtful instruction based on current research and methodologies, students can achieve the level of reading fluency and comprehension necessary for academic and real-world success.

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ПОЛІТИЧНІ МЕМИ У КОНТЕКСТІ ПОЛЬСЬКОГО МЕДІЙНОГО ДИСКУРСУ

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