АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

СТУДЕНТСЬКИЙ НАУКОВИЙ ВІСНИК

PHILOLOGY

РІВНЕНСЬКИЙ ДЕРЖАВНИЙ ГУМАНІТАРНИЙ УНІВЕРСИТЕТ
ФАКУЛЬТЕТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ
КАФЕДРА ПРАКТИКИ АНГЛІЙСЬКОЇ МОВИ

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Студентський науковий вісник

Рівне – 2019

УДК 81'243
А 43

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Актуальні проблеми сучасної іноземної філології: Студентський науковий вісник. – Рівне: РДГУ, 2019. – 202 с.

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Розглянуто й затверджено на засіданні кафедри практики англійської мови РДГУ (протокол № 4 від 11.04.2019).

Затверджено та рекомендовано до друку на засіданні Вченої ради РДГУ (протокол № 4 від 25.04.2019 р.)

To sum up, today vast majority of mainstream schools still struggle to deliver the promise of inclusive education to achieve good academic and social results for everybody. A central task for teachers is to explore the ways to help children who find learning and participation difficult. Use of Multisensory Approach calls for individual and collective interaction for improving learning and participation of all children. In addition, it is able to assist teachers to be prepared to meet the diverse needs of all students learning foreign languages.

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KEY SOLUTIONS FOR READING COMPREHENSION IMPROVEMENT ON THE BASIS OF IMPLEMENTATION READING STRATEGIES FOR SIX FORMERS

Nowadays one of the main targets of Ukrainian education is to help learners to mature in their reading skills and develop the ability to progress efficiently from the stage of learning to read to the ultimate goal of either reading comprehension or reading to learn.

A variety of aspects of reading comprehension was represented in a vast number of academic research papers concerning the aspects of comprehension as the essence of reading and the active process of constructing meaning of the text, as a complex interaction among automatic and strategic cognitive process (D.Braze, Van der Broek, J.Carrol, M.Christopher, C.Aspin, A.Miyake, B.Pennington, S.Wadsworth, etc.). The features that comprehension depends on, i.e. prior knowledge, working memory, language processes (basic reading skills, decoding, vocabulary, sensitivity to the text structure, inferencing, motivation, etc.) were analyzed by J.Alonzo, M.Barnes, C.Bowyer-Crane, P.Bryant, K.Cain, L.Duesbery, J.Oakhill, M.Snowling, P.Yovanoff and others. At the same time effective strategies for reading comprehension improvement for educational purposes in Ukrainian schools still needs specification. The abovementioned remarks form the aim of the article – to consider the experience of overseas experts and to develop guidelines to be used for the secondary school students (sixth formers).

The educators who teach students reading comprehension deal with the different strategies and approaches, which help them to organize the learning process in the most effective and comfortable way for students to gain good reading skills. Even though some students have different inborn abilities than others, in such a case teachers-methodologists should revise given strategies or create new ones

taking into account divergences and problems students have. The students of secondary school have already gained basic reading and comprehension skills but at the same time they are more flexible to improve them. So, lots of teachers-methodologists (C.Miller, B.Neese, M.Kelly, S.Rutzler, E.Bailey, K.Bales and others) created approaches and strategies to work with.

Among the most famous reading comprehension strategies are:

1. Asking questions: involves readers asking questions during the reading of the text. The right questions allow focusing on the most important information.

2. Making predictions: activities work hand-in-hand with background knowledge. Good readers use predicting as a way to connect their existing knowledge to new information from a text to get meaning from what they read [5].

3. Making connections: involves readers making connections between the text and their lives and life experience, or between the text and other books.

4. Inference: involves the ability of readers to pull together, or synthesize information in a text so as to explain in their own words what the text is about [5].

5. Visualization: involves the ability of readers to make mental images of a text to understand processes or events they encounter during reading.

6. Summarizing: involves the ability of readers to synthesize information in a text to explain in their own words what the text is about. Summarizing can enable readers to recall text quickly [5].

These strategies are used by different teachers; some of them are expanded and supplemented by some educators. In addition, M.Kelly in her article "10 Reading Comprehension Strategies All Students Need" suggests 10 strategies to improve students' understanding of text:

1. Generate Questions. A good strategy to teach all readers is to pause and generate questions, instead of just rushing through a passage or chapter.

2. Read Aloud and Monitor. Reading aloud benefits middle and high school students as well as in a secondary school as an elementary practice. It also includes stops to check for understanding.

3. Promote Cooperative Talk. This is useful strategy that can be used after a read aloud when all students have a shared experience in listening to a text.

4. Attention to Text Structure.

5. Take Notes or Annotate Texts. Students can take notes of things they predict or understand, write down questions, create a vocabulary list with any unfamiliar terms that they need to define and so on.

6. Use Graphic Organizers. For some students graphic organizers like webs and concept maps allow to identify areas of focus and main ideas in a reading.

7. Practice PQ4R. This consists of four steps: Preview, Question, Read, Reflect, Recite and Review.

8. Use Context Clues. Students can use the hints that an author provides in a text. They also need to look at context clues, that are words or phrases directly before or after words they may not know.

9. Summarizing. While reading students should stop periodically and summarize what they have just read.

10. Monitor Understanding [2].

Brian Neese in his article "The Key to Comprehension: Teaching Reading Strategies" [4] mentions 6 useful strategies:

1. Activating Prior Knowledge/Predicting;

2. Questioning;

3. Visualization;

4. Monitoring, Clarifying and Fix-Up;

5. Drawing Inferences;

6. Summarizing/Retelling.

According to B.Neese's article, these approaches are the most important in the primary grades. Even though six formers are not primary students, some of these strategies like Questioning, Monitoring or Summarizing can be complicated and used for teaching young secondary students.

Among the given strategies there are similar ones. Obviously, different methodologists have similar views on the same problem. However, there are educators that work with problematic or disabled students, so the strategies mentioned above are not appropriate for them. These teachers developed strategies that include special tips for teaching disabled students.

After analyzing the suggestions developed by K. Blessing on dealing with difficult students, it is obvious that they can be implemented even for ordinary/ regular students:

• find students' struggling points. These may be problems with understanding words or whole sentences;

• listen to a book on tape while following along in the book. Students will be reading their books and at the same time they'll be hearing it. That may help them to have both visual and the auditory stimulus and that may help them to comprehend the books easier;

• use pictures. Pictures can help students remember meaning of the word or in general comprehend what is going on in the story [1].

A specialist for the Office of English Language Programs in Mexico B.Bernaldez said that: "… a multisensory approach to learning English could greatly help students" [3]. She explained that this method includes using visual, auditory and kinaesthetic tools.

We can't but agree that for students who have problems with understanding the plot of the story the tool 'Story Maps' become extremely effective as they increase awareness of what is going on in the story.

To make Story Map useful, it should include:

1. Setting: When and where the story takes place.
2. Characters: The people or animals in the story
3. Plot: The story line, which includes problems or conflicts that the protagonist must address and ultimately resolve.
4. Theme: The main idea that the author wants readers to learn from the story [6].

This strategy is effective for teaching secondary school students (six formers). The only drawback of them is that they are not effective for teaching reading expository texts.

The outcomes of active school practice prove that the strategies and approaches mentioned can be used for teaching students of the sixth grade reading comprehension as they are an effective way for student6s to advance.

Although it is worth mentioning that students often face with expository texts in their textbooks, moreover they usually have problems with understanding them. Such texts often have specific vocabulary, and it is difficult for students to seize general information from them. In such a case a so-called K-W-L Chart is very helpful [6].

K-W-L Chart is graphic organizer that can greatly help in learning. K-W-L is an abbreviation of words Know, Want, Learn. Students and teachers use special tables with appropriate K, W, and L columns. Therefore, there are three steps in the K-W-L process:

1. What students 'Know': before they read the text, teacher asks them to identify what they already know about the given topic. Students write this list in the K column of their K-W-L table. This first step greatly helps students to get ready for reading the text and stimulate their memory and critical thinking.

2. What students 'Want to Know': students write questions about what they want to learn from reading the text in the W column of their K-W-L tables. For example, students may wonder if some of the "facts" offered in the K column are true.

3. What students 'Learned': as they read the text, students should look for answers to the questions listed in the W column and write their answers in the L column along with anything else they learn.

It is essential that after all of the students have read the text, the teacher leads a discussion of the questions and answers. This activity not only boosts comprehension, but it also develops skills of interaction and forms positive climate in the group.

Overall, using K-W-L Chart gives students opportunity to be engaged in studying process. Though using it in the sixth form takes fifteen or twenty minutes, students become more aware of the subject of the text than as if they were just reading and translating it. Moreover, the discussion of unknown words that are found while reading makes the task of filling the last L column easier for students. This method also helps students to keep the information in mind. Therefore, using K-W-L Chart can improve students' comprehension skills by teaching them creating questions to the text and finding answers. In further studying the method of K-W-L Chart can be combined with such methods as Visualization or Summarizing.

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ОСОБЛИВОСТІ ЗАСТОСУВАННЯ ДІЯЛЬНІСНО ОРІЄНТОВАНОГО ПІДХОДУ У НАВЧАННІ ІНОЗЕМНОЇ МОВИ

У сучасному ритмі життя стає дедалі складніше підібрати методи та зацікавити учнів у вивчення іноземних мов. Саме тому, нові підходи до вивчення іноземної мови повинні сприяти формуванню мовної особистості, спроможної не лише спілкуватися в усіх сферах, а й здійснювати свою діяльність у будь-яких умовах. Основна мета навчання іноземній мові у контексті європейської та світової інтеграції – не лише навчити спілкуватися у різних ситуаціях, а допомогти учневі стати ефективним користувачем мови, європейським громадянином, інтегруватися в інше суспільство та працювати разом з представниками інших мов-культур. На нашу думку, впровадження діяльнісно орієнтованого підходу до навчання іноземної мови сприятиме реалізації цієї мети.

Проблему вивчення іноземних мов становить інтерес для педагогічної науки, оскільки розробка ефективних методів навчання є надзвичайно актуальною та важливою для вирішення цілої низки питань практики, зокрема, пов'язаною з успішністю засвоєння дитини мовленнєвої діяльності (аудіювання, письмо, читання, слухання).

ЗМІСТ

АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

Відповідальний за підготовку збірника до видання **Воробйова І.А.**

Комп'ютерна верстка **Воробйова І.А.**