TITLE: The Organization Of The Educational Process During Foreign Language Practical

Instructions And The Analysis Of Regular Methodology Materials For Teaching Foreign Special

Language Reading At Non-Foreign Language Colleges

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THE ORGANIZATION OF THE EDUCATIONAL PROCESS DURING FOREIGN LANGUAGE PRACTICAL INSTRUCTIONS AND THE ANALYSIS OF REGULAR METHODOLOGY MATERIALS FOR TEACHING FOREIGN SPECIAL LANGUAGE READING AT NON-FOREIGN LANGUAGE COLLEGES

ОРГАНИЗАЦИЯ УЧЕБНОГО ПРОЦЕССА НА ПРАКТИЧЕСКИХ ЗАНЯТИЯХ ПО ИНОСТРАННОМУ ЯЗЫКУ И АНАЛИЗ НОРМАТИВНЫХ УЧЕБНО-МЕТОДИЧЕСКИХ МАТЕРИАЛОВ ПРИ ОБУЧЕНИИ ИНОЯЗЫЧНОМУ ЧТЕНИЮ ПО СПЕЦИАЛЬНОСТИ В НЕЯЗЫКОВОМ ВУЗЕ

DİL EĞİTİMİNE MAHSUS OLMAYAN YÜKSEK EĞİTİM KURUMLARINDA YABANCI DİL DERSLERİNDE EĞİTİM VERİLMESİ VE EĞİTİM-METODOLOJİSİ MALZEMELERİNİN ANALİZİ

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ABSTRACT

This article discusses the techniques and methods of teaching foreign language reading during practical instructions at non-foreign language colleges. Classroom workshops should use teaching materials for reading in order to enhance the creative potential of students. The paper describes the organization of the educational process, which takes into account the various aspects of learning how to read.

Keywords: Teaching Foreign Language Reading In Students' Special Field, The Learning Process, Methodology Materials, Practical Recommendations In Foreign Language Reading.

АННОТАЦИЯ

В данной статье рассматриваются приемы и способы обучения иноязычному чтению на практических занятиях по иностранному языку в неязыковом вузе. Аудиторные практические занятия должны использовать учебно-методические материалы по чтению таким образом, чтобы решать задачи творческого характера. В статье описывается организация учебного процесса, учитывающая различные аспекты обучения чтению.

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Ключевые Слова: Обучение Иноязычному Чтению, Тексты По Специальности, Учебный Процесс, Учебно-Методические Материалы, Практические Рекомендации По Чтению.

ÖZET

Makalede dil eğitimine mahsus olmayan yuksek eğitim kurumlarda yabancı dil derslerinde okutma usul ve tarzları tetkik edilmiştir. Sanatsal ödevleri çözmek için pratik derslerde okumaya mahsus eğitim-metodiksel malzemelerinin doğru kullanımı gerekmektedir. Bildiride okumaya alıştırmak için kullanılan farklı usuller açıklanmıştır.

Anahtar Kelimeler: Yabancı Dil Okutmak, Mesleki Metinler, Eğitim Süreci, Eğitim-Metodolojiksel Materyallar, Metinleri Okumak İçin Pratik Tavsiyeler.

The formation and development of the skills of reading and understanding of texts is one of the main goals in the learning a foreign language at any non-linguistic higher education institution.

Reading is within the scope of communicative and social activities of man and provides a form of verbal communication, known as a form of written (or printed) speech. Written speech is characterized by a number of specific features:

- structural extent, as it should express the completeness of utterance;

- formal compress and brevity depending the grammatical complexity of the written language;

- strict adherence to the norms of the literary language.

The reading should occupy an important place in the process of learning foreign languages in non-linguistic high school. According to the high teacher methodologists, foreign language teaching practice is somehow neglected in comparison with mastery in spoken language skills. Systematic reading in a foreign language helps keep the conversational skills, besides it broadens the passive vocabulary (Lerner, I.Y., 2005: 30).

The problem of text materials selection in the process of reading teaching. At one time there were many disputes about kinds of texts which fit the studying in non-linguistic schools. Serious contradictions arose over the issue of the necessity to explore the authentic texts. This is due to the fact that the sources used as teaching materials were available in traditional (English) language, which had plenty of artificial aspects, or were decorated with an oversimplification of language meant that any native speaker would find ridiculous and unnatural.

However, if you provide the trainee whose level of English proficiency is below the average, an article from The Times and The Guardian, which, incidentally, is very authentic to the native speakers, the student will generally not be able to understand anything because he encounters with the words and grammatical rules which he has never met before.

Methodologists talk about the necessity to find a balance between these foreign texts, on the one hand, and the interests and abilities of students - on the other. There are such kind of authentic texts, which are able to understand even for a beginner in learning foreign

language: instructions, menus, schedules, etc. However in the future the teachers must provide the students with authentic materials sufficiently adapted to meet the level of the students.

So should one reduce the sort of texts only to the encyclopedic type or have a collection of fiction?

A lot depends on the specialization of students who are involved in the process. If it is an economics student, the teacher is likely to concentrate their attention on the texts of the relevant economic content that will be of interest to them. Students Faculty of Math Sciences will be offered academic texts: articles from scientific journals, collections, anthologies, etc.

Reading skills that are necessary to provide the students for independent work with the text. All students should master the skills of different work with the text. First of all, they should be able to view the text to find specific pieces of information to carry out their task, that is, they must be taught to define the paragraphs and find what is required.

In addition, students should be able to scan the content of the text in the whole to obtain a general conclusion about the main idea of the text. Otherwise, the readers may "bog down" into details and may not be able to identify the main idea of the text because too much attention is paid to minor facts.

Readers may read the text separately or in the whole and it depends what purpose they read for. They can be selectively read the proposed list on the Internet, they need to find the link, or read the contents of some articles to get an idea of what happened. However, when the students come across fiction, the reading of which is a certain pleasure, the process is slightly longer than in the first two cases. One of the main tasks of the teacher is to help students realize, make sure of themselves, how important is what they read (Koryakovtseva N.F., 2002:123).

The principles of teaching reading. Learning to read, as well as all other kinds of speech activity, is based on the didactic and methodological principles. There are six so-called special principles of teaching reading.

Principle 1. Reading should not be passive.

Reading is an active work. To have a positive and successful outcome, students should learn to understand what the words mean and to be able to see the pictures and images that the authors portray by means of words, understand the arguments and form their own opinion, if they have something to add or argue for a particular thesis. If neither the teacher nor the students do it, the work with the text will bear a superficial character, and the information will soon be forgotten.

Training for comprehension study skills after reading should be based on the mastering of the structural elements of the language. Teaching for accurate understanding should be based on the study of the language, its grammatical features, because those students who often have to look in a dictionary or grammar coursebook to look for unfamiliar word combinations will not be able to work independently with the text.

Principle 2. The teacher should interest the students with reading material.

If the aspect of reading is not any interest for the students, the training will not make any progress, and the task will not be fulfilled, not to mention the wasted time. The necessity to read the text can and should be natural. The right choice of texts is very

important in this case as the information content should be meaningful in the eyes of students, attract them. The language availability of the text is significant for a reader too, since only in this case it will be able to feel your way forward. However it is believed that emotions also play a significant role in any of study motivation including training reading skills.

Principle 3. *A teacher should encourage their students to retell the content of the texts they read.*

In this case it is very important to know exactly how the paragraphs are formed and organized in the text, in what way the words and phrases are connected in sentences. It is especially important to give the readers the opportunity to express their own opinions and their feelings, thus contributing to their own involvement in the process of discussion.

Principle 4. *Prediction is an important factor in the process of reading.*

While reading the book, even in our native language, we do not get a clear idea of the content before reading. Covers, reproductions, photographs, titles can only hint to us what this or that article, chapter or just a fragment means.

The task of the teacher is to give tips to students when he offers them any text. These tips should be organized in such a way that readers could get some idea of what they will read and then discuss. This approach will make most of them interested readers.

Principle 5. *The tasks for the text should be well-founded and clear for the trainees.*

A selection of texts is not limited to the personal interests of students, it is also advisable to choose wisely set texts - appropriately worded questions that will cause readers to further discussion, logic puzzles, equally interesting and useful for students in the curriculum and in terms of overall development . The effect of even the most interesting texts can be spoiled boring and meaningless tasks. Conversely, even the most boring piece of text may seem extremely interesting if it attached to the job, made with a certain amount of imagination that provoke lively involvement of students in active learning activities - discussions, debates, essay writing.

Principle 6. *It is advisable to make up a detailed scenario of the work with the text.*

Any text proposed for the students should contain a large number of sentences, phrases, sentences and words, ideas and descriptions and many other interesting things. It makes no sense to spend time only for reading and translation of the text and then move to other activities. Methodologists offer to transform the work with the text in the whole learning experience, using the discussion topics that cause the real interest of the audience, exercises should be designed in such way that the attention of the trainees did not stop, and last but not least, the teacher should have a clear idea about the form, content and sequence of exercises for the organization of mastering the material of reading. (Rachenko IP, 2000: 69)

A teacher should be attentive in the choice of the ways to control the level of reading comprehension. Text abstracting and annotating may be the ways to control reading. The practice of the university language training shows that not every freshman has the ability to annotate and summarize. Most polls have revealed that only ten percent of the students have an adequate understanding of these two types of control (Korotkov E.N.,1990: 96). Abstracting and annotating of the texts entered the practice of comprehension controlling rather recently and may be described as:

1) the revealing in the text of the separate words, phrases, sentences, as well as the responses to the questions teacher offered;

2) the self-making questions to the text;

3) the confirmation or a denial of the material after reading;

4) the plan of the text retelling;

5) the free reproduction of text in the native or target language;

6) the translation of separate words;

Making an abstract means a summary (abstract) content of any text which includes the character, the methodology and results of the study. The abstract fully captures the information, reflecting adequate reading comprehension, the sample sentences, complete semantic parts of the text are allowed to use.

Making an annotation means drawing up a summary of the main content of the text. As a rule in the non-linguistic high schools the general and specialized kinds or reference and descriptive types of information presentation are used.

The control of material read by abstracting and annotating is possible when learners can use their own methods of understanding the essential aspects of the content. The main characteristics of understanding are completeness of comprehension, its accuracy and the depth of information obtained.

The degree of completeness reflects a quantitative measure of the information extracted from the text (that is, how many new facts the students managed to extract after the reading of the text).

The accuracy of understanding is characterized by the qualitative aspect of perception. The adequacy of the perception of information and correct understanding of linguistic forms of the content affects the accuracy of text comprehension.

The depth of understanding is demonstrated in the interpretation of the extracted information: it depends entirely on the reader's background knowledge and his intellectual abilities. The ability to identify the author's intention, the subtext, and the main idea of the work are traditionally tested.

Thus, understanding is one of the basic processes that ensures reader's or speaker's communication. Methodologists agree abstracting and annotating are based on different methods of understanding the content of the text - asking questions, re-reading, as well as a guess, and writing skills.

Thus we may formulate the guidelines of the practical mastering of a foreign language in a non-linguistic high school. The main direction of these guidelines is to manage the learning process in the whole, to use the complex subject-conceptual material correlated with the three areas of communication: everyday, special, educational (i.e., regional and cultural studies).

Besides, this type of training management requires a close relationship between the teacher and students and between students themselves, because the foreign language learning is training of communication and speech behavior.

To manage the training means not to lead the teaching process according to a rigid plan, but influence the students constantly, gently and firmly to reach the success in their study.

As to the teacher himself, being a professional and carrier of knowledge, he is a "personnel manager" directing the work of students in democratic style. The distinctive feature of his work is organization of an equal and active participation of all students in the group.

The application of teacher's self-management requires a flexible, clearly motivated training methodology (tools and methods), taking into account not only the specific learning material and the situation, but also the specific needs, capabilities and motives, resulting in a fruitful cooperative work on the solution of educational problems and the achievement of educational goals.

The main and ultimate goal of education is to ensure the active language mastering by the graduates of non-linguistic high schools as a means of creating and formulating thoughts in everyday communication and in their specialty. This goal can not be achieved in a short period of time, as proved in both practical experience and theoretical study of the process of mastering a foreign language (however, and native language, too), so the ultimate goal is marked by the intermediate learning objectives that can be summarized as follows:

- psychologically and practically re-orient the students from an understanding of a foreign language as an external source of information to the acquisition and use it for personal purposes for expressing their thoughts and ideas and perception of that in other people's surrounding;

- teach students to see the sources of independent improving of qualification during their study, i.e. the means of obtaining, expansion and deepening of system language knowledge in the specialty;

- awaken in students the desire to show the alternative-professional use of a foreign language in their specialty in work of an interpreter;

- help students value the importance of a foreign language learning in the growth of man as a personality and as a professional;

The way from one sub-goal to the other one in terms of non-linguistic high schools is associated with a number of difficulties. The guidelines given below help to overcome these difficulties with the help of different organizational forms and teaching techniques.

Recommendations for phase I may be formulated as follows: learning foreign language as an active mastery in everyday communication.

Brief characteristics of this phase can be described in the following way. The content of everyday communication vocabulary can be defined as "old, well-known information". The thing really necessary is to teach students to express it, "the old, well-known information" by "new, unknown" that is, to do it through methods and means of the foreign language. At this stage of the transformation from thought to word is controlled by a pretty strong grasp of consciousness.

The sphere of everyday communication determines the theme of educational material, namely: me, my family, my friends, hobbies, my home, my city, my place of study, what is happening to me: I'm going, I go somewhere, I spend my day in such way, etc. Thus, the

subject is focused around the questions: who? what? when? where? how? Additional questions in this context are: who, what? how much? what? whose? sometimes why? and the responses to them are important for study, too.. Focusing on such range of questions and answers you can build a constant conceptual scheme of educational material and to determine the content of the relevant linguistic ways and means.

As to educational material you take into account the fact that everyday communication does not require a deep and comprehensive coverage of the topic of conversation, as it were "skim the surface", it is rather easy to simulate natural learning. The simplicity of topics allows a teacher to input training material at minimum of limited linguistic vocabulary. Repetition of language material allows to expand, diversify and increase language skills.

Therefore, we need not seek to comprehensive development of everyday topics in the learning process, but to find ways to initiate students to the repeated return to the material covered. Methodological practice has shown that we should not teach students to speak on behalf of foreigners, that is, to play another role. We are interested in talking and listening to what concerns us personally. First, everyone thinks and speaks not only of themselves but also for their loved ones, and secondly, listens and begins to think of others, of those who respond to his words, and on whose word he responds, and thus in the conversation there are other motives and turns including into narrow circle of everyday interests of one person. It is becoming a common topic for everybody, and personal topic in the extended version.

Acting on the basis of the proposed methodology, the teacher does not have to stay ahead of the initiative of the students by asking them to work out the course material, and participate in their work. To manage the work of students, to lead them in a certain direction, the teacher should know the course material thoroughly and to be able to use it in his own way.

Thus, the academic literature for a foreign language teaching with all the explanations and selected language material, exercises and diagrams, etc. is mainly for a teacher at the first stage of language learning. This training literature is the basis of his preparation for classes, the starting material for students of solutions offered to them, but not means of training themselves.

Introduction and using of vocabulary of the first phase of training is conducted with the help of the background of words in the native language, a mother tongue reveals specific features of the words in a foreign language, which greatly facilitates the transformation of ideas from the native language to the target one.

It is important to note that the construction of the speech can make mistakes, but do not break the laws of language. That is why the assimilation of temporal and spatial relations, means of negation, modality, application of some basic models offers an intermediate target objective of the first phase of training active ownership of a foreign language.

The use of this approach to learning activity drilling of sounds, forms and meanings of words in terms of their functions in sentences (i.e., what is called phonetics and grammar) is not a scholastic way of teaching. There is a natural way of using, remembering and training all topics during everyday classes. Ideally, the rules begin to be realized in their close connection with the practice of speech.

Therefore, the main task of the teacher is not to study the internal logic and systematic grammatical structure of language, but subordinate this aspect of language to the requirements of everyday communication features.

The organization of the educational process is not simple. Everyday communication language is characterized by ease. To combine this quality in the course of work in the classroom is rather difficult organizational and management task. Students still do not know each other, they are too awkward or too loose. It is very difficult to find the right tone of communication, friendly and respectful to themselves and to others (which is the basis of any easy communication).

Therefore, setting the level of ease foreign language communicating is one of the first organizational tasks of the teacher. Structuring of classwork as a simulation of everyday communication makes the students to use all kinds of speech activity (in other words, teaching speaking and writing, listening and reading).

It might be as well to formulate the educational task so that to create an ease atmosphere in the classroom preparing students' replicas of their participation in the general conversation. Such approach makes the students not only prepare for the part of the tasks that they perform thoroughly, but also to predict their reaction to what others may say and think over these reactions. The range of training exercises is expanding and transforms into the exercises for speaking and begins to work for the establishment and development of active language skills.

In general, the recommendations of the first phase of training can be summarized as follows (recommendations are addressed to the teacher as the main driving force of the learning process)

- use the existing textbooks, grammar textbooks, methodology guidelines, etc. mainly as a source of preparation for classes;

- selecting texts for employment, highlight the language tools and methods in them necessary to disclose the topic;

- try to highlight in the selected material what requires separate explanation and don't be afraid to "waste time" in the case;

- in the classroom do not reveal your home-made" instructions in the form of a ready-made recipe, let the students themselves collectively looking for what and how to say on the subject, remember that you are only managing the job, and not showing knowledge of solutions to language problems;

- do not try to develop a theme to the end. Let it stay for the future training as a reason to return to the subject, of course to repeat and develop it, and in the course of work on the topic initiate the occurrence of such motifs, which would have caused interest to the next topic, the desire to go to it;

- choose those exercises for homework that would force the students to train to express their thoughts (a specific task is formulated – "I want to say or write, how can I do it, what are the possible reactions to my proposal"). Secondly, it is very useful for homework to give the students auditive training materials as an example of foreign speech;

- be not only the organizer, but also an active member of the students' "brainstorming" in the course of practical instruction. Your participation on the one hand, will discipline this

process inside and, on the other hand, will probably eliminate the difficulties the trainees encountered (Rachenko I. P., 2000 88).

The recommendations to the II phase (namely the beginning of the active learning of foreign language knowledge in the field of specialty). The second stage can be delayed in no circumstances. As usual, these textbooks are built on learning language through a special introduction to the specialty. The specific feature of this step is to overcome the difficulties in teaching the "new" through the "new" (new language through the new content). The compilers of textbooks have to listen to statements such as "students still do not know peculiarities of their special field" and "teacher of a foreign language, not being an expert, can not take responsibility for training on specialized knowledge." One may make a conclusion that the original literature in the specialty can only be used at the undergraduate courses and at the junior students should be satisfied by simple popular texts. The contradiction lies in the fact that the students have to learn a foreign language just during 1 or 2 courses according the syllabus.

The educational material should refer to any specialization. It is possible to select an area of knowledge and information available to non-specialists in any profession, even very complex. Today the teacher always has the opportunity to be aware of the original literature in the specialty. This initial knowledge is at the foundation of specialization, with all the features and characteristics inherent to the professionals. In this case the statement "students still know nothing in their special field" suddenly motivates the study of a foreign language, because the initial stage of the training is of great interest for students' receiving basic information new to them and at the same time in foreign language.

Basic knowledge has the form easy to understand. The separate text can not be long - everything is new in the text: both the presentation of the subject and its linguistic form. A rational approach dedicates a separate text to a special term and its close surroundings. The chain of texts outline the theme, the chain that will help to trace the logic of the subject, thematic collection of chains allows you to create an image of specialty in a foreign language. The strategic goal we can assume is the awareness of students of a foreign language as the key to new information and new knowledge.

The specific features of educational material present their requirements for the classroom and extracurricular activities. The basis for learning at the period of second stage (active language proficiency specialty) is the written word that is printed educational text, taken from the original literature in the specialty. Working with text is not limited to the tasks the student reading (full understanding of the content and all language means of expression), the tasks should be more complicated. The content and language material of special texts must be understood and mastered in the way to serve as the foundation of the lexicon of language specialty. Center for classroom instruction may be the analysis of the text and transforming the written language into spoken one.

This is one of different kinds of the educational process organization. It follows that the main organizing principle during the second stage of learning is separate form of working with text. It is the ability of a teacher to build a classwork plan so that students are focusing not only on what is in the text, but also how it is to be understood, and how it can be said in another way. The multiplicity and variety of interpretations (sometimes with mistakes) helps students to make other people's thoughts and ways of expressing their own. In fact, learning material in the classroom is organized in the form of teacher's speech sounding as a "discussion" (Lerner, IY, 2005: 57). In this case everything is important: how

students address to each other, what intonation the use, how they agree or do not agree, in what way they object or interrupt not in the social circumstances but during the business communication.

As a result of this quest the students get such tasks as "Prepare the text or the part of the text for reading "to others" (i.e., in the way any person to understand, the casualty of reading increases), or " Get ready for a simultaneous translation of the text given" (this provides a good memorizing of words), "Prepare so many questions which you will ask your friends" (which makes to think of not only the issues themselves but also the possible answers), and many others. Each traditional assignment to the text can be supplemented by others, although preparing to training but natural communication.

Psychological studies found that human activities are held more successful if the target installation job is not the actual content of the action (read, move, repeat), and any specific purpose. For example, the task is: "Compare the drawing with an attached description, find the mistakes the designer has made". In this task the word "read" is not even mentioned, but in this way exercise in reading is closer to the natural conditions of communication aimed at obtaining the necessary information from the text. The exercises for the improvement of reading skills are creative in the form of abstracting and annotating, identifying the main idea of the passage, the selection of captions and drawings, etc.

The educational work of that kind during foreign language practical instructions form the working atmosphere in the classroom students say about: "we did not notice how time has passed." The organization of the educational process follows the plan and is effective in obtaining the necessary the skills and abilities.

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