

CRITERIA FOR THE SELECTION OF TEXTUAL MATERIAL IN TEACHING OF AUTONOMOUS READING FOR ESP PURPOSES

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В статье рассматриваются принципы отбора текстового материала при обучении самостоятельному чтению для профессиональные цели. При отборе текстов следует принимать во внимание дополнительные критерии соответствующие уровню владения навыками чтения на определенной ступени в обучении чтению на иностранном языке.

Ключевые слова: обучение самостоятельному чтению в профессиональных целях, критерии отбора текстов, формирование навыков самостоятельного чтения.

The principles of selection of textual material for teaching foreign language reading for ESP purposes are considered in the article. The selection of texts takes into account the complementary criteria, distributed in accordance with the stages of teaching foreign language reading and contributes to the development of the optimal basis for learning of foreign language reading.

Keywords: Autonomous foreign language reading for ESP purposes; criteria of texts selection; development of skills in autonomous learning.

In the course of learning of a foreign language, the students have a set of opportunities to realize their own cognitive abilities. Awareness of the importance of actions for achievement of the educational purpose and acceptance by students of responsibility for the outcomes of learning will contribute to the independent organization of autonomous educational cognitive activity at further acquisition of a foreign language. Moreover, they intensify the process of teaching and learning of foreign language and may also increase competitiveness of graduates.

Development of abilities in student's autonomous cognitive activity is expedient during the work with foreign-language texts, as foreign-language reading represents such speech activity, in which the students can independently manage and control their foreign language reading. It means student can make decisions independently at a choice of means, ways and methods of reading and also to bear responsibility for result of own educational activity to exercise control intension of the reading to the received result, what promotes development of skills in the autonomous foreign language reading.

The main base for implementation of autonomous reading is development of abilities to apply reading strategies and gradual acceptance by the student of responsibility for implementation of cognitive activity. One of the most important problems of teaching of the autonomous foreign language reading for students of technical specialties is the principle of selection of text material.

S.K. Folomkina allocates the relevant signs of the text optimally suitable for reading the texts of professional subject: integrity, semantic completeness, authenticity of texts, language availability contents motivating students, information saturation and size of texts" [2].

Due to the research of the authors the technique of teaching in autonomous reading includes 3 stages: the first stage – acquaintance with reading strategy, the second stage – assimilation and application by students of strategy of reading, the third stage – application of strategy of reading and actions on their basis.

As the teaching of autonomous reading for ESP purposes is realized at the elementary level of foreign language learning and is a preparatory stage for reading texts of professional subject in a foreign language, considering the relevant signs of the text divided to S.I. Sharapova, S.K. Folomkina, were allocated the following selection criteria of texts for teaching of autonomous foreign language reading accounting of foreign language level and professional abilities of students;

- 1) authenticity of texts;
- 2) correspondence of texts with age and interests of the students;
- 3) compliance of a text type to a type of reading;
- 4) informational content and relevance of text materials;
- 5) accounting of future professional activity.

These criteria are described in detail as follows in the next section of the paper.

Criteria for the selection of textual material for teaching of autonomous foreign language reading .

Keeping up of motivation by foreign language reading and effective teaching of autonomous foreign language reading for ESP purposes is affected by the following selection criteria.

Accounting of level of language and professional abilities of students. The students of 1 year of studying at university have no background knowledge in the specialty. Professional subject areas are studied from the fifth semester at universities in Belarus. It is inexpedient to offer foreign language texts of professional subject to students in the first semester. According to the didactic principle of accessibility the training material has to be available and feasible for students. Therefore at a choice of texts in the course of teaching of autonomous foreign language reading it is necessary to move “from the simple – to difficult”. At the first and second stages of autonomous foreign-language reading students of technical specialties are given small texts. Level of linguistic difficulty of texts has to increase gradually. Texts have to correspond to subject of the educational curriculum at university, for example poetry, fairy tales, and authentic texts. Such texts have an entertaining character, acquaint with culture and literature of the learned language, and promote increase of motivation of students to foreign language reading. Pragmatical texts such as recipes, proposals, plans, schemes, railway schedules etc .can be used. By the reading materials choice for teaching in autonomous reading at the third stage it is necessary to be guided by semantic contents of texts, considering professional interest of students. Criteria for text selection have to focus attention to future professional activity of students [3]. Therefore at the third stage of autonomous foreign-language reading volume

popular scientific texts of the increased linguistic difficulty prepare students to the reading of the texts in professional subject area. .

Authenticity of texts. The authentic text is created by native speakers and specially isn't adapted [3]. Such text reflects the natural language use, meets modern lexical and grammatical standards of the learned language. Authentic texts support and increase motivation of students as they realize prospects of availability of the knowledge from foreign-language sources of information.

Correspondence of texts with age and interests of the students. The text materials should meet requirements of linguistic and psychological factors: correspond with the age and mental abilities of the learners, answer their emotional and informative inquiries.

Compliance of a text type to a type of reading (on a way of realization of the purpose of reading. It is necessary to take into consideration reading skills development according to the type of reading. For example, for development of skills in skimming type of reading (directly and fluently) easy material and large quantities are used. In the course on development of skills in word by word type of reading, according to S. K. Folomkina, small, popular scientific texts are used [2]. In this technique during the work on this type of reading pragmatical texts are used advertising an intensive course of a foreign language learning. In development of skills in scanning type of reading small texts are used: advertising, announcements, schedules of traffic, announcements of movies, etc. The accounting of types of reading on a way of realization of the purpose in process of teaching of autonomous reading will help students to organize purposefully work on the text in a foreign language, to learn to manage a type of reading depending on the purpose, will help students to know methods of conscious, purposeful educational activity, and also to increase work speed by reading the foreign-language text.

Informational content and relevance of text materials. "Informational content of the text is contents of new information and new sense for the reader" (Sharapova, 2009). New and useful information has pragmatic value for reader. This criterion is realized in selection of advantage texts, describing actual problems, except for texts, in which the retrospective analysis of the considered phenomenon is necessary [1, c. 61–62]. It increases cognitive activity of students, motivates to search and study foreign-language sources of information in the sphere of future professional activity.

Accounting of future professional activity. This criterion is important at the third stage of autonomous foreign-language reading of students at technical universities. The level of proficiency in a foreign language at this stage allows using of popular scientific texts with a small component of professional terminology.

At a choice of popular scientific texts it is necessary to consider studied subject area. S. K. Folomkina pointed the importance of foreign-language material for students appears as a result of correlation the text and future profession [2]. It stimulates cognitive activity and increases motivation of students to foreign-language reading relevant for their future professional activity .

The criteria are fundamental for the offered techniques in autonomous reading and are distributed according to training stage to autonomous foreign-language reading students of technical universities. At the first and second stage the following criteria have paramount value: accounting of level of language and professional abilities of students; authenticity of texts; correspondence of texts with age and interests of the students; compliance of a text type to a type of reading. At the third stage, when students already have knowledge and abilities corresponding to level group A1 - A2+ (according to Common European Framework of Reference for Languages) and have some background professional knowledge, the following criteria have paramount value: compliance of a text type to a type of reading; informational content and relevance of text materials; accounting of future professional activity.

Selection of texts taking into account the allocated complementary criteria which are distributed according to stage of teaching of autonomous reading promotes formation of optimum base for training of students of non language specialties in autonomous foreign-language reading. The actual, informative, authentic texts corresponding with the level of language and vocational training of students stimulate cognitive activity of students in the foreign-language reading. The appreciating of reading types will help students to learn how to organize independent study by reading of foreign-language text managing it due to learning objectives and reading purposes. Development of these skills helps students to make progress in the organization of their own autonomous cognitive activity.

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