STRATEGIES OF GETTING THE STUDENTS READY FOR READING FORMAT OF INTERNATIONAL EXAMINATIONS

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Teaching students the strategies of getting prepared for passing the international examinations, I faced some problems. How to teach students to pass the reading section of the examinations successfully? How to teach the students to scan and to skim the texts with the whole understanding of the content in a restricted period of time?

We have forty five hours by our Syllabus. This course gives the future teachers of foreign languages the idea about the format of IELTS and TOEFL examinations. All the students consider reading to be the most complicated part of international examinations. Let's consider reading!

Reading is one of the important components in a foreign language teaching and learning process.

There are some types of reading:

Scanning is the ability to scan we use looking through the TV programme, getting acquainted with the heading of the book or looking the unknown word in a dictionary.

Skimming means reading and understanding newspapers and popular magazines, personal letters, business correspondence, official documents such as driving license application forms, stories, academic textbooks, and scientific and technical reports. This work starts as usual with getting acquaintance with the whole contents in order to define the main idea of the text.

Intensive reading is the whole understanding of the content. In such a way we usually read the literary texts. This type of reading presupposes the reader to stop reading, to analyse the interested passage and make the conclusions.

Extensive reading is the way we usually read when we are reading for pleasure – perhaps a novel or a biography. [1,100]

The main goal of teaching reading is to enable students to use and enjoy reading and writing "to learn about and interpret the world and reflect upon themselves in relation to people and events around them . . . and to explain, analyze, argue about, and act upon the world" [2.130].

In teaching process the teachers use three-level model: pre-reading, while- reading, and post-reading.

Pre-reading level is a preparation for reading, the teacher introduces the theme, gives some definitions in order to involve the students into working over the text. There are some activities for pre-reading phase:

−Using the title, subtitles, and divisions within the text to predict content and organization or sequence of information

−Looking at pictures, maps, diagrams, or graphs and their captions

−Talking about the author's background, writing style, and usual topics

−Skimming to find the theme or main idea and eliciting related prior knowledge

−Reviewing vocabulary or grammatical structures Reading over the comprehension questions to focus attention on finding that information while reading

−Constructing semantic webs (a graphic arrangement of concepts or words showing how they are related)

−Doing guided practice with guessing meaning from context or checking comprehension while reading [3]

While- reading stage includes the activities which develop the communicative reading skills. That is why it is the longest in time. The sample activities are: Table-filling, Outlining (making a plan), match the heading to the passage, fill in a gap, true or false statements. All these tasks allow checking the understanding of the read information.

Post-reading period is an integration of reading with the communicative skills, mainly with speaking and writing. So the students apply the received knowledge in different speaking situations. The activities are as following: some kinds of discussion, role play, questionnaire, writing of the essay, resume, or a letter.

The methods of teaching reading may include the wide range of activities:

−Asking/Answering Question;

−Categorising;

−Cloze;

−Completing

−Finding differences / similarities;

−Gap-filling;

−Information Transfer;

−Jig-saw reading;

−Labeling;

−Listing;

−Mind-mapping;

−Multiple Choice;

−Note-taking;

−Paragraphing;

−Picture – completion;

−Predicting;

−Quiz;

−Reordering (Sequencing);

−Translation [4].

Different methodologists suggest some other activities such as: phrase fill, paired gap fill, synonyms check, antonym matching, phrase match check, synonym article fill, better words, interesting words, quiz, yes, yes yes; three points, adjective underline, why, word scramble [6].

A lot of various kinds of exercises are suggested for working with teaching reading: choose the correct word, odd word out, most logical, spot the mistakes blanks, mistaken part of speech, part of speech choice, wrong antonym, out of ten, number focus, if it were me, proper noun focus, sentence summary, phrase order and many others[7].

Thus, the choice of activities depends on the level of students' knowledge, their wish. Let's try to define effective reading in a foreign language?

Reading is understood in terms of "matching the flexibility of the educated native speaker as he performs all reading-related tasks presented in his environment.

The objective is to produce efficient ESL readers who, like educated native speakers, have flexibility in performing all reading-related tasks in their environment. But what do we consider under the flexibility of educated English native speakers in reading? [5]

Flexibility in reading includes flexibility in speed as well as comprehension. Native speakers of English generally read at three different speeds, depending on their purpose, the difficulty of the material, and their background knowledge.

The first type of speed is study speed (200-300 words per minute). This is the slowest speed, used for reading textbooks and difficult materials such as legal documents, when the reader desires a high rate of understanding (80%-90% comprehension) as well as good retention. In this type of reading the reader studies the material carefully in order not to miss a single point.

The second type of speed is average reading speed (250-500 wpm). This is the speed that educated native speakers use to read everyday materials such as newspapers, magazines, novels, and stories. At this speed the rate of comprehension is lowered (usually about 70%). They sometimes even skip over paragraphs or pages that don't interest them.

The third type of speed is skimming speed. This is the fastest speed that native speakers use, when they wish to cover the material in a hurry and high comprehension is not required. Generally speaking, the skimming speed of educated native speakers is at least twice as fast as their average reading speed. Some of them can skim more than 800 wpm. At this speed they intentionally accept a much lower comprehension (50% on the average). [6]

It can be concluded that the student should read by scanning, skimming, using extensive and intensive reading. All of these types of reading are effective, however the main difficulties the teachers faced while teaching reading in FLTL are: coherence and cohesion. Consequently to teach the students these main abilities the teachers may with the help of various types of activities developed by many methodologists throughout the world. We can't but mention that the students who tend to pass international examinations are highly motivated; they need only to train as much as it is necessary to achieve the required level of knowledge.

References:
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Аннотация

Статья посвящена стратегиям обучения чтению при подготовке к сдачи международных экзаменов. Автор рассматривает все типы чтения и трёхуровневую модель обучения чтению, а также разнообразные виды деятельности для закрепления материала.

Ключевые слова: поисковое чтение, ознакомительное чтение, чтение с полным пониманием содержания, предтекстовой этап, текстовой этап, послетекстовой этап.

ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ ФОРМИРОВАНИЯ СУБЪЕКТА МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ

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Модель субъекта межкультурной коммуникации наиболее эффективно функционирует и развивается при создании определенных педагогических условий. В научной литературе условия трактуют как философскую категорию, выражающую отношение предмета к окружающим его явлениям, без которых он существовать не может. Под понятием «педагогическое условие» мы понимаем педагогический комплекс мер, применяемый в учебно-воспитательном процессе, который должен содействовать формированию субъекта межкультурной коммуникации.

Нами выделены три необходимых и достаточных условия формирования субъекта межкультурной коммуникации: 1) Организация образовательного процесса на основе положений концепции «диалога культур»; 2) В основу содержания обучения иностранному языку студентов неязыковых специальностей положена целостность профессионально-языковой, культурно-языковой и межкультурной подготовки; 3) использование активных методов обучения.

Первое условие – о*рганизация образовательного процесса на основе положений концепции «диалога культур»,* обеспечивающих саморазвитие личности студента, его интеграцию в системы мировой и национальной культур, познание собственной идентичности и понимание другого человека. В связи с этим условием организация образовательного процесса должна опираться на основные положения концепции «диалога культур», без проникновения