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## STRATEGIES FOR IMPROVING READING COMPREHENSIVE SKILLS

### СТРАТЕГІЇ ВДОСКОНАЛЕННЯ НАВИЧОК РОЗУМІННЯ ПРОЧИТАНОГО ТЕКСТА

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The modern concept of foreign language teaching includes the formation of communicative competence. Its main competence is communicative one, which involves the development of communication skills in four main types of speech activity, including reading. Nowadays, each of the four aspects of speech activity is not studied separately because they all are closely interconnected and aimed at mastering a language as a means of communication. Thus, mastering communicative competence in reading creates a reliable foundation for speaking skills as well as writing and listening as all the skills are connected with one another. One skill informs the other. Reading is a complex process that involves many different skills. Together these skills leads to the ultimate goal of learning to read: reading

comprehension. Reading comprehension is the ability to understand not only the main of the passage but the text as a whole. Reading helps students improve their understanding of the language and build vocabulary. There are many processes that readers often use, they can be divided into the following categories: fluency, strategy, interaction, flexibility and evaluation. Reading is a process that leads to the ultimate goal – understanding.

The communicative approach to language teaching suggests some desirable features of the process in classroom reading activities. In particular, realistic reading in class calls for the ‘involvement’ of the students in what they are reading – a chance to respond emotionally or intellectually, as they might do in reading in the first language. Teachers should therefore include reading tasks that develop a personal response to the text on the part of the student, or, in other words, allow different students to respond differently – at least some of time.

Jeremy Harmer sets out guidelines for this in the form of a five-stage model:

1. The teacher introduces the topic and explores the students’ previous knowledge of it.
2. The teacher sets the tasks that the students will have to perform during or after reading. The nature of the tasks determines which specific subskills of reading are practiced.
3. The students read silently and perform the task, e.g. answer the questions set beforehand.
4. The teacher gives feedback on the students’ performance of the task. Stages 2 and 4 can be repeated.
5. The teacher gives follow-up tasks [3, 256].

Stage 2 ensures that the learners have a reason for reading, that they know, before they even begin to read, what they will have to get out of the text. This means that they read in a certain way, i.e., practise a particular subskill of reading.

As we can see cooperative learning, questioning and discussion are closely connected. To achieve success in complex applying these reading comprehension strategies into a training process proposes a new instruction technique. L. Gautier. An attempt to combine cooperative learning, discussion and questioning is made. Step 1 consists of creating the groups. For this strategy, it is suggested that the teacher choose the students to work together. The teacher’s objectives for the lesson determine the makeup of the group. The essence of Step 2 is to prepare a set of questions. The teacher should give thoughtful consideration of the significant element hidden in the text. The questions should be representative of the different kind of cognitive processes involved in comprehension and should integrate the thoughts expressed earlier [1, 218]. Step 3: the groups discuss the story and divide the questions. On this

stage, the teacher should let the students take charge. At the end of the discussion, the teacher will present the set of questions to the students. Step 4: the groups discuss, answer and add questions. Step 5: the groups present and discuss their questions. The teacher should participate in discussion. The activity can be judged as successful if all the questions are answered and all aspects of the discussion are considered adequately.

We can draw a conclusion that reading and reading comprehension strategies help to develop both personal and profession skills (listening, questioning, responding, group work) as well as academic and intellectual skills (analyzing, synthesizing, making arguments, defending a viewpoint).

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## **FEATURES OF THE IMPLEMENTATION OF STEM EDUCATION IN THE CLASSROOM DURING THE LEARNING OF PHONETICS**

### **ОСОБЛИВОСТІ ВПРОВАДЖЕННЯ STEM-ОСВІТИ НА УРОЦІ ПІД ЧАС ВИВЧЕННЯ ФОНЕТИКИ**

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У XXI столітті в системі загальної середньої освіти на уроці української мови формуються ключові компетентності щодо здатності критично мислити, взаємодіяти та спілкуватися, творчо підходити до справи. Основні компетентності можна окреслити в 4-х К: комунікація,