

education has increased the levels of formation of acmeological competence.

The research does not cover all aspects of the problem. The study of modern ways of self-education and the conditions of cadets` self-education activities could become the priorities for further research.

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PECULIARITIES OF TEXT SELECTION FOR HIGH SCHOOL STUDENTS

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Working on texts is an essential part of learning a foreign language. Unfortunately, modern teaching of the foreign language, especially in Ukraine, provides insufficient attention to texts as objects that have a direct connection between the country and its language.

The purpose of the study is to summarize the requirements that the texts for reading must meet during foreign language lessons and transforming them into a template.

Firstly, let's focus on the official programs of MON of Ukraine. «Curricula in foreign languages for secondary schools and specialized schools with in-depth study of foreign languages, grades 10-11» indicates that at the end of the study period students of 11 grade should have the following results in texts reading [1, p. 37]:

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- to read: simple texts with facts, concerning the students' interests;
- to understand: description of events, feelings, wishes in personal letters; simple posts on the Internet; content of standard official correspondence; simple information of advertisements in newspapers and magazines that are not overloaded with abbreviations; most of the factual information on familiar topics; content of concise descriptions on information boards; clear and simple instructions for various technical devices; brief safety instructions; detailed descriptions of the place, events, feelings; plot of stories, simple stories, etc.;

- to select: information on the packaging about cooking and use of medicine;

- to determine: relevance of the article or report to a given topic;

- to highlight: the content of simple articles on familiar topics.

Secondly, it is noted that high school students should be able to: read quickly; choose material for reading, depending on their interests and desires; recollect the meaning of unknown words by word-forming elements, context, similarity to the words of the native language; predict the content of the text; trace the development of the plot; read texts of various genres; apply general competencies to understand the content of the text; use a dictionary; choose from the texts the main [2].

Thirdly, according to the «Whole language» philosophy of learning a foreign language, the organization of reading must meet the following conditions [3]:

1. In the course of working on a text, all language processes must be integrated.

2. Students should read interesting, authentic texts, aesthetically designed, appropriate to their age.

3. Texts should present literary works (story, fairy tale, poem, novel, etc.).

4. Students should have the opportunity to discuss, share their impressions.

5. Tasks that precede or follow the reading shouldn't seem artificial. They should provide real opportunities for communication, expressing thoughts, interests, and feelings of readers, building their judgments.

Thus, we can draw an intermediate conclusion that the texts used for reading while learning a foreign language should: *correspond to the topic being studied at the moment; be diverse (fiction texts, journalistic, technical, related to household information, which contains features, specific to Internet communication, etc.); relate to the interests of the student; be authentic and aesthetically designed; contain a clear*

storyline or main idea; have the possibility to make natural, not artificial, exercises out of them.

Further, it is known that the traditional method of working with foreign texts involves three main stages of work: pre-textual, textual (or text-based), and post-textual. All the given stages of reading go through the entire period of schooling, gaining in-depth exercises, and becoming more difficult each year with the help of texts provided by the textbook or chosen by students for reading. It is important to note that during any test (especially exams) the pre-reading stage of working with text is absent, or not as much obvious as during the foreign language classes. Students don't have tips that could facilitate their work in the later stages of text processing; there is no external directive to perception and understanding, except for their motivation. Such a preliminary directive will also be absent in their later real life. Therefore, while working with texts in senior classes, the use of the pre-textual stage by the teacher should be minimized, i.e. ***students should learn to prepare themselves for reading and working with the text independently, develop their strategies for overcoming difficulties that may arise during the work.*** It is possible to achieve by using not only texts from the textbook, but by selecting additional texts on the subject being studied. At the same time, another question arises – to what extent does the text, which is being chosen for students, corresponds to their skills and needs?

To answer this question, first of all, it is worth mentioning the article by T. M. Pshonik, who mentions the term «operability» as one of the criteria for selecting materials for reading, along with «content relevance» and «readability». Under the operational text, the author means the text which can be used for the development of students' competence in reading, i.e. the texts with the help of which teachers «correlate students' basic knowledge with the content of the text, optimize previously acquired knowledge, set goals, ask leading questions, introduce new vocabulary, etc.» [4 – our translation]. Hence, the next intermediate conclusion may determine that the text selected for the work must meet the following criterion: ***the possibility of operation to achieve the goal set in the lesson.***

Secondly, some factors affect the complexity of working with the text, which the teacher must check when selecting materials for processing (based upon advice for 4-8 grades) [5]: age appropriateness; complexity of ideas; structure and coherence of the text; syntactic structure of the text; vocabulary difficulty; length of the text.

Table 1

A template for analyzing the text's relevance to high school students' learning requirements, needs and skills

<i>Author of the text:</i> _____	
<i>Text title:</i> _____	
<i>Source of the text:</i> _____	
Category	Notes
Text genre: fiction; journalistic etc.	
Educational topic	
Students' needs	
Students' interests	
Students' age	
Previous students' experience on the given topic	
Elements that may make the understanding of text difficult	
Elements that may ease the understanding of the text	
Text structure	
Visual design of the text: according to requirements; aesthetic, etc.	
Presence of unfamiliar words and their number	
Presence of specific vocabulary	
Features of sentences	
Features of tenses	
General operability of the text	
Possibility of independent working with the text	
Possibility of a group working with the text	
Length of the text	
Overall complexity of the text	

All the information mentioned above may be reduced to a template (Table 1) that can be used to determine whether the selected text meets the requirements, needs, and skills of students at this stage of learning.

By grouping the given notes and analyzing the text with the template provided, the teacher will be able to determine whether the text meets the requirements and students' interests, as well as make a preliminary conclusion about the exercises that can be used in its analysis.

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TO THE ISSUE OF THE PECULIARITIES OF LEARNING FOREIGN LANGUAGES IN THE SYSTEM OF PROFESSIONAL EDUCATION BY LAW ENFORCEMENT OFFICERS AND SERVICEMEN

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Today, foreign languages hold an extremely important place in the education of any specialist. English is becoming the «lingua franca» (language of communication) within the European Union. Thus, it is important to organize vocational training of law enforcement officers and servicemen in English so that as a result of training they reach the level of

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