
MODERN TRENDS IN TEACHING METHODS OF FOREIGN LANGUAGES

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DEVELOPING OF FOREIGN LANGUAGE COMPETENCE IN READING OF UNIVERSITY STUDENTS

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Higher education reforming requires a new qualitative level of professional training of students, and, foreign language teaching in particular. Formation of foreign language competence of students involves the formation of knowledge and skills that enables students to communicate in a foreign language in the professional spheres. We believe that the formation of key competences in a foreign language begins with the improvement of reading competence, which requires the search for appropriate forms and methods for its improvement.

The purpose of our theses is to distinguish how some advantages of using original and adopted fiction texts in a foreign language for the development and improvement of competence in reading.

The theme of reading competence development in a foreign language based on the fiction of eminent writers is not new. The literary text capacity in the study of a foreign language was considered by the following scholars: Pakhomova T.O., Kam'yanova T., Brandes M., Biryuk O.V., Carter R. Pakhomova T.O. in her work "Reading competence in the process of studying foreign-language fiction texts" considers the problem of reading competence as a component of communicative competence. She believes that "the improvement of reading competence involves the development of the ability to read a foreign text so fluently to enjoy reading. Achievement of satisfaction is possible only at a particular stage of the formation of reading competence. Abilities and skills of penetration into the fiction work are universal; they can be transferred from reading in their native language to reading in a foreign language". O.V. Biryuk defines the unique role of journalistic texts in the preparation of future teachers, namely the reading of

authentic journalistic texts creates conditions for intercultural communication and foreign language environment.

Kamianova maintains that the advantages of using texts of the detective genre for the development competence in reading of students, these texts contain a succession of events and an exciting plot motivating the reading process and always keeping students' attention. On his linguistic experience, R. Carter distinguishes the following methods of work with fiction texts: prediction, closure procedure, summary, forum (debating opposing view points), guided re-writing. Working with the fiction text involves both oral and written activities (writing of creative works, scientific researches, projects, essays) that not only enriches the vocabulary, forms the reader's competence, but also provides a formulation of all kinds of foreign language competences and develops a creative personality. Traditionally, in teaching a foreign language, the analysis of the text was considered to be carried out only based on a high level of proficiency in a foreign language. However, the use of fiction texts is advisable at any level of foreign language training.

The reading competence development with the help of fiction of prominent British and American writers is inseparable from the socio cultural aspect of teaching. Along with solving the primary language and speech tasks of a foreign language learning, reading texts based on the achievements of fiction contributes to the implementation of a fundamental educational goal – the introduction into the world of the language being studied. The fiction (even adapted) is a valuable source of social, socio cultural, and local lore knowledge because it is vital to understand the historical and cultural background of a work.

To achieve the goal of foreign reading competence development of students specialized in pedagogics sciences such methods as simulation, modeling, dramatization, and role-play are applied.

The dramatization is based on the study of foreign literature in English. The studying material may include the whole novel, a fragment or an excerpt. The students are given to perform the parts of the characters. Conducting this activity requires pre-training (working with a text, reading, translation, vocabulary acquisition, analysis of grammatical structures, analysis of stylistic features of the author's text, discussion of roles, and sometimes even the preparation of costumes). Because of lack of time, dramatization can be used as an independent, extra-curricular, creative activity. The dramatization is based on the texts: B. Shaw "Pygmalion", A. Milne "Winnie-the Pooh", L. Carroll "Alice in Wonderland", J.M. Barrie "Peter Pan", F. Baum "The Wonderful Wizard of Oz", R. Bradbury "The Martian Chronicles". The audio books versions of W. Irving "The legend of Sleepy Hollow", J.D. Salinger

“The Catcher in the rye” and the Internet programs: “Learn English through stories” are recommended, offering adapted texts of various complexity.

The systematic use of interactive methods of working on the fiction texts in foreign language classes has certain advantages in practical training of students, which allows: to develop the reading competence, to intensify the teaching a foreign language; to create the motivation of students’ foreign language activities; to create an atmosphere of professional activity in classes; to successfully achieve the goals of learning, to gain experience in practical and research work, to apply multimedia and Internet applications, and to create the English language environment.

Thus, the level of students’ reading competence determines the level of language and speech training in a foreign language, providing the necessary foreign competence. A well-chosen fiction text not only motivates to study a foreign language, creates a linguistic environment, but also increases the level of intelligence and professional competence of the future specialist. Successful formation of the reading competence in a foreign language takes place under the following conditions: the use of The English original fiction texts in teaching, their level corresponds to the student’s educational capabilities and the level of their readership competence; recommended reading is recommended in combination with audio books, multimedia programs, films in English, online educational programs; application of dramatization, role-play, simulation of the situations while working on the content of educational materials based on fiction texts or writing creative works and essays.

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