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PRINCIPLES OF TEACHING READING OF ENGLISH AUTHENTIC TEXTS FOR STUDENTS OF VOCATIONAL PRIORITY EDUCATION INSTITUTIONS

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ANNOTATION
This article discusses the problems and solutions of reading authentic texts in English lessons at non-linguistic universities.
KEYWORDS: *intercultural relations, national norms, foreign language, speech activity, principles, learning.*

ПРИНЦИПЫ ОБУЧЕНИЯ ЧТЕНИЮ АУТЕНТИЧНЫХ ТЕКСТОВ НА АНГЛИЙСКОМ ЯЗЫКЕ СТУДЕНТОВ УЧРЕЖДЕНИЙ ПРИОРИТЕТНОГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ

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Аннотация
В данной статье идёт речь о проблемах и их решениях чтении аутентических текстов на уроке английского языка в неязыковых вузов.
Ключевые слова: *межкультурные отношения, национальные нормы, иностранный язык,речевая деятельность,принципы,обучение.*

In the modern conditions of European integration, when countries strive for cooperation and mutual enrichment in the social, economic, political, cultural, scientific and other spheres, intercultural ties of representatives of different states acquire great importance, the effectiveness of which is a necessary prerequisite for establishing contacts and interaction, achieving mutual understanding. In the 21st century, the language of interpersonal communication becomes the language of culture - a high culture of social consciousness, a general culture of the individual, a culture of international cooperation, and the culture of society as a whole.

The process of interaction between cultures, leading to their unification, causes a desire for cultural self-affirmation and a desire to preserve one's own cultural values. Becoming participants in any kind of intercultural contacts, students interact with representatives of other cultures, which often differ significantly from each other. Differences in languages, national norms of social behavior, attitudes to the work performed often make these contacts difficult and even impossible. Intercultural communication as a communication of linguistic personalities belonging to different linguistic and cultural backgrounds, like any other form of communication, is an interaction of "consciousnesses" [8].

In the process of learning a foreign language as a cultural phenomenon in the absence of a foreign-language and foreign-cultural environment, the role of receptive types of speech activity is increasing, in particular, reading authentic foreign-language texts [1]. This statement gives us reason to consider reading authentic foreign language materials as a type of speech activity optimal for the formation of communicative competence. By communicative competence, we understand the ability of students to perceive, adequately understand and interpret information expressed explicitly and implicitly at different semantic levels of an authentic

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foreign language text, in the conditions of mediated mass intercultural communication based on the system of relevant knowledge, skills and abilities formed in students.

The majority of methodologists dealing with the problems of teaching foreign language types of speech activity in the context of the dialogue of cultures determine the essence of general didactic principles based on the goals of their research.

By didactic principles we understand the initial provisions that determine the strategy and tactics of the educational process, as they are related to the goals, content, methods, techniques, organization of education and are manifested in interconnection and interdependence [5, 6]. The system of generally accepted didactic principles reflects the specificity of the process of formation of communicative competence in teaching students to read authentic English-language texts:

1) the principle of humanistic development of the personality by means of a foreign language and in the context of the dialogue of cultures [5];
2) the principle of activity;
3) the principle of problematicity [5, 6].

The choice of these didactic principles as the leading ones is determined by the following factors:

1) learning goals determined by the needs of social development;
2) objective patterns of learning as an interrelated activity of teaching and learning;
3) ways of taking into account these objective regularities for the realization of learning goals;
4) specific conditions in which training is carried out.

Under the objective regularities of the educational process, we consider the regularities characteristic of communicative-active, sociocultural and problem-based approaches to learning a foreign language for the development of communicative culture and sociocultural education of students in the conditions of foreign language communication training. The combination of these approaches is implemented within the communicative-oriented method of teaching a foreign language. Communicatively oriented teaching of a foreign language is carried out in certain organizational and methodological conditions, which determine the specifics of the formation of sociocultural competence of education seekers in learning to read authentic English-language texts in an educational institution.

The principle of humanistic development of the personality by means of a foreign language and in the context of cultures is determined by the recognition of humanization and humanization of language education among the priority directions of its development in the National Doctrine of Education Development. Humanization of education is defined as a component of the general process of humanization of the education system, which is related to the acquisition of a minimum of knowledge on the history of the development of human society and its own people, national and world literature, art, religion, that is, designed to form a holistic conceptual picture of the world and the general culture of the individual. The following [4] general provisions of humanization and humanization of the educational process in the formation of communicative competence in the process of reading foreign language authentic texts are defined:

1) the educational process should contribute to the formation of a holistic conceptual picture of the world among students;
2) learning a foreign language should be personally oriented;
3) the activity of the teacher should develop in the direction of more fully revealing the potential of each student of education;
4) the cultural orientation of the educational process in the context of the dialogue of cultures, i.e. the formation of secondary cultural and linguistic pictures of the world among students, better awareness of their own culture;
5) the use of group forms of working with texts in foreign language classes, which gives the educational process a real practical orientation.

These theoretical provisions of the principle of humanistic development of the personality by means of a foreign language and in the context of cultures are realized through educational material, methods of working with it and making intersubject connections [4, p. 89]. Educational material for the formation of communicative competence of students in reading education is represented by English-language texts, which are characterized by the following features: authenticity, fullness of vocabulary with a socio-cultural component, the presence of personally significant and valuable information in the cognitive aspect. In the formation of sociocultural competence in the teaching of reading foreign language texts, the following methods of working with this educational material are implemented [8]:

1) thematic;
2) philological;
3) cognitive and local studies.

The principle of activity involves the active assimilation of knowledge, the formation of speaking skills and abilities, as well as the active participation of students in foreign language classes. A.O. Verbytsky considers the activity of the individual in the educational

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process as one of the prerequisites for achieving the goals of education and upbringing, general and professional development of the personality of the future specialist. The principle of activity involves purposeful, meaningful, motivated assimilation of knowledge by students of education, mastery of skills and abilities that make up the content of communicative competence, in particular its component - sociocultural competence, in the process of learning to read authentic texts in a foreign language, subject to the active participation of each student of education in the educational process.

In the methodology of teaching a foreign language, three types of activity are distinguished: intellectual (internal), emotional and speech (external) [5, 6], which collectively provide favorable conditions for mastering a foreign language.

Reading as a speech and mental activity involves the constant activity of the reader at all levels of perception and processing of linguistic and extralinguistic information of the text, which does not have any external speech manifestation. That is why reading education aims at the development of specific activity related to the formation of cognitive needs and motives, that is, the development of internal or cognitive activity [2].

The internal activity of students in learning to read foreign language texts is ensured by their solving a number of problematic tasks related to the search and processing of text information at different levels, as well as the formation of a certain conclusion. It is in problematic tasks that the principle of problematicity is implemented, which determines the nature of the activity of both the teacher and the student of education - the subjects of the educational process. Problem teaching of a foreign language is defined as the activity of a teacher with the aim of creating and using foreign language tasks at various stages of learning, aimed at activating the mental and speech-intellectual activity of students in the process of mastering socio-cultural knowledge, skills and abilities; problem-based learning of a foreign language is considered as a foreign language activity of education seekers with the aim of mastering socio-cultural knowledge, skills and abilities in a complex with skills and abilities of creative individual and collective activity through systematic problem solving [4, 5].

So, the principle of problematic in the formation of socio-cultural competence in the process of learning to read foreign language texts is realized in the system of problematic cultural studies and thematically interconnected communicative-cognitive tasks, which are presented to students in cognitively aggravated situations in the form of certain educational communicative tasks for texts.

Thus, the didactic prerequisites for the formation of communicative competence in the process of learning to read are the consideration of such didactic principles as the principle of humanistic development of the personality by means of a foreign language and in the context of cultures, the principle of activity and the principle of problematization. These principles determine the content and operational components of the educational process.

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