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THE PROBLEM OF FORMATION OF GRAMMATICAL SKILLS OF READING IN ENGLISH AMONG STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS

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**ПРОБЛЕМА ФОРМУВАННЯ ГРАММАТИЧНИХ НАВИЧОК ЧИТАННЯ АНГЛІЙСЬКОЮ
МОВОЮ ДЛЯ СТУДЕНТІВ ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДІВ**

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**ПРОБЛЕМА ФОРМИРОВАНИЯ ГРАММАТИЧНИХ НАВЫКОВ ЧТЕНИЯ НА
АНГЛИЙСКОМ ЯЗЫКЕ ДЛЯ СТУДЕНТОВ ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЙ**

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Formation of grammatical reading skills on the basis of visual and motor analyzers, development of dynamic stereotypes, and interaction of alphabetic and acoustic images in learning English language in higher educational institutions are discussed.

Keywords: *grammar; reading skills; English language; students*

Розглядається проблема формування граматичних навичок читання англійською мовою на базі зорових і мовленнєво-рухових аналізаторів, становлення динамічних стереотипів, а також взаємодія буквенно-графічних і акустичних образів при вивченні англійської мови у ВНЗ.

Ключові слова: *граматика; навички читання; англійська мова; студенти*

Рассматривается проблема формирования грамматических навыков чтения на базе зрительных и речевой-двигательных анализаторов, становление динамических стереотипов, а также взаимодействие буквенно-графических и акустических образов при изучении английского языка в ВУЗах.

Ключевые слова: *грамматика; навыки чтения; английский язык; студенты*

Introduction. The problem of receptive grammatical reading skills in English is one of the most important for theory and practice of learning. Reading is a complex psychophysiological process of perception and processing of information recorded in the text, which includes perception, mental and mnemonic activity, the process of analysis, synthesis, comparison, generalization and a number of other intellectual operations.

The theoretical basis of research in this issue is the work of prominent psychophysiologicalists L.S.Vygotsky [1], L. B. Bloomfield [2], N. Chomsky [3], Z. S. Harris [4] and others.

Most psychologists [1-3] believe that the skill is an automated way of performing actions that are part of the skill, emphasizing a number of traits inherent to the skill, such as stability, fixability, lability, mobility, consciousness, and their unity in automatization.

Skill is a dynamic stereotype, which is formed on the basis of visual and speech-motor analyzers. There are several stages in the formation of this stereotype. At the initial stage, consciously-oriented basis for the formation of skills is laid. Here a great intellectual-physiological work is performed - acquaintance with skills, its presentation, explanation, learning the models, samples, and automation of partial actions, exercises that can be mechanical and semi-mechanical, and consciously-oriented basis in the mental language are performed. In the future, by means of conditional-speech exercises, there is the development of automation of the skill, its stability, the formation of stable motor-semantic stereotypes. Already at this stage, it is important to direct efforts to learn the correlation of phonemes with their graphic images in different positions in the word. At the same time graphic images of words and phrases are formed in memory, directly bearing the meaning associated with the concepts, interconnecting a new graphic representation system for the person with corresponding graphic symbols (words) and their meanings and speech-motor analyzers, complex relationships between the visual, speech, motor perception parsers are formed.

Main part. Sometimes, at the initial stage of study, less attention is paid to the formation of graphic images of words, attention is paid exclusively to choir vocalization of words irrespective of their graphic images. This does not help to master the foreign language. In English, for example, there are many conditional graphic elements that, when reading (“thoughts”, “daughter”), create a considerable difficulty in assimilating the structural elements of language. Therefore, the graphic image of letters, words must be studied during all stages of studying a foreign language (primary, secondary, senior). There are thoughts about the supposedly negative effect of graphic receptive representations on the acoustic representation, on verbal speech reading. But this opinion seems unconvincing. Experience shows that graphical speech representations not only do not destroy acoustic images of words in the mental language, but, conversely, associate with them, mutually support each other, positively interact. Therefore, at the initial stage of learning a foreign language, the assimilation of the letters and words must be accompanied by the display of their written samples. Visual images, knowledge of basic, acoustic and alphabetic correspondences provide rapid progress in the formation of receptive reading skills and oral speech. In addition, the writing helps with the development of memory. In the mental language, speech can be carried out not only on the basis of sound language, but also with other means, other images (gestures, musical, etc.).

The formation of the basis in the inner statement is carried out by synthesizing letters in morphemes, dismembering the alphanumeric set to morphemes (structuring), predicting and guessing the components of the alphanumeric vocabulary, taking into account the accentual design, recognizing triggered grammatical signals, launching the phrasal stereotype paths and deploying them, structuring and synthesizing syntagms precisely in the internal language. L.S. Vygotsky [1] noted that mental speech is a necessary mechanism for the formation of thought, which is between the idea (intent) and the elaborated statement. Grammatical actions are recoded too.

Consequently, grammatical reading skills are the prevailing automatism, which is used as a basis for the practical command of the language, thus contributing to the thinking in a foreign language. Without reception, the thought itself and the formation of the statement does not occur. Mother tongue can be used as a means of disclosing skills, semantics, control, and in some cases, when mastering the grammar knowledge. Receptive grammatical skills (morphological, syntactic), as well as other skills, gradually improve at different stages, turning into stable but dynamic automations, which operate without the participation of consciousness, though under its control. In some cases, interference can take place in the form the transfer of grammatical features from one grammatical skill to another (for example, by analogy), from the native language to the foreign one, which in the course of training should be corrected, not allowing the fixation of mistakes.

In the process of mastering a foreign language, the process of reading occurs as much as reading in the native language. The true ability to read is to master all kinds of reading (familiarization, search, training,

etc.), as well as the ability to easily move from one type of reading to another depending on the purpose change of the communicative information of different texts. The complexity of texts for reading should correspond to the stage of study (primary, secondary, senior), the preparation of a particular class. Educational exercises should be directed towards the development of reading mechanisms, and the study of a foreign language should be motivated, with the active inclusion of the emotional sphere of the student's personality in the learning process to create the educational situations that stimulate the mastering of a foreign language.

With the advent of linguistics of the text, a new task arises - to develop the skills of the ability to create texts used in speech as integral messages. For various reasons, automatic grammatical skills can be reduced, especially in the absence of sufficient reading. Therefore, reading, both in classroom and at home, should be systematic.

Different systematic exercises in reading provide a success in learning [4]. The more and more people read, the sooner and more strongly the letters and their complexes with their meanings are going to be memorized, the more intense and stabilized receptive grammatical reading skills in English will be formed and fixed in memory.

Exercise for consolidation should be as situational as possible, simulating communication in a foreign language within the program, using well-known vocabulary, visualizations and technical means. Gradually, less and less time will be spent on the process of reading. A person can quickly get familiar with the text.

Different text types (narrative, plot) should be used. But all the texts should be the source of new interesting information. Students need to learn to understand the text as a whole, to understand the related idea. It is advisable to start the topic from the oral processing of the linguistic material, which preceded the reading of the text. The diligent oral processing of the material provides an unparalleled understanding of the read text. Only gradually this processing should be reduced.

Artistic exercises play a significant role in the formation and solid attachment of receptive grammatical reading skills, especially at the last stage of study. The task of these exercises is the ability to express their own thoughts in English in a new unprepared situation with an unmistakable understanding of the text as a unit of communicative.

Conclusions. Reading is a complex psychophysiological process of perception and processing of information recorded in the text. The graphic form of letters, their complexes, words must be studied during all stages of studying a foreign language. Graphical language representations not only do not destroy acoustic images of words in the internal language, but, on the contrary, associate with them, mutually support each other, positively interact. At the initial stage of learning a foreign language, the oral assimilation of words should be accompanied by the display of their written samples, which ensures rapid progress in the formation of receptive reading skills.

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