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8. Павленко В. Н. Представления о соотношении социальной и личностной идентичности в современной западной психологии / В. Н. Павленко // Вопросы психологии. — 2000. — № 1. — С. 135 – 141.

В статье рассмотрена проблема формирования жизнестойкости подростков, а именно подростков из неполных семей. Обобщены и систематизированы результаты исследований ведущих зарубежных и отечественных ученых, изучавших влияние родителей на формирование жизнестойкости у подростков. Проанализированы и выделены понятия: "жизнестойкость", "жизнеспособность", раскрыто их взаимосвязь. Определены психологические особенности формирования жизнестойкости у подростков из неполных семей. Доказано важную роль семьи, детско-родительских отношений в формировании жизнестойкости подростка из неполной семьи.

Ключевые слова: жизнестойкость, жизнеспособность, компоненты жизнестойкости, вовлеченность, контроль, принятие риска, подростковый возраст, неполная семья.

The article deals with the problem of forming viability of adolescents, such as adolescents from single-parent families. The results of leading foreign and local scholars who have studied the influence of parents on the formation of resilience in adolescents have been overviewed and systematized. The concepts "vitality" and "sustainability" and their relationship have been analyzed and singled out. Psychological features of the formation of resilience in adolescents from single-parent families have been defined. The important role of the family, child-parent relationships in shaping adolescent resilience of single parent families has been proved.

Key words: viability, sustainability, components vitality, involvement, control, risk taking, adolescence, incomplete family.

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EFFECTIVE TEACHING FOREIGN LANGUAGE READING OF FUTURE SPECIALISTS: PSYCHOLOGICAL ASPECT

The article deals with the investigation of the psychological peculiarities of effective teaching foreign language reading of future specialists. The future specialist's abilities to communicate in foreign language properly while carrying out the certain professional duties, depends not only on the well-developed skills and habits of listening, speaking writing, but also on reading. Reading is considered to be the essential part of the foreign language communicative competence.

Teaching foreign language psychological aspects in general and reading in particular have been investigated by the serious of the Ukrainian and foreign scientists. But speaking about the psychological peculiarities of professional foreign language teaching at the higher educational establishment we have to point out that the problem of developing foreign language reading skills and habits of future specialists is to be studied and investigated.

The evidence indicates that reading in the foreign language as the communicative skill and a means of communication, along with the oral speech, is an important type of the oral activity and the most common way of the foreign language communication. Future specialists' foreign language competence in reading is the ability to read at the communicatively sufficient level with the complete understanding 1) the foreign language texts of different types while performing service duties and 2) the texts of different genres (social, political, popular-scientific, fiction, etc.) for receiving additional information.

The problem-solving situations aimed at developing reading skills and habits development of future specialists have been presented and substantiated. The teacher's role as a leader of the psychological cognitive processes in the study group has been revealed.

Key words: psychological peculiarities, foreign language reading, effective teaching, future specialists.

Topicality of the problem which is under consideration. Whenever we speak about the success of getting the final objective in the process of foreign language teaching for specific purpose i.e. obtaining professional foreign language competence we have to remember about one's ability to communicate in foreign

language properly while carrying out the certain professional duties. That is why for us, teachers, it is of vital importance to take into our consideration in the teaching process the very peculiarities of foreign language communicative competence formation particularly the specific features of listening, speaking, reading and

writing skills and habits development which are considered to be the essentials of the foreign language communicative competence. For foreign language learners to read, they have to be prepared to use various abilities and strategies they already possess from their reading experiences in their native language. They will need the knowledge they possess to help orient themselves in the many dimensions of language implicated in any text.

Scientific sources analysis. The results of the scientific literature analysis testify about the fact that there has been no shortage of the special books and articles aimed at interpreting various aspects of theoretical grounds of foreign language teaching for specific (in our case professional) purpose (ESP) [12]. Teaching foreign language psychological aspects in general and reading in particular have been investigated by the serious of the Ukrainian and foreign scientists, such as B. V. Belyaev (the psychological mechanisms of foreign language teaching, including reading skills and habits) [2], Grellet Françoise (reading skills development) [10], O. M. Vetokhov (the psychological peculiarities of teaching foreign language texts) [4], Rosie Tanner and Catherine Green (the aspects of the reflective approach usage in teaching foreign language) [15], Elliot Stephen N, Krtochwill Thomas R., Cook Jan Littlefield, Travers John F. Stephen, Education Psychology (the effective methods and peculiarities of successful teaching and learning) [9], Janet Swaffar (the instructions on the ways to teach reading) [17], N. V. Chepeleva (reading process mechanism) [7] and others.

But speaking about the psychological peculiarities of professional foreign language teaching at the higher educational establishment we have to point out that the problem of developing foreign language reading skills and habits of future specialists is to be studied and investigated. There is the evidence throughout the literature that reading skills and habits can be taught, learnt and developed. But we have to emphasize that reading foreign language developing is the specific process, an evolution of which represents the combination of skills and habits, some experiences, knowledge and intuitive understandings. That is why **the purpose of this article** is to investigate the the psychological peculiarities of teaching foreign language reading to the future specialists taking into consideration the very features of the certain professional foreign language activity the future specialists will be involved into; 2) to analyze the teacher's role as a leader of the psychological cognitive processes in study group while teaching foreign language reading and 3) to present and substantiate the using of professionally aimed problem-developing reading skills and habits development situations.

Investigation results. The proper knowledge of the reading process psychological peculiarities gives foreign language teacher the opportunity to develop reading skills and habits of future specialists effectively. This requires the scientific substantiation of the peculiarities of future specialists' professionally important qualities development, namely the ability to read in a foreign language along with the development of capacity for listening, speaking and writing, proper development of which is the basis of professional foreign linguistic

communicative competence – the ability to communicate in foreign language frequently with accuracy.

The analysis of literature indicates that reading in foreign language as a communicative skill and a means of communication, along with oral speech, is an important type of oral activity and the most common way of foreign language communication. After completion of a foreign language course learners should acquire professionally important reading skills according to the current requirements. We agree with the opinion of J. F. Savage that "teaching reading and writing has long been a focal point of education" [16, p. 3].

Among the many definitions of reading that have arisen in recent decades, Janet Swaffar suggests three prominent ideas emerge as most critical for understanding what "learning to read" means: 1) reading is a process undertaken to reduce uncertainty about meanings a text conveys; 2) the process results from a negotiation of meaning between the text and its reader; 3) the knowledge, expectations, and strategies a reader uses to uncover textual meaning all play decisive roles way the reader negotiates with the text's meaning [17].

Future specialists' foreign language competence in reading is the ability to read at the communicatively sufficient level with the complete understanding 1) the foreign language texts of different types while performing service duties and 2) the texts of different genres (social, political, popular-scientific, fiction, etc.) for receiving additional information.

Taking into account the fact that foreign language oral activity of individual is more of a psychological phenomenon than a linguistic one [3], and considering the psychological characteristics of reading, it should be noted that reading as the process has the number of mechanisms similar to both listening and speaking [14]. It is necessary to use these mechanisms as a basis when teaching reading. In particular, it should be noted that while reading (especially at the initial stage of learning a foreign language), the reader first voices the words, and only when this activity is mastered, the reader starts to use inner (internal) speech, which is similar to the listening process (inner speech is a special type of unvoiced oral activity not expressed by paralinguistic means or graphic signs, which is characterized by significant convolution of grammatical structure and content; in other words, it is speaking to oneself, a means of auto communication) [1, p. 331].

Finding the best ways of teaching reading is very important and training in this area is the main component of the educational activity. L. Zilberman also believes that the issue of teaching reading deserves close attention [5, p. 107–124]. In her opinion one of the main objectives of teaching a foreign language to various specialists is creating learners' automatic reading skills with direct non translational obtaining of information from the texts [5, p. 108].

O. Vetokhov draws our attention to the fact that outside foreign language environment reading is one of the most important areas of learning foreign language. It helps learners' understanding of the importance of studying the particular language and increases the interest in mastering it. To improve the effectiveness of teaching reading in foreign language teacher has to understand and take into

one's account the psychological nature and characteristics of the modern ways of reading in order to select the most effective teaching methods while solving a number of educational tasks [4].

It is known that reading and writing abilities are related to written language skills (as opposed to listening and speaking skills) [2, p. 193]. Reading is a receptive type of speech that includes both reading technique and understanding of the contents and refers to written form to speech. In this regard linguists point out meaningful and procedural aspects of reader's activity.

The physiological basis of reading is the operations of the visual perception and understanding of a text. While reading, as opposed to listening, the information enters a reader through the visual channel, so the crucial role here is performed by the visual sense modality that initiates activity of internal motor and speech analyzer.

Scientists understand reading as the process of perception and processing of graphically presented speech message resulting in understanding of its content and integration of the content in accordance with it [2; 4; 7-10; 13-14; 16-17].

The evidence testifies about the following reading types [6, p. 151-152]: 1) skimming reading (aimed at evaluating and selecting the material consistent with the needs and interests of the reader. This kind of reading is associated with the preliminary opinion formation); 2) fluent reading (aimed at identification and acquiring of the basic content of the text in those aspects which are important for the reader. This kind of reading is directly connected with reception of the information. Specificity of information reception lies in the fact that this kind of reading is performed selectively); 3) close reading (aimed at more complete and accurate understanding of the text content preserving particulars and details; reader is focused on all the major aspects of the content). This kind of reading is related to analysis, critical evaluation and generalization of the text, i.e. identifying the main idea, making conclusions and recommendations. For these reading types the logical and discursive thinking, inner speech as well as the internal translation as a means of overcoming linguistic and semantic barriers in understanding are typical. According to the scientists' opinions, in terms of the communicative and cognitive value, the most important type of reading is close reading. At the same time, it is the most difficult one, so it requires doing various exercises and tasks.

Reading is similar to listening which is another type of receptive activity, as it is also based on the recognition of linguistic units of the written text. When perceiving a text, readers select certain parts which are the most significant for them, later synthesizing these parts of the text together, while memory - both logical and mechanical - assists thinking. Perception of information and its understanding is performed simultaneously by a mature reader. The quality of perception influences the nature and level of text understanding, its completeness, depth and accuracy.

The abilities and skills that provide understanding of the text can be divided into two groups: 1) the skills associated with the technical aspect of reading (they provide a direct act of perception of graphic signs and their

correlation with corresponding meanings; 2) abilities that provide semantic aspect of reading, establishing semantic relationships between linguistic units of a text, achieving understanding of the content, author's intention, which is comprehension of a text as a complete linguistic activity.

According to B. Belyaev, reading without understanding is not real reading. The scientist emphasizes that for the purpose of rational teaching reading the same text should not be read repeatedly. It is necessary to train learners in reading different texts. Herewith, a teacher instructor should assist the learners to understand the text even after the first reading session. It is important here to consider that the reason for reading as a communicative activity is communication, and the main goal is getting necessary information [2].

Concluding the overview of the certain psychological aspects of competence formation in foreign language reading, the author considers it appropriate to draw attention to the following: 1) the communicative reading is directly related to the targeted development of cognitive interests, urgent need for reading and intrinsic motivation, awareness of the necessity of learning a foreign language both for communication and for enhancement of the professional competence, as well as for solving various intellectual tasks in the process of reading; 2) the development of future specialists' aptitude for reading in foreign language is a professionally meaningful task. The information that learners obtain while reading various texts will be used, first of all, in their future professional activity. This creates a direct link with situational conditionalism, which is effective in the system of developmental education. The problem-based tasks required component of which is a text or several texts. In this case we have to point out the variety of ways to enhance their cognitive processes in the context of professional foreign communicative competence forming.

The authentic texts are to be used in the same presentation as teaching aids (with obligatory pre-reading and post reading activities). It is important to create emotional, professionally meaningful situations, considering the importance of the gradual formation of thinking and further perspective (with obligatory use of teaching aids).

In case when at the lesson the same lexical units in context are used in the particular activities, they should activate neural links (bonds) that are created in students' brains, so they will remember them well in order to use later in the line of duty. While teaching reading it is also necessary to develop thinking in a foreign language. That is it is essential to develop the aptitude for reading (learning) simultaneously with listening, writing and speaking skills, in order to teach all the forms of communication in a foreign language.

Taking into consideration the fact that the future specialists will carry out the situational roles while solving service tasks, teacher has to develop their ability to correctly handle the data they read. They should adhere to the basic didactic principles and take into account the psychological patterns of forming learners' skills: professional purposefulness; awareness; variability in time; continuous training (at each lesson); motivation for learning; communicative aim of each speech activity.

It is important to work on formation of specific stereotyped skills and habits in reading - highly organized process of perception and semantic processing of texts continuously. However, one should be aware that development and improvement of stereotypes is not only a simple accumulation of lexical-semantic and grammatical information.

While teaching professional foreign language reading we also have to remember about the structural characteristics of the particular study group and the environment conditions this study group face. Foreign language teachers have long recognized that different study groups have particular characteristics, each of which calls for a unique teaching technology. A set of teaching strategies that works well for forming professional foreign language competence of individuals in one certain study group cannot meet the needs of the members of other study group. In well-organized group cohesiveness is high, with each member having a strong sense of identification with the group and giving it high priority among competing demands or his or her time and energy. It is important to create such atmosphere in which all the members will have a sense of "we-ness" and so express their attitudes toward the group both in action and word. [11, p. 35].

We have to emphasize that it is essential to create a climate of trust informality. This might include suggesting norms such as confidentiality of what group members say while discussing the professionally oriented problem solving situations, respective active listening, and the need for cooperation [11, p. 237]. A group of learners who have good relationships with each other will learn foreign language better [12, p. iv].

It is necessary to remember about the specific professional conditions in which the foreign language interaction usually takes place. It should be noted that modern methodology and psychology consider foreign language training as teaching some activity future specialists face. Creative activity involves creation of new knowledge, ways of action, etc.

In addition to the term "problem tasks," problem-based learning conceptual apparatus also includes such concepts as "problem" and "problematic situation". The problem-solving situation stimulates mental activity and cognitive search of a speaker; it is connected with the very process of speech skills development and with the process of opinions formation. These situations enable creation of optimal conditions for intellectual development of future specialists, their logical thinking, creation of the conditions that encourage cognitive interest, namely surprise, astonishment, intellectual activity, emotional excitement, desire for cognition and deep study of the subject of their interest.

It should also be noted that contradictions of textual problem tasks can be objectively present in the text itself. It is a problem statement without solution or incomplete solution, presence of meaning "holes", implicit information and so on. These texts are called texts with intellectual task.

It is also appropriate to develop a system of problem-solving tasks, based on which, the instructors independently could work out specific problem tasks. In this case, in our view, problem-solving situation has to be

taken as a basis. Let us consider each component in detail. Problem-solving task is composed of a condition (in our case – a text or texts) and a task. The condition has quantitative (number of texts) and quality (the nature of the information provided in it) characteristics. Depending on the number of components of the texts the tasks can be single- and multi-text. The information may be necessary and sufficient for solving the task or insufficient, contradictory and redundant (i.e. provided incorrectly). The task may highlight the problem and in some way prompt the way for its solving or require the cadets to find the problem on their own and to suggest possible solutions. The task may also include certain restrictions that increase its problematic nature, for example, time limit, certain ways of solving, requirement to come up with several options, etc. The lack of information in the condition of the task may be caused by the presence of implicit information. The second component of the problematic situation – the unknown one – includes three acting parts: the purpose or object (what is required to be done), the way (it is known what to do, but it is unknown how) and conditions. The subject of the text problem tasks is semantic content; the form of the task solution is the final text made by a cadet. If the final product is outlined at least in general terms, but the way to obtain it is not worked out and therefore it is unknown to a cadet, it will become the unknown in such tasks (e.g. there are two texts which contain opposite views on the same subject).

The conditions of performing the actions can be subdivided into the external ones, for example, restriction when performing the task, and the internal – characterizing the text material. This is the information about the place, time, purpose of writing the text and its author.

Another component of the problematic situation is the process of solving the problem task. It may occur independently or with the help of a teacher. In the latter case the following levels exist: a problem task is formulated by the teacher who solves it with students; a problem task is formulated by the teacher and solve it on their own.

The final component of a problem-solving situation is a subject. In order to solve a problematic situation they will need linguistic and professional knowledge as well as some related experience. But as the problem solving task is a creative activity, students' training standard is of the high importance along with their creativity. This includes the following skills: thinking flexibility (easiness of switching), depth (degree of essential characteristics determining), independence (ability to learn without assistance), efficiency (ability to minimize information and thinking operations), realization of own actions, creativity (immersion into problem search, easiness of generating ideas), scope of thinking (freedom and remoteness of association).

While selecting text material one must take into account students' interests, it is usually possible to provide several options for one task with the texts on different topics. As reading is the receptive type of speech activity, the peculiarities of perception are important. Thus, for the students with the analytical type of perception it will be easier to solve the tasks where attention has to be paid to the details (synthetic, those requiring generalization,

coverage of several texts, problems etc.). In order to organize the activity of cadets, it is necessary to correlate the activity (act) with the problematic situation. Thus, the system of problem tasks includes given classification with different degrees of students' autonomy in solving the tasks with different level of assistance when needed. Such problem tasks should be naturally included into the overall system of textual speech situations as a final stage of text processing, because they are the most difficult types of creative activity. It is important to use these tasks (especially the open ones) during independent training. The usage of text-based problem tasks shows that they not only contribute to the development of creative thinking of future specialists at foreign language lessons, but also increase learners' motivation, attentiveness and thoughtfulness while working with texts.

Moreover, it is necessary to remember about teacher's role as a leader of the psychological cognitive processes in the study group. Effective learning takes place when a trainer or teacher taps into the existing experience and knowledge of the learners in the group [15, p iv]. Awareness of these aspects helps teacher to realize deductive principles more efficiently with the purpose of carrying out communicative approach but only in the case of well-organized communicative oriented interaction between teacher and all the members of study group.

We have to emphasize that it is essential to create a climate of trust informality. This might include suggesting norms such as confidentiality of what group members say while discussing the professionally oriented problem solving situations, respective active listening, and the need for cooperation [11, p. 237].

While teaching professional foreign language communication we also have to remember about the structural characteristics of the particular study group and the environment conditions this study group face. Taking into consideration all above mentioned we have to investigate the psychological peculiarities of group organization. The major objective of this particular study is to gain the proper understanding of the group under characteristics which will allow any study group to deal effectively with different kinds and rates of the environment, especially of lessons and self-studying. Foreign language teachers have long recognized that

different study groups have particular characteristics, each of which calls for a unique teaching technology. Our research is aimed at investigating the psycho-pedagogical conditions of well-organized study group environment for effective foreign language teaching for professional purpose. In well-organized group cohesiveness is high, with each member having a strong sense of identification with the group and giving it high priority among competing demands or his or her time and energy [11, p. 35].

Conclusion. Reading does not draw on one kind of cognitive skill, nor does it have a straightforward outcome—most texts are understood in different ways by different readers. That is why all the stages of the effective professional foreign language competence development of the future specialists at the lessons have to be connected logically (listening, speaking, reading and writing). While developing foreign language reading skills and habits during the active involvement of all the group members into the professionally oriented problem-solving situations it is essential to: 1) combine the deep-thinking activities with essential emotional relaxation, using classical music; 2) involve of all the group members into the profound SWAB analysis at the end of the lesson in order to work out effective teaching strategies for next lesson; 3) create the specific foreign language atmosphere in order to help the group members to overcome psychological barriers during the whole procedure of teaching and learning; 4) facilitate the effective interaction in the systems “teacher - group member”; 5) use the psycho-pedagogical technology based on the choice of optimum teaching methods in the conditions of proper socio-psychological provision of study group leadership; 6) take into consideration the socio-psychological determinants of group influence on the process of gaining knowledge.

The size of the article does not give us the opportunity to reveal all the peculiarities of the problem considered. In our opinion **the ways of its further investigation** are the following: 1) the study of gender differences of perception and comprehension of authentic foreign language texts and 2) working out the special programme on the effective teaching foreign language reading at the higher educational establishments.

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Статтю посвящено дослідженню психологічних особливостей ефективного навчання читання іноземною мовою майбутніх фахівців. Предложено і проблемні ситуації по розвитку навиків і умінь читання. Проаналізована роль викладача як керівника психологічними пізнавальними процесами в навчальній групі в час навчання читання іноземною мовою майбутніх фахівців. Определены характеристики організації групи і психолого-педагогічні умови належно організованого середовища навчальної групи задля ефективного навчання читання іноземною мовою.

Ключевые слова: психологічні особливості, читання іноземною мовою, ефективне навчання, майбутні фахівці.

Статтю присвячено дослідженню психологічних особливостей ефективного навчання читання іноземною мовою майбутніх фахівців. Запропоновано та обгрунтовано проблемні ситуації з розвитку навиків і умінь читання. Проаналізована роль викладача як керівника психологічними пізнавальними процесами в навчальній групі під час навчання читання іноземною мовою майбутніх фахівців. Определены характеристики організації групи і психолого-педагогічні умови належно організованого середовища навчальної групи задля ефективного навчання читання іноземною мовою.

Ключові слова: психологічні особливості, читання іноземною мовою, ефективне навчання, майбутні фахівці.