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PROCESSING OF SPECIALIZED ENGLISH-LANGUAGE TEXTS BY PSYCHOLOGY STUDENTS

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Annotation. Theses are devoted to the study of specialized texts reading role in the process of mastering a foreign language by psychology students on the example of the Admiral Makarov National Shipbuilding University. It is emphasized the need for the teacher to understand the role of reading, to be able to choose the right materials for the intensification of the educational process. Resources for reading by psychology students and examples of their use and processing to encourage students to learn a foreign language are provided.

Key words: reading, specialized text, professional competence, foreign language, educational process.

Introduction. Reading is an independent type of speech activity. In the process of learning a foreign language reading occupies one of the main places in terms of use and importance, because on the basis of reading, the development of productive skills - speaking and writing takes place. Professionally oriented texts are the subject of reading and discussion in classes, the basis for use in situational speech, for listening.

According to K. Kusko, the text by profession is primarily a mean of formation and development of professional, or more precisely, linguistic professional skill. [2, p.13] Professional vocabulary, which students learn with the help of texts, meets the needs for expanding professional vocabulary, forms lexical competence, creates prerequisites for the formation of professionally oriented communicative competence.

The goal of the work. Investigate the role of reading specialized texts in foreign language learning by psychology students using the example of Admiral Makarov National Shipbuilding University.

Main part. On the basis of professional texts, the definition and meaning of terms, the ability to use them to ensure the understanding of detailed speech on professional topics of various complexity, and the search for necessary professional information are worked out. For psychology students, the skills of perceiving written speech are also important because in their daily studies they often deal with reading specialized literature, periodicals, and working with electronic publications in their specialty.

During processing the texts by psychology students we use 3 stages of working with the text: before the text (Pre - reading); text (While – reading); after the text (Post – reading).

Goals of Pre - reading: determine / form a speech goal for the first reading; create the necessary level of reader motivation; reduce the level of language and speech difficulties during reading.

At this stage, it is possible to perform the following types of exercises: according to the title, determine: the topic of the text, problems that are highlighted in the text, keywords and expressions, associations; formulate predictions about the subject of the text based on available illustrations or fragments of video or audio materials; determine the main idea of the text based on these words; look at the first paragraph and determine what the text is about; read the questions/statements based on the text and determine its subject and problems; try to answer the proposed questions before reading the text; use associations related to the author's name; independently formulate questions on the topic of the text.

Objectives of the While – reading stage: determine the degree of formation of various language and speech skills; continue the formation of relevant skills and abilities.

Possible exercises: find answers to the proposed questions; confirm the correctness or falsity of the statements, or find out that it is not mentioned in the text; put the sentences in order; find matches; complete multiple choice tasks; choose a heading for each paragraph; insert the necessary word or sentence that is missing from the text; choose a sentence with the given words / grammatical phenomena / idiomatic expressions; read a description of the appearance, the place of the event, illustrations, the relationship of someone to something; guess the meaning of the word or words from the context, which of the proposed translation options most accurately defines the meaning of the word in this context; predict the development of events in the next part of the text; read the passage and retell it.

The goal of the Post – reading stage is to use the situation of the text as a language, speech, content support for the development of oral and written communication skills.

Possible exercises: discover new things from the read text, express your point of view on the read topic; disprove the statements or agree with them; prove or characterize something; say which of the given statements most accurately conveys the main idea of the text; outline the text, outline the main ideas; retell / briefly express the content of the text, possibly in writing; tell on behalf of the hero, possibly in writing; think of what could happen if...; think of a new ending to the text; come up with a new name for the text; dramatize a passage or the content of the text.

According to this scheme, while working with the text, the vocabulary of the psychology topic is developed. Later it changes from passive to active vocabulary. The graphic form of words and phrases is also well remembered, which is later easily reproduced in writing. The expected result of mastering reading skills is the ability to understand the content and problems of the text, as well as being able to express one's opinion about what has been read.

Texts for psychology students English reading can be used both from textbooks on psychology and from periodical literature and electronic publications by specialty.

Resources:

<http://study-english.info/psychology.php>; <https://www.psychologytoday.com/intl/basics>

<https://angliyskiyazik.ru/english-texts/psychology/>

<https://www.verywellmind.com/>

<https://www.apa.org/>

<https://www.twirpx.com/files/science/languages/english/specific/pps/>

<https://iloveenglish.ru/topics/psikhologiya>

<http://szabo.freesevers.com/abc/ACCESS.HTM>

<http://allpsych.com/personalitysynopsis/contents/>

<http://gestalttheory.net/archive/>

<http://psychclassics.yorku.ca/index.htm>

Conclusions. In the course of teaching a foreign language of professional orientation the teacher must choose texts for reading that will be saturated with the appropriate terminology. As the practice of teaching English to psychology students of the Admiral Makarov National Shipbuilding University has shown, students are initially more interested in working out the terminology of modern texts of popular science style. Further, with the acquisition of professional vocabulary in native language, interest in non-adapted authentic texts of a scientific style grows. These texts are necessary for students to prepare for writing abstracts, reports, scientific papers in their specialty.

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