

EXPRESSIVE READING IN THE TRAINING OF WOULD-BE TEACHERS OF FOREIGN LANGUAGES

Riabukha T., Hostishcheva N.

Bogdan Khmelnytsky Melitopol State Pedagogical University

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Reading is known as an active means of teaching foreign languages as it participates in the formation of all components of the general communicative competence – language, speech, socio-cultural, professional-oriented and the like.

Scholars in this country and abroad (N. D. Galskova, S. K. Folomkina, Z. I. Klychnikova, S. Yu. Nikolaeva, L. S. Panova, A. Seretny, E. N. Solovova, O. B. Tarnopolsky et al.) thoroughly studied many aspects of teaching reading both in secondary and higher schools. Among them the relationship of reading with other types of speech activity [1; 4; 5; 7; 9]; psychological, psycholinguistic, sociolinguistic and linguistic features of reading [2]; the set of skills necessary for reading in a foreign language, the stages of their formation [1; 4; 5; 7; 9]; the types of texts intended for reading, requirements for them, the problems of perception and adaptation [10]; the system of exercises for the development of reading techniques and reading skills [1; 4; 5; 7; 9], etc.

In the methodology of teaching a foreign language it is generally accepted to divide reading into oral reading (reading aloud) and silent reading (reading to yourself) [1; 4; 5; 7; 9]. The motive of reading in both cases is communication;

the purpose of silent reading is to extract information while the purpose of oral reading is to transmit information [10, 18-22]. Reflecting on the methodological value of oral reading, scholars usually note that this process equally reflects the two types of speech activity – speaking and reading. «Reading aloud is decoding to speaking, although not the same as daily communication. Rather, it resembles the utterance of a monologue» [11, 191].

Expressive reading as a kind of oral reading is an important element of teaching a foreign language, because it is aimed at the formation, development and improvement of communicative and speech competence of students. Mastering the skills of expressive reading makes it possible for students to work out communicative varieties of intonation that characterize modern speech communication.

The purpose of this article is to consider some aspects of teaching the basics of expressive reading to would-be teachers of foreign languages.

There are different approaches to the definition of «expressive reading». Some scholars claim that expressive reading is nothing more than reading aloud with correct pronunciation and logical intona-

tion [8, 80]. Others believe that expressive reading is related to the ability to «revive» the text, to arouse an emotional response from the audience on the content of the text; to establish contact with the audience in the process of reading [6, 65]. There is also a perception that expressive reading is the first and basic form of concrete, visual language learning [3, 75].

We understand expressive reading as the correct, meaningful and emotional reading of a phrase or a text. We are convinced that expressive reading is a professionally important skill. The teacher must master the skill of expressive reading so that to be able to convey to the student the content and emotional-expressive essence of a text.

As already noted, expressive reading stands out among other types of reading as it is aimed not at receiving but transmitting information. Moreover, the speaker not only transmits information and feelings, but also affects the listener, his imagination and emotions. The basis of expressive reading is formed by such interrelated components as proper pronunciation and proper intonation (complex unity of speech melody, sentence stress, rhythm, pauses, emotional expressiveness). Mastering expressive reading requires a lot of effort. Expressiveness of speech can be achieved only as a result of consistent, gradual and systematic work.

We believe that expressive reading requires mandatory preliminary phonetic analysis of the text. First of all, it is necessary to carry out a structural and semantic analysis of the text (logical-semantic and logical-syntactic) and to determine its adequate intonation. Next, it is neces-

sary to identify the components of the sound implementation at different levels (word, phrase, sentence), focusing on articulation and accentuating rhythmic component. It should be noted that an important condition for successful teaching the basics of expressive reading is the simultaneous formation of auditive skills, as developed phonetic hearing promotes self-control and self-correction in the process of expressive reading [2].

Teaching the basics of expressive reading is similar to teaching other types of speech activity. It must take into account the basic general didactic principles and should be carried out through a set of phonetic exercises, which include both language and speech exercises. First, it is necessary to teach the students to read certain words, phrases, sentences and microtexts expressively. Students are invited to study rules and samples and then perform two types of exercises: analytical and imitative-reproductive.

Exercises should be preceded by introduction of rules: the concept of rhythm and rhythmic group, accentuating and intonation patterns. In addition, students should know the rules of positional length of vowels and attaching unstressed syllables to the stressed ones.

Then, in the process of performing imitative and reproductive exercises, speech intonation reproductive skills are fixed with the support of a sound sample and learned rules. The purpose of the exercises of this type is reading aloud isolated words, phrases and sentences of homogeneous communicative and syntactic types.

Then begins the formation of intonation reproductive skills at the level of microtext. Good results are obtained by performing transformational exercises on visual and auditory perception and reproduction of simple sentences. These exercises are based on the intonation transformation of the syntactic type of sentence and are aimed at training intonation of the sentence in different communicative and syntactic positions.

The next stage of teaching students expressive reading is reading a coherent thematic text on the basis of conscious imitation of its sound sample. Improvement of expressive reading skills at this stage is also recommended by performing language and speech training exercises.

The final stage of teaching expressive reading involves a series of exercises to consolidate intonation skills at the level of coherent text, as well as exercises for expressive reading of the text. It can be an exercise on visual and auditory perception of words, phrases, sentences from the text and their reproduction after the speaker. Then it can be expressive reading based on a sound sample of the text presented in the traditional writing with intonation marking. Then you can proceed to the exercises aimed at individual expressive reading of the text presented without intonation marking.

Thus, expressive reading is an important means of teaching a foreign language, as it allows the teacher to control the understanding of the text, expands the cultural and linguistic knowledge of students, mobilizes their hidden psychological resources, reveals their creative poten-

tial, promotes conscious mastery of a foreign language.

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