

COGNITIVE STRATEGIES IN FORMING FOREIGN COMMUNICATION COMPETENCE IN READING

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***Abstract.** The paper discusses a new approach to forming foreign communication competence in reading. For teaching reading as a source for receiving information a cognitive - communicative model is proposed. Attention is focused on the practical implementation of the main principle of the cognitive approach through a set of exercises.*

***Key words:** internal/external structure of the text; functional types of the text (FTT); variable constituents of the text (VCT); reference points of the text (RPT); derivative texts (DT); a matrix of the text.*

КОГНІТИВНІ СТРАТЕГІЇ У ФОРМУВАННІ ІНШОМОВНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНЦІЇ В ОБЛАСТІ ЧИТАННЯ

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***Анотація.** Обговорюється новий підхід до формування іношомовної комунікативної компетенції у читанні. Пропонується когнітивно-комунікативна модель для навчання читанню як засобу отримання інформації. Особлива увага приділяється практичному застосуванню головного принципу когнітивного підходу до навчання читанню через низку вправ.*

***Ключові слова:** внутрішня/зовнішня структура тексту; функціональні типи тексту; перемінні складові тексту; референти тексту; вторинні тексти; матриця тексту.*

Forming foreign communication competence (FCC) in reading is the fulfillment of the social order for training qualified specialists with perfect knowledge of the foreign language. Teaching foreign languages (TFL) through the contents of the specialty is widely - used. The academic course is rested on the material of the special subjects comprising the basis of professional training [5].

At the final stage of studying at the higher educational establishment a student must be able to find information sources on specialty in the foreign language quickly and properly, to select the literature on a certain topic, to work with the reference books, to surf the Internet usefully, to analyze the professional documents and materials. To make the students' search, selection, systematization

of information using it for decision- making effective a student must be able of reading without a dictionary. Here, reading becomes a source for receiving information and implementing it in further professional activity.

The most suitable form of teaching this type of reading is a cognitive-communicative model. The main principle of the cognitive approach to TFL is the principle of consciousness or mentality which implies developing logics and using it in TFL [1].

To investigate the ways of forming FCC in reading it is necessary to solve two problems:

- 1) the choice of teaching material;
- 2) its methodic organization and presentation.

TFL can be achieved only on the basis of the authentic materials because they are maximum profession - oriented and information - valid. But the main disadvantage of the authentic materials – their complexity – can be neglected at the final stage of TFL. The cognitive approach as the base for methodic organization of the authentic materials implies the students’ skill to define the correspondence between the external (language) and internal (contents) structures of a text; and to „ build” derivative texts (DT) i.e. an abstract and a summary.

The implementation of the principle of consciousness is performed through a set of exercises, namely:

1. Reproductive (grammar and lexical) exercises:
 - matching synonyms and antonyms;
 - finding equivalents and definitions to the words and word - combinations;
 - partitioning the sentence and defining meaning of the sentence parts;
 - defining word syntactical functions according to the morphological

features:

Table 1.

Parts	Noun, nouns with articles, noun groups
Location	Noun with preposition, adverbs of place, adverbial groups

Properties	Adjectives, noun groups, Participles
Function	Verbs, Infinitive, for + Gerund

- syntactical analysis of the sentences and their translation;
- lexical classification of the words:

2. Exercises on matching the correspondence between the internal and external structures of a text. There are twelve functional types of the texts (FTT): structure, process, characteristics, mechanism, theory, principle, state, instruction, force, adaptation, social structure, system [7]. The types include information variables or formal contents characteristics of the primary text related to a certain activity sphere, i.e. to its functionality. Therefore, the quantity of types for one academic register is limited [2]. These variable constituents of the text (VCT) may be an orienting base for the reader's activity while making up derivative texts.

Table 2

Correlation between functional types of the texts (FTT), variable constituents of the text (VCT) and reference points of the text (TRP):

Functional types of the texts	Variable constituents of the text	Reference points of the text
Structure	Part State Properties Function	Capabilities Purpose Structure Role Element (sub - element) Application
Process	State Form of object/Material Position/Surrounding Stage/Phase Tool Action	Manner/Methods/Techniques/Technologies Reason/ Cause/ Result Role in Condition/Possibilities Environment Phase/Period/Level Sequence/ Procedure/Algorithm Conclusion

Characteristics	Physical object Properties State	Advantages/Disadvantages/Benefits Classification/ Criteria/Factors Definition Description/ Characteristics/Features Survey/ Origin/History Comparison/Difference/Choice Analysis/Problem
Mechanism	Physical object Material Action	Model/Example/System/Device Instruction/ Requirement/ Manner Principle of work Operation problems a Function Application/Perspectives

This type of exercises also includes:

- finding link - words and defining the meaning of information they introduce into the text:

Link - words	Meaning
And, furthermore, moreover, in addition, also, or	Additional information
Of course, naturally, surely	Expected information
Surprisingly, amazingly	Unexpected information
In fact, as a matter of fact	Intensifying information
As it is mentioned before, in short, in other words, i.e., that is...	Affirmative information
For example, for instance, to illustrate, such as	Example
So, as a result, consequently	Consequences
Because, because of, due to, thanks to, on account of, as a result of, in view of	Cause/Result
However, but, although, even though, nevertheless, on the other hand	Contrast information
First(ly), second(ly), then, next	Order
In short, therefore, in conclusion, in summary, on the whole, finally	Conclusion

- making up a plan to the text in Russian/ Ukrainian/ English;

- finding correspondence between formal lexical - grammar features and the reference points of the text:

(An example) **3. Find the correspondence between the 1st and the 2nd columns:**

1.is (are) called	1.classification
2..are of several types	2.criterion
3.distinction is made by the...	3.comparasion
4.can identify(work)	4.principle of work
5.it provides(increases, makes)	5.example
6.it is more or less than	6.function
7.the first step involves	7.advantage
8.it is used to eliminate	8.definition
9.it operates (as following)	9.sequence
10.it works (is used) as...	10.requirements
11.it can be illustrated(shown)	11.structure
12.it should be	12.purpose
13.it will be able to	13.application
14.the system may consist of	14.capabilities
15.it is used for(applied)	15.difference
16.they differ in	16.perspective

Making up a matrix of the text is within the above-mentioned type of exercises. The term „ matrix ” of the text denotes a set of concepts characteristic to a certain FTT to be revealed by certain language means in a given text [4]. An example is given here:

(An example) **Make up a matrix of the text „ Operational experience with a flexible machining cell” (structure):**

Points	Illustration	№ Passage
1.Classification of cells.		
2.Cell capabilities.		
3. Cell structure.		
4.Function, characteristics, advantages of every element		

4. Communicative exercises:

- creative exercises (Describe, explain, define, compare, determine, prove);
- rendering a text.

5. Comprehensive exercises:

- defining the main and additional elements of the internal structure of the text;
- writing derivative texts on the basis of the primary ones meeting all requirements to this process.

Summing up, it should be noted that the proposed cognitive -communicative model of teaching professional reading has been approved and implemented in academic process and its effectiveness has been affirmed by good progress of the students in teaching foreign languages.

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