**Розвиток навичок та умінь аудіювання та читання на різних етапах вивчення мови.**

Тексти для аудіювання організовую тематично по класах і циклах підручника, будую на програмному лексико-граматичному матеріалі,що полегшує роботу з розвитку даного виду мовленнєвої діяльності.

На уроках, частиною яких є цілеспрямована робота над аудіюванням, раціонально використовую парні, групові і фронтально-індивідуальні форми роботи. Для роботи в парах достатньо обмінюватися думками про почуте та висловлювати свою думку.

Завдання та вправи подаю перед аудіотекстами, щоб зорієнтувати учнів на цілеспрямоване сприймання змісту текстів. На початковому та середньому етапах навчання завдання переважно проблемного характеру, наприклад: знайдіть відмінності у змісті аудіотексту і тексту підручника; скажіть, чи відповідає зміст аудіотексту моменту в підручнику; скажіть, про чию зовнішність, про яке свято, який місяць, яку пору року йдеться в аудіотексті; відгадайте кінець оповідання; поясніть вчинок дійової особи і т.п. Такі завдання збуджують в учнів інтерес до змісту тексту і орієнтують їх на виділення найсуттєвішої інформації.

Для розвитку вміння аудіювання на старшому етапі навчання використовую слідуючі види вправ:

а) вправи на передбачення тексту й розвиток уяви:

- послухайте початок жарту, запропонуйте власний варіант його закінчення;

- послухайте початок оповідання й здогадайтеся про те, що сталося далі;

- подивіться на малюнок, прослухайте його та запропонуйте власний варіант розвитку подій;

б) вправи на визначення логічної послідовності подій:

- прослухайте текст і розкажіть у логічній послідовності про дії головного героя,

- прослухайте оповідання та передайте його зміст чотирма – п’ятьма реченнями;

в) вправи на розуміння тексту без здогадок:

- прослухайте текст і скажіть, чи було в ньому таке речення …;

- прослухайте два оповідання та скажіть, чим вони відрізняються;

- подивіться на малюнок, прослухайте оповідання та знайдіть невідповідності;

г) вправи на розуміння основної думки/точного розуміння тексту:

- прослухайте текст і виберіть з кількох малюнків один, що найбільш відповідає тексту;

- прослухайте текст і намалюйте персонаж та місце дії (схематично);

- визначте, якому з двох прослуханих оповідань відповідає зміст малюнка;

- прослухайте текст і придумайте для нього назву.

Заключним етапом проведення вправ на аудіювання є контроль розуміння прослуханого тексту.

Вибір прийомів контролю визначається характером матеріалу, призначеного для аудіювання, змістом самого тексту і його складністю.

Пропоную учням слідуючі завдання для контролю розуміння прослуханого тексту:

- Даю учням твердження до тексту, частина з яких відповідає змісту текста, а частина – ні. На бланку для відповідей поряд з номером речень, які відповідають змісту тексту,потрібно поставити знак «+», а поряд з тими, що не відповідають – знак «-« .

- Прочитати запитання до тексту. До кожного запитання пропоную 4 варіанти відповідей ( А, В, С, Д ).

- Пропоную учням незавершені речення. До кожного речення даю 4 варіанти його завершення ( А, В, С, Д ). Потрібно визначити, яких з цих варіантів вірний.

- Дати відповіді на запитання. До кожного запитання пропоную 4 варіанти відповіді ( А, В, С, Д ). Потрібно визначити правильну відповідь і взятии її у коло.

- Підбираю завдання на встановлення відповідності.

- Пропоную учням речення на заповнення пропусків.

Таким чином письмовий контроль не повинен перетворюватись на письмову роботу. Це означає, що завдання повинні передбачати лаконічні однозначні відповіді, в яких можна обмежитись одним словом, плюсом чи мінусом ( +, -), визначенням «правильно», «неправильно» або вказівкою на номер правильної відповіді (вибір з кількох варіантів).

A pattern for a listening session includes the following stages:

1. The pre listening stage, when the context of the listening text is established, the task explained, assistance given if necessary:

a) Looking at pictures and talking about them; b) looking at a list of items/thoughts/ etc; c) making lists of possibilities/ ideas / etc ;d) reading a text; e).reading through questions to be answered; f) labeling; g) completing parts of a chart; h) predicting / speculating; i) pre- viewing language; j) informal teacher talk and class discussion

Factors which affect the choice of pre- listening activities

The time available, the material available, the ability of the class, the interests of the class, the interests of the teacher, the place in which the work is being carried out, the nature and content of the listening text itself.

The while-listening stage, when the students listen to the passage and attempt the while- listening activities: marking / checking items in pictures, matching pictures with what is heard, storyline picture sets, putting pictures in order, completing pictures, picture drawing, carrying out actions, arranging items in patterns, following a route, completing a grid, form/ chart completion, labeling, using lists, true/ false, multiple- choice questions, text- completion/ gap-filling, spotting mistakes, predicting, seeking specific items of information.

Possible post-listening extension activities:

Problem-solving and decision-making, interpreting, role-play/simulation, writing summaries, form-chart completion, extending lists, sequences/grading, matching, extending notes into written responses, jigsaw listening, identifying relationships between speakers, establishing the mood/ attitude/ behavior of the speaker, dictation.

Factors which affect the choice of post-listening activities:

How much language work you wish to do in relation to the particular listening text

Where there will be time to do much post-listening work at the end of the listening lesson

Whether the post-listening work should consist of speaking, reading or writing

Where this stage is seen as an opportunity for pair/ group work or whether students should work alone

Whether it’s necessary to provide post-listening activities which can be done outside the classroom(e.g. at home)

How motivating the chosen activity will be and whether it can be more motivating.

Listening texts includes such stages: pre-listening task, while-listening and post-listening.

Pre-listening activities:

You are going to listen to the text “What Happened to Crane?” by Washington Irving. Judging by the title what or who do you think the text is about.

Try to predict the words and word combinations you’re likely to hear while listening to the text.

Using the following words and word-combinations try to predict the content of the text:

in my opinion, as far as I can judge, from my point of view, it seems to me that, I’m convinced that, I feel, personally I believe

While-listening activities:

And now listen to the text “What happened to Crane?” by Washington Irving.

Read the statements on the text you’ve listened to and mark the statements “True” or “False”

Post-listening tasks are:

Your attitude to the main problem of the text.

Tell the main facts of the text.

Find more information about it.

Arrange the events in the logical order.

Characterize the personages of the story.

Tell the episode as if you were one of the characters involved.

Write a paragraph describing any place of the scenery that you thing are especially attractive.

Give the summary of the text.

Reading is one of the main skills that a pupil must acquire in the process of mastering a foreign language in school. Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one’s spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. Through reading in a foreign language the pupil enriches his knowledge, of the world around him. He gets acquainted with the coun¬tries where the target language is spoken.

Reading develops pupils' intelligence. It helps to devel¬op their memory, will, imagination. Pupils become accus¬tomed to working with books, which in its turn facilitates unaided practice in further reading.

Teaching reading is very important, because it helps to develop others skills: speaking and writing.

The aim of my work: To know about reading skills and teaching reading.

The tasks of my work are the following:

- To know about content of teaching reading

- To know about kind of reading

- To know about pupils’ difficulties have in learning reading

- To know how to teach reading

- To know about pupils’ mistakes in reading and how correct them

The term paper includes: Introduction, Four chapters, Conclusion, Bibliography.

Reading is one of the main skills that a pupil must acquire in the process of mastering a foreign language in school. The syllabus for foreign languages lists reading as one of the lead¬ing language activities to be developed.

Reading is of great educational importance, as reading is a means "of communication, people get information they need from books, journals, magazines, newspapers, etc. Through reading in a foreign language the pupil enriches his knowledge, of the world around him. He gets acquainted with the coun¬tries where the target language is spoken.

Reading develops pupils' intelligence. It helps to develop their memory, will, imagination. Pupils become accustomed to working with books, which in its turn facilitates unaided practice in further reading. The content of texts, their ideological and political spirit influence pupils.

Reading is not only an aim in itself; it is also a means of learning a foreign language. When reading a text the pupil reviews sounds and letters, vocabulary and grammar, memorizes the spelling of words, the meaning of words and word combinations, he also reviews grammar and, in this way, he perfects his command of the target language. The more the pupil reads, the better his retention of the linguistic material is. If the teacher instructs his pupils in good reading and they can read with sufficient fluency and complete comprehension he helps them to acquire speaking and writing skills as well. Reading is, therefore, both an end to be attained and a means to achieve that end.

Reading is a complex process of language activity. As it is closely connected with the comprehension of what is read, reading is a complicated intellectual work. It requires the ability on the part of the reader to carry out a number of mental operations: analysis, synthesis, induction, deduction, comparison.

Reading as a process is connected with the work of visual, kinesthetic, aural analyzers, and thinking. The visual analyzer is at work when the reader sees a text. While seeing the text he "sounds" it silently, therefore the kinesthetic analyzer is involved. When he sounds the text he hears what he pronounces in his inner speech so it shows that the aural analyzer is not passive, it also works and, finally, due to the work of all the analyzers the reader can understand thoughts. In learning to read one of the aims is to minimize the activities of kinesthetic and aural analyzers so that the reader can associate what he sees with the thought expressed in reading material, since inner speech hinders the process of reading making it very slow. Thus the speed of reading depends on the reader's ability to establish a direct connection between what he sees and what it means.

There are two ways of reading: aloud or orally, and silently. People usually start learning to read orally. In teaching a foreign language in school both ways should be developed. Pupils assimilate the graphic system of the target language as a means which is used for conveying information in print. They develop-this skill through oral reading and silent reading.

When one says that one can read, it means that one can focus one's attention on the meaning and not on the form; the pupil treats the text as a familiar form of discourse and not as a task of deciphering. "The aim of the teacher is to get his pupils as quickly as possible over the period in which each printed symbol is looked at for its shape, and to arrive at the stage when the pupil looks at words and phrases, for their meaning, almost without noticing the shapes of the separate letters” .

These are the three constituent parts of reading as a process.

The most difficult thing in learning to read is to get information from a sentence or a paragraph on the basis of the knowledge of structural signals and not only the meaning of words. Pupils often ignore grammar and try to understand what they read relying on their knowledge of autonomous word.

Consequently, in order to find the most effective ways of teaching the teacher should know the difficulties pupils may have.

The teacher can use the whole system of exercises for developing pupils' ability to read which may be done in two forms — loud and silent.

Reading aloud. In teaching reading aloud the following methods are observed: the phonic, the word, and the sentence method.

Reading in chorus, reading in groups in imitation of the teacher which is practiced in schools forms rather kinesthetic images than graphic ones. The result is that pupils can sound the text but they cannot read. The teacher should observe the rule "Never read words, phrases, and sentences by yourself. Give your pupils a chance to read them." For instance, in presenting the words and among them those which are read according to the rule the teacher should make his pupils read these words first. This rule is often violated in school. It is the teacher who first reads a word, a column of words, a sentence, a text and pupils just repeat after the teacher.

Reading aloud as a method of teaching and learning the language should take place in all the forms. This is done with the aim of improving pupils' reading skills.

The teacher determines what texts (or paragraphs) and exercises pupils are to read aloud.

In reading aloud, therefore, the teacher uses:

(a) diagnostic reading (pupils read and he can see their weak points in reading);

(b) instructive reading (pupils follow the pattern read by the teacher or the speaker);

(c) control reading or test reading (pupils read the text trying to keep as close to the pattern as possible).

Silent reading. In learning to read pupils widen their eyespan. They can see more than a word, a phrase, a sentence. The eye can move faster than the reader is able to pronounce what he sees. Thus reading aloud becomes an obstacle for perception. It hinders the pupil's comprehension of the text. It is necessary that the pupil should read silently. Special exercises may be suggested to develop pupils' skills in silent reading. For instance, "Look and say, read and look up." To perform this type of exercises pupils should read a sentence silently, grasp it, and reproduce it without looking into the text.

Teaching silent-reading is closely connected with two problems:

1. instructing pupils in finding in sentences what is new in the information following some structural signals, the latter is possible provided pupils have a certain knowledge of grammar and vocabulary and they can perform lexical

and grammar analysis;

2. developing pupils' ability in guessing.

The teacher instructs pupils how to get information from the text. Semantic-communicative exercises are recommended. They are all connected with silent reading.

Pupils perform structural-information exercises by reading them aloud and silently. The teacher uses individual, group, and full class reading when pupils read sentences, paragraphs of the text aloud, and when the aim is to teach pupils correct intonation in connection with the actual division of sentences. He checks the pupil's reading asking him to read aloud.

The teacher uses mass reading when pupils read sentences, paragraphs of the text silently; the objective may be different: either to widen their eyespan or to find new information. The teacher checks the pupil's silent reading by asking him to reproduce a sentence or a paragraph; through partial reading of a sentence or a clause; through the pupil's interpreting the text; by utilizing true-and-false statements, questions and answers, and, finally, translation.

Pupils perform semantic-communicative exercises reading the text silently.If the work is done during the lesson the teacher uses mass reading. He checks his pupils' compre¬hension by asking the pupils individually. The techniques the teacher uses to check pupils' ability to get information from the text may be different. The choice depends on the stage of teaching, on the material used; on pupils' progress.

In the junior stage the following techniques may be sug¬gested:

- Read and draw, find the answers in the text, correct the following statements which are not true to fact, translate the sentences, recite the text, read the sentences you find most important in the text.

Some of the assignments may be done in writing. In the intermediate and senior stages the following tech¬niques may be recommended.

- Answer the questions. (All types of questions may be used. However, why-questions are desirable.)

- Tell your classmates what (who, when, where, why)...

- Read the words (the sentence or the paragraph) to prove or to illustrate what you say.

- Find the words (sentences) from which you have got some new information for yourself.

- Read the paragraph (paragraphs) you like best, and say why you like it.

- Translate the paragraph when (where, why, etc.)

- Translate the text. (This may be done both orally and in written form.)

Write a short annotation of the text. (This may be done either in English or in Ukraine.)

The choice depends on the material used.

If the text is difficult, i. e., if it contains unfamiliar words and grammar items, and pupils must consult a dictionary or a reference book to understand it the techniques the teacher uses should be different, as the pupils read the text not only to get information but to improve their knowledge of the language and intensive work is needed on their part. The intensive work may be connected with:

(a) lexical work which helps pupils to deepen and enrich their vocabulary knowledge;

(b) grammar work which helps pupils to review and systematize their grammar knowledge and enrich it through grammar analysis;

(c) stylistic work which helps pupils to become acquaint¬

ed with stylistic use of words and grammar forms (inver¬sion, tense-usage, etc.);

(d) content analysis which helps pupils to learn new con¬cepts quite strange to Ukrainian-speaking pupils. For instance, the Houses of Parliament, public schools, etc.

The methods and techniques suggested above will help the teacher to teach pupils reading as the syllabus requires.

From my teaching experience it seems that this problem is particularly noticeable. The standard classroom practice is to approach teaching reading using a stage procedure involving pre-, while- and post-reading activities including follow up activities linked to the text and integrating other skills in a natural response to the text. Each of these stages creates opportunities to address the learner difficulties described earlier.

To deal with vocabulary issues we could use the pre-reading stage to pre-teach essential lexis, or use some (unknown) words from a reading passage as part of the procedure to create interest and activate the students’ schemata. We could also devise exercises practicing contextual guessing that could be done during the post-reading stage, or set a time limit (e.g. 5 minutes) or a word/phrase limit (e.g. only 5) for students to ask for the meaning of the words they do not know. Also, remembering that reading is a skill the learners take’ outside’ the classroom, we should introduce authentic texts in the lessons and encourage them to read extensively, as this is the best possible way for students to develop automaticity, i.e. the automatic recognition of words when they see them.

To tackle the problems with unfamiliar topic and genre, (except for choosing a text appropriate to our students’ interests in the first place), teachers could use various ways to stimulate interest in the topic during the pre-reading phase, e.g. by showing them visual or aural stimuli and discussing the topic, by having them to look at the headlines and predicting what story might follow before they read it, by asking them about their own experience in relation to the topic, etc. teacher should use techniques that support learning preferences of her students. Creating interest in the topic/genre is concurrent with activating learners’ schemata. The more alien the topic and genre are to our learners, the more time will have to be spent on creating interest and activating schemata of our learners. As the teachers and learners progress with their course of study more different genres and topics should be introduced to broaden the learners’ horizons and reading experience.

Finally, students’ negative expectations could be counteracted in all three stages of a reading lesson.

First, by choosing topics that interest our students and getting them personally involved, e.g. ‘interacting’ with the writer by expecting questions to be answered, reflecting on expectations at every stage, anticipating what the writer will say next, etc.

Second, during the while-reading stage by agreeing on both general and specific purposes for the students’ reading. If the students know why they are reading, they will be able to choose how to approach the task and maximize their chances of achieving the purpose of reading. They can be put in pairs or groups to share responsibility for the task, or jigsaw reading technique could be used to emphasise the interactive side of reading.

Third, in the post-reading task, by comprehension questions pitched at the right level of challenge, starting from the overall meaning of the text, its function and aim, rather than working on vocabulary or more specific ideas straight away. Another way to check comprehension is to ask learners to do a task after reading, e.g. assembling an object from a set of instructions. Successful reading enables a certain task to be completed and it is what most people do in their LI after reading. Moreover, it enables integrating other skills into reading, which is important form the pragmatic point of view – in real life we seldom read something and not talk or write about what we have read.

Pre-reading tasks:

1.Are there any traditions in your family? 2. What are they? 3. Do you know who started them? 4. What is your hobby? 5. When did you first become interested in this hobby? 6. What is your friend’s hobby? 7. What do your classmates collect? 8. What is good in collecting picture postcards, coins, beautiful stones, toys, different tickets?

While-reading tasks:

Read the text and find the sentences that depict the main idea.

Read the text and find out the titles of the paragraphs.

Guess the meaning of the following unknown words, phrases and expressions: collecting model cars, made of clay or wood, to be created by a man, got interested in, from my early childhood, sports cars, trucks, racing cars, step-by-step instructions, my free time.

Post-reading tasks:

Fill in the missing prepositions in the text:

Read the text. Choose the correct item A, B, C or D to complete the sentences (1-6).

3. Read the text and decide if the statements are T (True) or F (False).

4. Read the text and answer the questions:

5. Read the text and put the sentences in the correct order.

Pre-reading tasks:

Look at the title of the text and tell what we are going to learn about?

Predict the phrases and expressions which are used in the text.

What form are you in?

How many lessons have you a day?

What is your hobby?

II .While – reading tasks:

Read the text and find the sentences that convey the main idea.

Read and say which words describe:

III. Post-reading tasks:

Find the odd word in each sentence.

Fill in the words from the box into the sentences.

Read the text and decide if the statements are T (True) or F (False).

Make up the questions and answer them.

Match the parts of the sentences:

Describe your school routine as in the pattern below

Аудіювання та читання – важливі види мовленнєві діяльності та найбільш розповсюджені способи іншомовної комунікації. У процесі навчання аудіювання та читання передбачаємо слідуючі етапи роботи: передтекстовий, текстовий та післятекстовий етап.

На мою думку навчання англійської мови – це насамперед системи вправ, які спрямовані на погодження комунікативної діяльності учнів. Процес оволодіння мовою включає в себе формування навичок аудіювання, говоріння, читання,письма. Така послідовність навчання видів комунікативної діяльності говорить про те, що аудіювання та читання є фундаментом у навчальній роботі і від того, яким буде цей фундамент, залежить якість всієї будови комунікації.

Дуже корисним під час вивчення рецептивних видів мовленнєвої діяльності є використання Інтернет - контенту, сайту компанії Lucent Technologies, он лайн – словників, Інтернет – радіо тощо на уроках англійської мови. Сучасні Інтернет – технології – це унікальна можливість покращувати знання та вміння учнів, мотивувати їх до аудіювання та читання й вивчення англійської мови