TEACHING READING WITHIN THE FRAMEWORK
OF ENGLISH FOR SPECIFIC PURPOSES

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Анотація. Н. Попова, О. Петрова. Навчання читанню при вивченні англійської мови професійного спрямування. Застосування алгоритму при аналізі тексту допомагає фахівцям набувати навички читання іноземних текстів з фаху, а також підвищувати свою професійну кваліфікацію.

Ключові слова: навчання читання, англійська мова професійного спрямування.

Аннотация. Н. Попова, О. Петрова. Обучение чтению при изучении английского языка профессиональной направленности. Применение алгоритма при анализе текста помогает специалистам приобретать навыки чтения иностранных текстов по специальности, а также повышать свою профессиональную квалификацию.

Ключевые слова: обучение чтению, английский язык профессиональной направленности.

Annotation. Nataliya Popova, Olha Petrova. Teaching reading within the framework of English for specific purposes. Discourse analysis algorithm aids to acquire reading skills for the purpose of impovement of the learners' professional qualification.

Key words: teaching reading, English for specific purposes.

Foreign languages are needed globally as the main and most efficient means of information exchange of the people throughout the world. English as a means of international communication is socially demanded, especially nowadays, when the progress in science and

technology caused an explosion of knowledge led to an overflow of information.

It is supposed that English for Specific Purposes is an approach in demand for teaching English as a foreign language for adults. Mostly, such learners must acquire English to use it in their specific fields, such as law, medicine, technology, etc., research or academic learning to obtain necessary knowledge concerning their professional activity. Studying English vocabulary, grammar, and sentence structure, not actually reading texts and receiving necessary information is a part of the negative past experience of very many learners in the higher and postgraduate education. They frequently complain of having not good command of English nevertheless they used to be diligent pupils in their history. Their chief complaint is that on previous stages of education they gained only "remote" knowledge of English which they could not use in their professional activity. Gaining communicative competence as a main goal of instruction gives many adult learners a chance to make headway in their everyday English practice. The learners at the higher and postgraduate level of education for the most part deal with scientific texts adapted to the academic purposes. But at these stages it is more appropriate to deal with more original texts in profile speciality such as fragments of scientific articles, extracts from manuals in speciality, etc. Adult learners should be taught to gain professional communicative competence using scientific articles, monographs in speciality, abstracts and other similar sources. The efforts should be intended for integrating information in the text with existing general knowledge. As a result reading serves a function and the person should be able to read scientific sources and get necessary information, thus being motivated for such learning practice through all life.

Some obstacles should be overcome because the fundamental role of the course design comes into a certain conflict with a priori approved

standard training program. Didactics considers the education system as a stable enough but an open system. Its stability supposes constancy of principal didactic components notably goal and contents of training in accordance with the approved programs and educational standards. And instructor is allowed to variate methods, forms of organization and teaching aids according to the identified real group of English language learners. The task for the instructor is to find authentic written texts and outline the goals for the analysis appropriate for the audience. Discourse analysis algorithm aids to acquire reading skills for the purpose of impovement of the learners' professional qualification. Thus, instruction in reading and reading practice or improvement of the reading skills depending on individual levels should be considered as essential parts of language teaching at the stage of higher and postgraduate education.

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