та спонукання до дій для сприяння якості освіти та викладання — основне завдання педагогічного складу, прописане в Законі про освіту. Роль директора дитячого садка — надихати, спрямовувати, координувати та контролювати діяльність педагогів, які працюють над покращенням освітніх результатів.

Ключові слова: якість, ефективність, вчитель, директор, професійне зростання, дитина, дитячий садок, компетентність, співпраця, розвиток, ефекти, шкільна система.

CHALLENGES FOR CHILDREN'S TEACHERS IN THE CONTEXT OF TRANSFORMATIONAL CHANGES

Ewa Zimny

MA, lecturer, Małopolska Uczelnia Państwowa w Oświęcimiu,
Racibórz, Poland
e-mail: ewa-zimny@wp.pl

SUMMARY

Quality of education and upbringing has always been the subject of anxieties of parents, teachers, educators and policy-makers. In every age people were not fully satisfied with school structures, programs and teaching content and the effects of education. Education is understood as the process of promoting the development should help children make progress, facilitate entry into adult life. Very large role in the development of a small child is a kindergarten teacher — high-class specialist who nurtures, educates and cares for comprehensive development. The attention to learning outcomes and inspire action for the quality of education and teaching is the main task of pedagogical supervision, written in the Law on the Education System. Inspiring, directing, coordinating and monitoring the activities of teachers who are working to improve educational outcomes — educational, the role of the director of the kindergarten.

Key words: quality, efficiency, teacher, director, professional advancement, child, kindergarten, competence, cooperation, development, effects, school system.

ENHANCING READING COMPREHENSION COMPETENCE: MODELS, STRATEGIES, TECHNIQUES, AND ACTIVITIES

Olena Vovk

Doctor of Linguistics, Professor, Professor of the Department of English Phology
and Teaching English at Bohdan Khmelnytsky National University of Cherkasy,
Cherkasy, Ukraine
e-mail: vavovk66@gmail.com
ORCID ID https://orcid.org/0000—0002—6574—1673

Ihor Dobrianskyi

Doctor of Pedagogical Sciences, Professor, Professor of the Department of Separate
Structural Subdivision Flight Academy of the National Aviation University,
Kropyvnytskyi, Ukraine
e-mail: kiusz@ukr.net
ORCID ID https://orcid.org/ ORCID 0000—0002—7703—532X

Olena Zymomrya

Candidate of Philology, Associate Professor at the Department of International
Communications, State Institution "Uzhhorod National University"
Uzhhorod, Ukraine
e-mail: zimmok@ukr.net
ORCID ID https://orcid.org/0000—0001—7206—0190

SUMMARY

This study propounds a conceptual framework of advancing reading comprehension competence (RCC) among University students majoring in bilingual pedagogy. The study arises out of a need to introduce learners to reasonable approaches to acquiring reading skills and provide them with a relevant practical guidance. The proposed methodology is multifaceted, since it is aimed at solving multiple tasks: helping students adequately understand and interpret English and American literature, obtaining knowledge of other

cultures and patterns of life, feeling confident in an English-speaking environment when exposed to real-life communication, and respectively, acquiring proficiency necessary for future occupation. Specifically, the paper generalizes methods and techniques of improving RCC, presents basicreading comprehension (RC) models and strategies, and suggests a system of appropriate activities.

The elaborated methodology of enhancing RCC is grounded on the underlying principles and model of the communicative and cognitive approach (O. Vovk). This approach is targeted at promoting students basic communication skills and cogitative faculties.

Key words*: reading comprehension, reading comprehension competence, reading skills, readingcomprehension models, strategies and techniques, reading activities.*

Introduction. It is increasingly recognized that successful FL acquisition is impossible without developing one of the basic FL skills — RC, which is still at the core of many debated issues in the areas of bilingual education and FL pedagogy. This can be accounted for by continuous accumulating the data that prove the significance of RC not only for a communicative development of learners but also for their cognitive advancement. The evidence seems to be cogent that RC should be prioritized in the process of FL acquisition. Consequently, it will be plausible to premise that a considerable amount of research needs to be done in this domain, since the generating interest in the issue of RC still raises a sufficient number of controversies.

Purpose. This paper explores the general features of RCC — a key axis around which this study is formed. It also synopsizes the basic methods, strategies and techniques of RC, which may promote gradual development of this integrated skill. Furthermore, the article demonstrates the succession of acquiring RCC by students of bilingual pedagogy and provides a system of diversified communicative and cognitive activities, devised specifically for this purpose. Next, it exhibits the results of the pedagogical experiment aimed at validating the efficacy of the constructed methodology and proposes implications for further research in this field.

Theoretical background. A number of scholars address the issue of fostering reading competence and consider it from various angles. In particular, W. Grabe and G. Tompkins attempt to define the concept of 'reading competence'; B. Honig highlights the role of RCC in foreign language (FL) acquisition; F. Davis generalizes essential skills for RC (decoding, fluency, vocabulary, sentence construction and cohesion, reasoning and background knowledge, working memory and attention); O. Vovkestablishes the framework of enhancing RCC; M. Wolf identifies the strategies to improve RC (enlarging vocabulary, practicing critical text analysis, and deep reading); W. Gray singles out three levels of reading endeavor (reading the lines, reading between the lines, and reading beyond the lines); A. Palienko, O. Afanasyeva devise specific activities aimed at acquiring RCC.

Statement of the Problem. However, most of the proposedactivities lack a cognitive component, which is essential in acquiring RCC. With that in view, this study proposes congruous assignments, which embrace a cognitive constituent. The system of activities is grounded on the principles and model of the communicative and cognitive approached elaborated by O. Vovk. The principles posit significance of stimulating students' mental and speech performance, fostering their growth as linguistic personalities, extending their knowledge space and framing their worldview, boosting multiple intelligences and promoting the ability to conceptualize the input. The aforementioned principles can be efficaciously actualized within a University curriculum in a FL course, specifically, while learning reading skills, and respectively, acquiring RCC.

Methods. The efficacy of the proposed framework has been tested and validated in a pedagogical experiment adapted for the students majoring in bilingual pedagogy (they were split up into experimental and control groups). The experiment was meant to expose how the designed methodology can promote achieving the high level of RCC. In the course of preparation for the experiment, it was hypothesized that obtaining a sought-for level of RCC was possible on condition the process of teaching RC was built in accordance with the basic premises and model of the communicative and cognitive approach, and incorporated a system of appropriate activities specifically designed for this purpose. The results of the experimental training in RC revealed positive dynamics of advancing students' RCC and displayed a considerable increase in reading skills of the students. In particular, the level of their RCC rose from 75 to 95 points. The increase in the qualitative index of acquired RCC in experimental groups amounted on average 20 points.

The experimental training demonstrated the efficiency of the constructed methodology. The results were obtained through numerous communica-

tion activities, quizzes, the viva voce and written examination taken by the students of experimental groups.

Results and Discussion. Reading is a skill that many people take for granted, but the act of reading and properly comprehending a FL text is a complex and interactive process. It implies different brain functions to work together and most often requires one to puzzle through multiple layers of context and meaning. RC implies the understanding of what a definite text implies, and the ideas, which the author is attempting to convey (both textual and sub-textual). Since RC is such a complex process, a reader can often find him/herself understanding the basic ideas of a text, but missing the emotional core or the "big picture." In order to read any text, the brain must process not only the literal words of the piece, but also their relationship with one another, the context behind the words, how subtle language and vocabulary usage can significantly impact emotion and meaning behind the text, and how the text comes together as a larger, coherent whole [14]. All these require a reading skill. Since RC is a skill just like any other, it can be learned.

Following **a step-by-step guide** can help students significantly improve their RC skills: discussing reading comprehension, practising what is preached, discussing each assignment, thinking before reading, goal setting, thinking while reading, note taking, reevaluating current reading, improving vocabulary, getting interested in new things, reading for pleasure, planning ahead, visualizing, summarizing, practicing as much as possible [14]. Thus, RC skills can be fostered through active reading and continuous practice. Respectively, these require the employment of definite models and strategies that will help students to reconnect with the meaning of the text.

The reading process involves the text, the reader, and the interaction between the two. Respectively, theorists have proposed three basic **models** of reading: bottom-up, top-down, and interactive [10]. The bottom-up model implies that reading is a decoding process with a focus on the elements of the text. The top-down model applies the holistic approach to teaching reading: it is similar to a psycholinguistic guessing game with a focus on the reader and their general knowledge. The interactive method views reading as a process of constructing meaning from the text through the employment of both bottom-up and top-down processes, strategies, and skills with a focus on the interaction, which conduces to a deeper understanding of the text.

The comprehension of a text entails three **levels** of endeavor — reading lines, reading between lines, and reading beyond lines. *Reading lines* means improving mapping skills. However, these skills do not develop automatically as a by-product of language development. Current psycholinguistic theories hold that learning — be it of language or reading — is the process of detecting, abstracting, and internalizing structural regularities implicit in the input. Under this view, the input frequency and input experience are the key determinants of what is learned and how well it is learned [5, p. 113; 11, p. 161; 17, p. 531].

Reading between lines presumes enhancing text-based inference skills. The construction of coherent text information requires the integration of successive text elements into a meaningful whole. When conceptual gaps occur while constructing text meaning, a missing link must be created through inference by activating prior knowledge. Inference skills are thus critical for text comprehension. Because inference refers to "information that is activated during reading yet not explicitly stated in the text" [18, p. 556], its generation necessitates both semantic and conceptual analyses to mentally bridge voids in explicitly stated text elements.

Reading beyond lines implies promoting knowledge incorporation. To gain a new insight from the text, reading must go beyond basic comprehension. According to B. Lonergan, *insight* is enhanced understanding, which occurs when the reader senses either a new relationship among conceptual elements within a knowledge base, or new conceptual relationships between multiple knowledge bases. For enhanced understanding to occur, therefore, assembled text information must be incorporated in the reader's prior knowledge. This indicates that what one can learn from a particular text is largely determined by how s/he is knowledgeable on the topic, as well as how well a reader can incorporate the knowledge in the assembled text information [12, pp. 5—10; 16].

Furthermore, to improve students' RC, teachers should introduce pertinent strategies. *Comprehension strategies* are conscious plans — sets of steps that good readers use to make sense of a text. Comprehension strategy instruction helps students become purposeful active readers who are in control of their own RC [6]. It is apposite to refer to such strategies of effective readers: activating, inferring, monitoring-clarifying, questioning, searching-selecting, summarizing, and visualizing-organizing. *Cognitive strategies* are mental processes used by skilled readers to extract

and construct meaning from a text and to create knowledge structures in the long-term memory. When these strategies are directly taught and modeled for struggling readers, their comprehension and retention improve [13; 9].

Also, there are effective *strategies* for RC, which have research-based evidence for conducing to the understanding of the lines and between the lines [6; 7]:

1) monitoring comprehension (instruction can help students become better at monitoring their comprehension);

2) metacognition (good readers use metacognitive strategies to think about and have control over their reading. Before reading, they might clarify their purpose for reading and preview the text. During reading, they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and "fixing" any comprehension problems they have. After reading, they check their understanding of what they read.);

3) generating and answering questions (they give students a purpose for reading; focus their attention on what they are to learn; help students to think actively as they read; encourage readers to monitor their comprehension; help learners to review content and relate what they have learned to what they already know);

4) recognizing story structure (students learn to identify the categories of content (characters, setting, events, problem, resolution);

5) summarizing (it requires students to determine what is important in what they are reading and to put it into their own words. The instruction in summarizing helps students to: identify or generate main ideas; connect the main or central ideas; eliminate unnecessary information; remember what they read);

6) graphic and semantic organizers (they illustrate concepts and relationships between concepts in a text using maps, graphs, charts, frames, or clusters. Regardless of the label, graphic organizers can help readers focus on concepts and how they are related to other concepts. Graphic organizers can:help to focus on text structure differences between fiction and nonfiction as they read;provide students with tools they can use to examine and show relationships in a text; aid readers to produce well-organized summaries of a text).Here are some examples of graphic organizers [6; 7; 8].

Venn-Diagrams: they are used to compare or contrast information from two sources [2, p. 331; 3, p.359] (Fig.1):
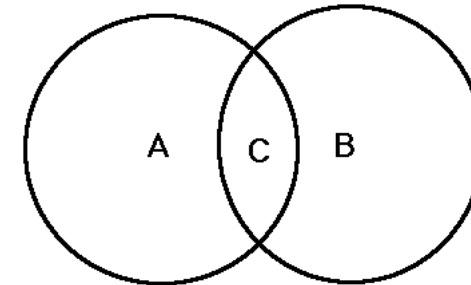

Figure 1. Venn-diagrams

Chain of Events: it is employed to order or sequence events within a text [2, p. 334; 3, p.355] (Fig. 2):
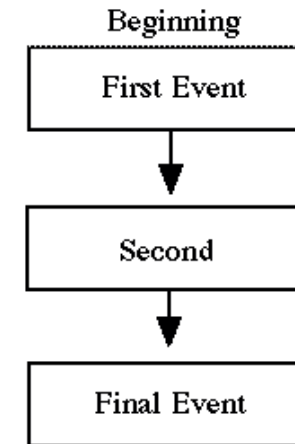

Figure 2. Chain of events

Mind Map: it is utilized for representing words, concepts, or items linked to and arranged around a central concept or subject using a non-linear graphical layout that allows the user to build an intuitive framework around a central concept [2, p. 332; 3, p.354] (Fig. 3):
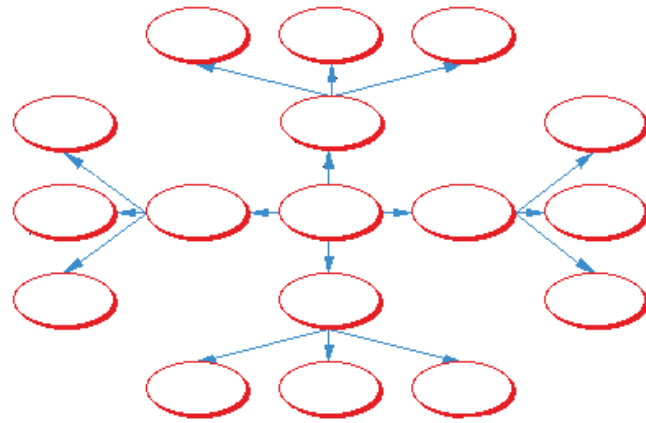
Figure 3. Mind map

Story Map: it is employed to chart the story structure. For example, defining characters, setting, events, problem, resolution in a fiction story; however in a nonfiction story, the main idea and details would be identified [2, p. 335; 3, p.356] (Fig. 4):
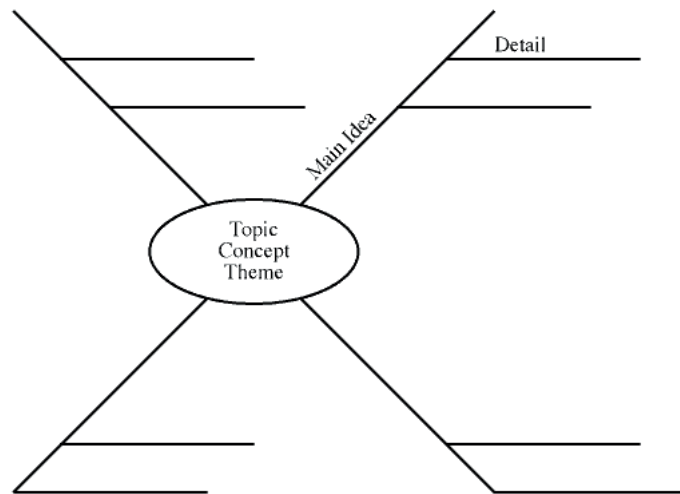
Cause/Effect Model: it is used to illustrate the cause and effects narrated within a text [2, p. 332; 3, p.356] (Fig. 5):
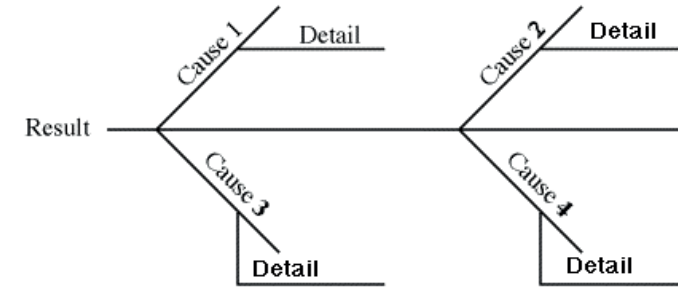

Figure 5. Cause/effect model

InteractionOutline:it is effective for organizing events in terms of action and reaction. It is also used to show the nature of an interaction between persons or groups [2, p. 333; 3, p.357] (Fig. 6):
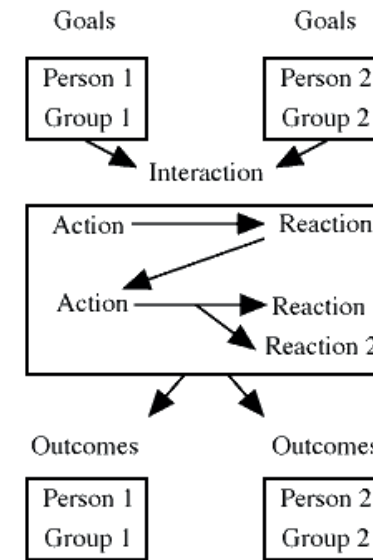

Figure 4. Story map

Figure 6. Interaction outline

Compare/Contrast Model: it is utilized to analyze two subjects by comparing them, contrasting them, or both [2, p. 334; 3, p.358] (Fig. 7):

	Name 1	Name 2
Attribute 1		
Attribute 2		
Attribute 3		

Figure 7. Compare/contrast model

Effective comprehension strategy instruction can be accomplished through cooperative learning, which involves students working together as partners or in small groups on clearly defined tasks. Students work together to understand texts, helping each other learn and apply comprehension strategies [6; 7]. Effectivereadersemploystrategiestounderstand- whattheyreadbefore, during,andafterreading. Commonly,*before* reading, they [16]:

* use prior knowledge to think about the topic;
* make predictions about the probable meaning of the text;
* preview the text by skimming and scanning to get a sense of the overall meaning.
  While reading, they:
* monitor understanding by questioning, thinking about, and reflecting on the ideas and information in the text.
  After reading, they:
* reflect upon the ideas and information in the text;
* relate what they have read to their own experiences and knowledge;
* clarify their understanding of the text;
* extend their understanding in critical and creative ways.

It is deemed plausible to specify these strategies by the following activities [15; 16]:

Before Reading
Ask Questions
WhatcanIaskmyselfBEFOREreadingtohelpmeunderstandthistext?
1. *Who is the author, or what interests does he or she represent?*
2. *What do I already know?*
3. *I wonder if…*
4. *What do I need to know?*
5. *What do I want to know more about?*
6. *What am I uncertain of?*

While Reading
WhatcanIaskmyselfasIreadthistexttohelpmeunderstand?
1. *Does this make sense?*
2. *How does this information relate to what I already know?*
3. *What does the writer say about…?*
4. *What does the writer mean by…?*
5. *What does this statement mean?*
6. *How controversial is this fact?*
7. *I still need answers to the question…*

Atatrickypartinthetext,I…
* *pause to think about…*
* *take a closer look at…*
* *break the text into "chunks"*
* *summarize as I read*
* *discuss what I have read.*

HowcanIreadbetweenthelines?
* *Based on what I have just read, I now realize…*
* *The evidence that supports my thinking is…*
* *I can now conclude…*
* *I think… because …*

Visualize
TobetterunderstandwhileIwasreading…
* *I pictured what … might look like…*
* *I created a mental image of…*
* *I used the images to help me…*

I Make Connections with…
1. *My experience.*

2. *Other books (texts).*

3. *The world.*

HowcanIusewhatIalreadyknowtohelpmeunderstandthistext?

1. *I already know about...*

2. *This text reminds me of...*

3. *This compares to...*

4. *This text is different from... because...*

5. *This section made me think about...*

ThinktoRead

WhenIgettoanunfamiliarwordorsection,I...

- *look at photographs, diagrams, tables, or charts;*
- *reread for meaning;*
- *use context and clues for hints;*
- *skip and return;*
- *pause and ask questions.*

Take Notes

TotakegoodnotesI...?

- *look for the main idea (s);*
- *use words I understand;*
- *limit the number of words — restate, delete, combine;*
- *organize with headings;*
- *use symbols, colours, and webs to organize;*
- *review, add, and revise.*

After Reading

Ask Questions

1. *WhatcanIasktohelpmebetterunderstandthistext?*

2. *What does the writer mean by...?*

3. *Why did/didn't...?*

4. *What have I learned?*

5. *I wonder if...?*

Find the Main Idea (s)

Whatis/arethemainidea (s)?

Whatisimportant?

1. *The most important thing I remember about this text is...*

2. *The main message is...*

3. *The text was mainly about...*

4. *Clues, words and features that helped me understand the text were...*

Think about the Text

HowdoIputallthepiecestogether?

1. *The message of this text is ...*

2. *The purpose of this text is ...*

3. *These ideas relate to... because...*

4. *This text may be biased because ...*

5. *This text doesn't deal with ...*

To summarize, the comprehension of the text requires employing title strategies, which encompass a number of activities targeted at students' being able to peruse the text and promote not only its literal understanding but also revealing its deep senses encoded in it — this will enhance subjects' RC and make them proficient readers with a high level of RCC.

In order to develop RCC it is essential to devisea relevant system of activitieswith reference to ***the stages of reading***, namely [3, p. 217]:1) apre-reading stage;2) a while-reading stage; 3)apost-reading stage. The pre-reading stage is believed to bean effective medium of establishing the content of the text, learning anticipation, which is the basis of understanding. The purpose of the pre-reading stage is to [3, p. 217]:create motivation for reading;introduce students into the content of the text and remove difficulties (lexical, grammatical, socio-cultural, semantic);develop an "understanding strategy";predict or anticipate the content of what will follow to ensure understanding.Here are some instances of theassignments employedat this stage [2, p. 118; 3, p. 216]:

1. *What do you know about the author of the story?*

2. *What does the title of the story suggest?*

3. *Does the title suggest what problems will be raised in the story?*

4. *What do you think will happen to the main character?*

5. *Do you suppose the end of the story will be happy or sad?*

The aim of the reading stage is to create communicative settings that provide guided reading, search for necessary information, finding a solution to cognitive-communicative issues in the reading process, for example [2, p. 118; 3, p. 218],substage 1: first reading.

1. *Skim the text and find out what the text is about.*

2. *What are the major problems raised in the story?*

3. *What does the author focus on?*

4. *Read through the first and the last passages and define what information can be found in between these passages?*

5. *Read through the last passage. What do you think the beginning of the text was?*
   Substage 2: second reading.
1. *Read through the text carefully.*
2. *Find the correct answers to the given questions.*
3. *Highlight the problems the author focuses on in the text.*

The post-reading stage is targeted at checkingstudents'RC, enhancing and improving their reading skills and the ability to use the acquired information orally and in writing. The experts propose three groups of assignments at this stage.The first group requires reproducingthe text by keywords and phrases, compressing, reducing or condensing the text. Other assignments of this stage comprise dividing the text into meaningful chunks, making an outlineto each section of the text, providing key phrases or sentences for each point in the outline, and more, for example [2, p. 129; 3, p. 219]:

1. *Copy out the key words that convey the main idea of it.*
2. *Identify the key sentence in each passage.*
3. *Formulate the thesis of the text.*
4. *Make a sentence/question outline to the text.*
5. *Supply the lexical material to cover each point of the outline.*
6. *Divide the text into semantic parts and entitle each of them.*

The second group of activities is aimed at developing reproductive and productive skills to reconstitute and interpret the content of the textwithin the scope of the raised problems: these skills imply reasoning, expressing opinions and judgments about these problems, evaluating the information in terms of its relevance to students, reportingon what students have learned from the text, what they were surprised at, etc. [2, p. 129; 3, p. 219; 4, p. 114; 1, p. 98], forinstance:

1. *Commentonthefollowingexpressionsfromthetext...*
2. *Usethewordsandexpressionsfromtheboxtodescribe .... Feelfree to use any extra information to fulfill the task.*
3. *What continuation of the story would you suggest?*
4. *What surprised/struck/disappointed you in the story? Substantiate your ideas.*

The third group of assignments is aimed at developing and elaboratingon productive skills that allow students to utilize the information fromthe text in situations that simulate communication (such as role-plays) and in situations of natural communication: learnersspeak uponthe characters'stances, discuss the issues the author is addressing in the story, write a review, sug-

gest their owndevelopment of the events, etc..These engaging assignments are also designed to sharpen reading strategies with thought-provoking activities: graphic organizers, reading booklets, creative expression, mixed reviews, for example:

1. *Recite the story from the perspective of....*
2. *Write a letter to your American friend about....*
3. *Comment on the maxims you have come across in the text. Why did the author use them?*
4. *Complete the following tasks:*
   A. *Formulate the thesis of the story.*
   B. *Brief the gist of the text.*
   C. *Construct a model/semantic net of the text.*
   D. *Summarize the main ideas of the story.*
   E. *Give your opinion as to the problems raised in the story.*

It is relevant to point out that the post-reading stage can fall into into several substages, forinstance [2, p. 130; 3, p. 219]:

Substage 1: first reading. At this substage, the issues raised before the skim reading are discussed.

Substage 2: second reading.

1. *Agreeordisagreewiththestatementsbasedonthetext.*
2. *Describethepositiveandnegative characters in the text.*
3. *What character do you like best in the text? Give your rationale.*
4. *What information of the text is primary and what is secondary? Substantiate your answer.*
5. *Whom would you recommend to read this text and why?*
6. *Discuss the actions of the main characters. Express your attitude to their behaviors.*

It should be emphasized that the proposed framework of advancing students RCC follows the model of the communicative and cognitive approach designed by O. Vovk [19; 20; 21; 22; 23]. This model has an intelligible and comprehensive structure. Each stage of the model aims at reaching definite goals (see fig. 8). Within the framework of the model, the processing of the input impliesprogressing through the following phases: perception of new information and its superficial understanding (reading lines), multifaceted processing of information, its mental representationand a deep understanding (reading between lines), and using the processed information in productive communication output (extending lines).
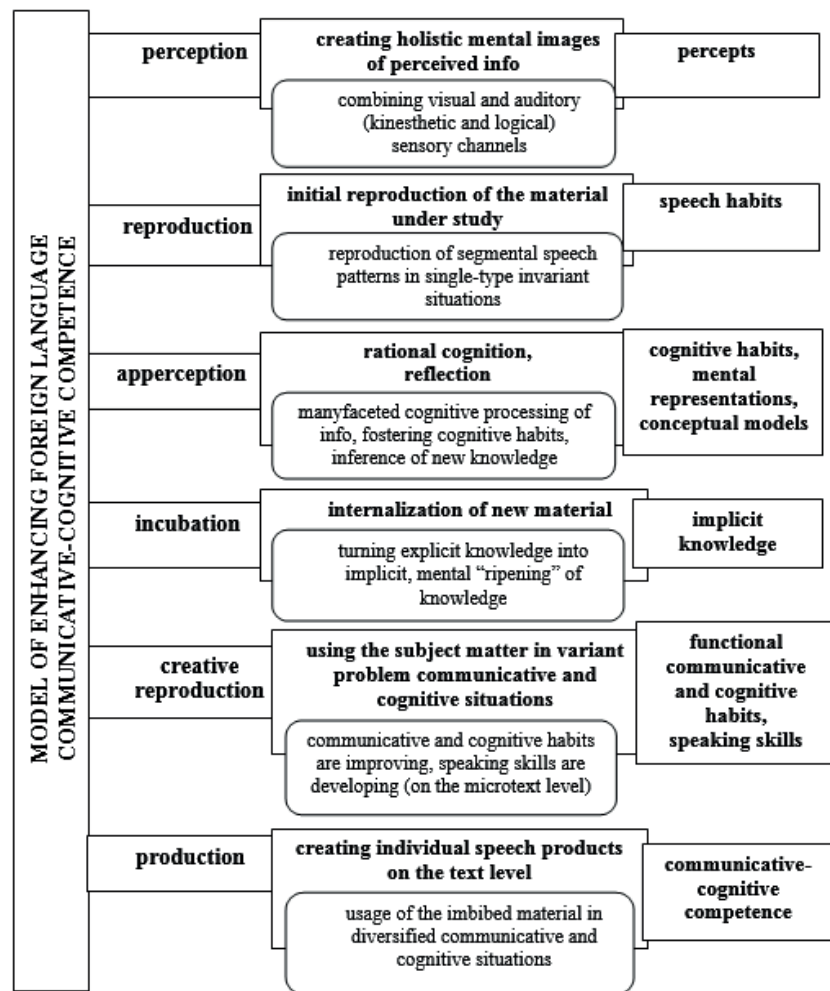
Figure 8. Model of the communicative and cognitive approach

Conclusion and implications for further research. In conclusion, teacher-trainees of English should be introduced to reasonable approaches of teaching RC and provided with a relevant practical guidance, which can ensure successful RCC. That is why the procedure of developing RC and an ap-

propriate system of assignments has been brought to the fore of this study. The basic models of reading (bottom-up, top-down, interactive) have been looked upon as appropriate tools of enhancing RCC, teaching RC, and acquiring reading skills.

The teacher's primary aim in enhancing reading skills is to make the understanding of the text both automatic and simultaneous, which can be done at the recognition and selection levels when students perform various mental and speech operations in accordance with the given assignments. The comprehension entails three levels of endeavor — reading lines, reading betweenlines, and reading beyond lines.

The suggested template for introducing cognitive and comprehension strategies may increase the efficiency and confidence with which a learner approaches a reading assignment. Monitoring comprehension, metacognition, graphic and semantic organizers (Venn-diagram, chain of events, mind map, story map, cause/effect model, interaction outline, and compare/contrast model), answering questions, generating questions, recognizing story structure, and summarizing are effective strategies for text comprehension.

Researchers distinguish reading strategies in terms of stages (before reading, while reading and after reading: they have been specified and exemplified by relevant activities presented in the study. It has been demonstrated that learners' RCC may be acquired through the stages of learning within the framework of the communicative and cognitive approach. Each of the stages is distinguished by definite discriminative features and goals. The suggested methodology promotes a spiral model of cognition since every final stage of learning may be regarded as an initial stage of a new curricular cycle.

The current study offers several insights into how an effective process of enhancing RCC of students majoring in bilingual pedagogy can be organized. Notwithstanding, it is far from being conclusive. It provides implications for further research of the issue under discussion with a more prominent focus on the cognitive dimension of the devised framework.

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ФОРМУВАННЯ ЧИТАЦЬКОЇ КОМПЕТЕНЦІЇ: МОДЕЛІ, СТРАТЕГІЇ, ПРИЙОМИ І ЗАВДАННЯ

Олена Вовк

доктор педагогічних наук, професор, професор кафедри англійської філології
та методики навчання англійської мови Черкаського національного університету
імені Богдана Хмельницького
Черкаси, Україна
e-mail: vavovk66@gmail.com
ORCID ID https://orcid.org/0000—0002—6574—1673

Ігор Добрянський

доктор педагогічних наук, професор, професор кафедри Відокремленого
структурного підрозділу Національного авіаційного університету
«Кіровоградська льотна академія Національного авіаційного університету»
Кропивницький, Україна
e-mail: kiusz@ukr.net
ORCID ID https://orcid.org/ ORCID 0000—0002—7703—532X

Олена Зимомря

кандидат філологічних наук, доцент кафедри міжнародних комунікацій
ДВНЗ «Ужгородський національний університет»
Ужгород, Україна
e-mail: zimmok@ukr.net
ORCID ID https://orcid.org/0000—0001—7206—0190

АНОТАЦІЯ

У статті пропонується сучасна методика формування читацької компетенції студентів університету зі спеціальності «Середня освіта». Написання статті зумовлено потребою ознайомити студентів із раціональними підходами до оволодіння читацькими вміннями та озброїти їх відповідними практичними рекомендаціями. Запропонована методика є багатогранною, оскільки вона спрямована на вирішення одночасно декількох проблем: навчити студентів адекватно розуміти та інтерпретувати англійські й американські тексти, допомогти їм отримати знання про іншомовну культуру та спосіб життя, почуватись упевнено в іншомовному середовищі під час реальної комунікації, а також набути досвіду та професіоналізму, необхідних для майбутньої діяльності. Крім цього, у статті узагальнено методи і прийоми підвищення рівня читацької компетенції, представлено базові методи і стратегії розуміння іншомовного тексту, а також запропоновано відповідну систему завдань.

Розроблена методика формування читацької компетенції студентів університету ґрунтується на базових принципах і моделі комунікативно-когнітивного підходу (О. Вовк). Означений підхід націлений на розвиток у студентів комунікативних умінь і когнітивних здатностей.

Ключові слова: читання і розуміння тексту, читацька компетенція, читацькі вміння, моделі, стратегії і прийоми читання і розуміння, завдання для навчання читання.