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PEDAGOGICAL TECHNOLOGY OF WORKING WITH TEXT

The technology of working with text is analyzed in the article. Algorithmization of specific actions, starting from goal-setting and setting of stages, is characteristic for technology. While working with text teacher's objects are choice of the topic and the text itself, planning of forms of work, analysis of literature and designing the model of implementation.

Keywords: technology, text, implementation, stages.

The topicality of issue lies in the usage of technology in education. Dictionaries offer to understand technology as the way of implementation of some complex processes dividing them on a system of successive and interrelated procedures which are aimed at reaching the result [5].

Great contribution into working out the problem of technology of education was made by pedagogues V.P. Bepalko, Y.K. Babansky, A.O. Verbitsky, N.V. Kuzmina.

M.Y. Vilensky and co-authors think that technology is characterized with three features:

- Dividing the process into the interrelated stages;
- Coordinated and phased implementation of activities which are aimed on reaching a goal;
- Unambiguity of implementation of procedures which are included in technology [4].

Content of pedagogical technology by V.P. Bespalko is:

- to refuse from improvisation and transfer to previous planning;
- to work out structure and content of activity of those who study;
- to implement concept of structural integrity of components in scientifically-educational process [2].

Text is the cultural phenomenon. While learning the foreign language, not only grammar but also the text analysis is implemented. So, students who are learning the foreign language get acknowledged with aspects of usage of verbal and non-verbal means of language. Texts which are written in different languages reflect different cultures with different geographic position [1].

Text is the way of communication and a transmitting channel of social experience [2]. Texts create the basis for forming the experience of social communication in the learning process. It enables person to “communicate” with another person - the author. So, it is the open cultural-informational system; the understanding of the text presupposes to know the historically-cultural context [4, C. 36].

The aim of working with the text is to familiarize students with the fragment of foreign culture, habits and traditions, norms of social and communicative behavior of its natives.

It is possible to single out the following stages of working with text:

1. Preparation (pre-reading);
2. Implementation (while-reading);
3. Final (post-reading).

Let us analyze these stages in details. The first one is aimed on psychological,

emotional and intellectual student's preparation for creation of student's cognitive motivation to read the piece of art. It is pre-work with text, which forms basis for perception of information. The work is targeted on avoidance of possible linguistic and stylistic difficulties which appear in the process of reading. Teacher can provide with information about author, topic relying on students' life and social experience. The aim of this stage is to let students foresee the future reading material. It consists of defining content, topic and emotional direction of the text with the help of main characters, name of the book or story, key words, pictures. This way, students get the information which helps them to understand the text.

The second stage consists of reading the text itself or the fragment, making exercises, which focused the student's attention on key moments and help to structure the received information and also activate lexico-grammatical material. The aim of this stage lies in understanding the content of text, forming linguistic competency according to the topic. The work with the text is directed on forming definite attitude

The third stage opens great opportunities for creating the models of communicative situations. The aim of the third stage is the forming of students' skills to use information acquired earlier. This stage enables the teacher to reveal students' level of understanding the text. It also gives an opportunity to help to cope with difficulties which appear while making offered exercises. With the help of them teacher controls if students comprehended the plot, understood social essence of characters and realized the significance of stylistic devices.

Creative tasks give an opportunity for creative development of student's personality, his emotions, imagination, associative thinking. Students can be offered to make up their own piece of writing (essay, composition, screenplay etc) [3].

We will illustrate the technology of the fragment of a lesson with the English text which can be implemented as home reading activity. The retro detective story by Agatha Christie “Death comes in the end” was taken as an example. Students are supposed to have read the text.

I Preparation stage consists of two substages.

A) Warming-up activity. Let us describe the methods and activities which are used. Method of “brain storming”. Its aim is to gather as much ideas as possible, to make students feel free from inertia of thinking, to activate creative thinking, to overcome usual approach in solving the task. It gives an opportunity to increase effectiveness of generating new ideas with the means of foreign language. The main principles of this method are strict prohibition of criticism of offered ideas, encouragement of unusual thoughts, humor.

It is appropriate to use “Mind mapping” on this stage. It is organized the following way: the word “Egypt” is written on the blackboard; students express their associations with the word; teacher writes down their thoughts. For example variants could be: Kingdom of the Dead, Tomb, Osiris etc.

B) Pre-reading activity. Students read Agatha Christie’s story and prepare individual tasks as essays etc. The topics for these essays could be the following: “Egypt in Agatha Christie’s life”, “The genre features of historical mystery in Agatha Christie’s creative writing”.

II Implementation. It covers while-reading activities. Let us give examples of the methods used:

1. Discussion of the text.

1.1. Questions connected with the content

1.2. Questions required students’ attitude

1.3. «True or false» answers.

2. Vocabulary exercises. Students make these exercises with an aim to activate vocabulary and be able to use it in discussions.

2.1. Joining the words from the left column of the table with their definitions from the right one.

2.2. Integrated reading (reading and vocabulary)

Students should guess the meaning of the word in bold from the context and explain its meaning in English.

2.3. Exercises with quotations which are aimed to check the knowledge of the text and ability to use it. For example, students are offered to name the characters that the given quote belongs to.

III Final stage (Post-reading activities)

One of the most efficient methods is discussion. It's talking about some up-to-date events, controversial question or problem, what presupposes participants' exchange of thoughts and views on particular topic. Discussion is a form of activity which stimulates initiative, reflective thinking, helps to form thoughts and to express them [4].

After working with the text students can be offered to translate a part of it from English into Russian with an aim to use their vocabulary and cultural knowledge.

The target of written tasks is to make students realize the importance of knowledge they have got, and also to show the ability to express their point of view in a written form. Students also could write a composition or report. The examples of the topics:

1) Why I like (or do not like) this book.

2) Connection between the novel and the modern life.

3) Any free topic on the subject matter of the book.

At the creative stage the role games are conducted. The work of the students is organized to enable them to understand the difference in communicative behavior, the peculiarities of different culture, to compare it with native culture. For example, students should imagine the situation from the text, but based on their experience.

The term “Pedagogical technology” allows presenting the process of education as clearly constructed system of sequential actions, which leads to success in studying. Modern stage of development of pedagogical system is characterized with technologic interference into all components of educational process, appearance of new notions, which reflect informatization of all sides of social life.

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