MAIN COMMUNICATIVE METHODS AND TECHNIQUES FOR TEACHING ESP READING

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ABSTRACT

Nowadays teaching English is based on the communicative approach that is supposed to develop students' communicative language competence. Therefore, in English language teaching methodologists strive to find the best communicative methods and techniques to teach students effectively. At universities it is essential to teach English for specific purposes to develop not only language competence, but also the profession-oriented one. For instance, the students of psychology department need to study English for psychologists. It is vivid that ESP involves studying profession-oriented topics. Accordingly, teaching is based on the ESP texts for a certain profession, and as a result, special attention is paid to the development of reading skills, being an integral part of the personal growth and development of each person. Having good reading skills in a foreign language, a specialist becomes competent in any field of activity that interests him or her, he/she has an opportunity to read, understand and use the information in a foreign language. Consequently, it is so necessary to pay special attention to the skill of reading texts when learning any language.

Hence, the purpose of the communicative methods of teaching reading is:

-to develop various types of competence, such as speech, lexical, cultural, social and so on;

- to motivate students to study foreign languages, i.e. to interest students in the process of working with texts;

-to create a working atmosphere in a group of different levels, i.e. increase the efficiency of learning a foreign language in those groups where students with different levels of foreign language proficiency study, which is a very common factor that teachers face;

- Within a short period of time, to familiarize students with the material, activating all four language skills (speaking, listening, reading, writing);

-to develop critical and logical thinking skills;

Applying methods and techniques when working with ESP texts in English, the teacher needs to determine the goals of the lesson or micro-goals of the reading tasks being performed, according to which the following types of reading are distinguished: reading with understanding of the main content, reading with the extraction of certain information and reading with a full semantic understanding of the text. Different scientists classify the same processes using different terminologies. Thus, for example, Z.I. Klychnikova gives such concepts as searching, detailing and review reading. The most complete classification of types of reading is given by S.K. Folomkina, who classifies reading according to the goals and needs of the reader: skimming – to skim through the text with the eyes in order to understand the main idea of the text, paragraphs, pick up headings for the text or paragraph, answer questions about the general content, predict the content of the text, divide the text into parts according to the plan, compare several texts); studying reading (intensive reading) - reading, immersion in details, in order to analyze and study the text more deeply. This type of reading is necessary for writing an annotation, composing questions, adding facts without changing

the text itself; introductory reading (extensive reading) - understanding the general meaning and ideas, reading for pleasure, in order to understand the general meaning; search reading (scanning) - scanning of text to search for specific information, facts, details. Each type of reading is associated with a specific solution of communicative problems [2]. Therefore, four types of reading described above can be divided into two classes:

1.) Reading for general information - this is extensive reading and skimming;

2.) Detailed reading is reading to study and search.

Thus, the purposes of reading for general information are:

- to find your way around the problem;

- to get general information about the text;

- to follow general instructions;

- to understand the main meaning of the text;

The goals of detailed reading are:

- to obtain certain information;

- to disassemble something in detail;

- to understand the subtext;

- to develop communication skills;

- to focus on facts, specific information needed.

According to Leontyeva, extensive reading, skimming and scanning are types of fast reading. The difference between them lies in the degree of completeness and accuracy of understanding [4]. Despite the fact that there are different types of reading, they are all interconnected with each other. Thus, according to scientific methodologists Fitzgerald (1995), Ur (1996), Duke and Pearson (2001), viewing and searching reading are subtypes of studying reading, since studying reading covers general and detailed study of the text, making assumptions using basic knowledge on the topic of the text, selecting relevant information, paraphrasing, paying attention to facts and opinion [6]. Moreover, ESP texts are aimed at teaching reading, implying communicative exercises based on skimming and scanning, studying the text at the word level (introduction and consolidation of key words) at the sentence level (analysis of grammatical sentences, vocabulary), at the general text level (structure, appearance). At the final stage of learning reading, students express their opinions and interpret the information of the studied text in their own words.

Regardless of what type of reading is used in foreign language classes language, all tasks must be communicative, taking into account the nature of the foreign language text.

Due to the fact that the main task of the communicative methodology, according to the Common European Standards for Teaching Foreign Languages (CEFR), is to teach students to read and understand an authentic text, it is advisable to use different types of reading in the classroom, since when working with the text, all types of reading complement each other and help develop general reading skill. Moreover, in the classroom, communicative exercises and tasks for different types of reading are used at a certain stage of the lesson of working with text, such as: pre-text work, work during the reading itself - text and post-text work.

In this regard, the article depicts communicative methods and techniques for teaching reading that meet the requirements for language teaching according to the Common European

Standard of Learning (CEFR), considering working with text using two types of reading: skimming and scanning, considering both two types communicative ones.

Moreover, when selecting communicative methods and techniques for teaching reading, we relied on the criteria of D.A. Wilkins, who stated that communicative methods and techniques must perform a communicative function, namely:

- to initiate and make contact;
- to have a full conversation;
- to express students' thoughts briefly and accurately;
- to hear and understand the interlocutor.

In other words, methods and techniques should evolve a student into an authentic communication environment in order to develop communicative competence in English [3]. Among other things, we also analyzed methods and techniques from the point of view of pre-reading, while-, and post-reading activities. For example, at pre-text work, it is advisable to use skimming. On the contrary, scanning is used both while and post-reading stage.

During pre-reading activity, communicative exercises and tasks are aimed at understanding the main content. Students are asked to read the headings for the texts or for each paragraph. Moreover, in order to understand what is being said, it is recommended to read the first and last paragraphs of the text, or the first sentences of each paragraph of the entire text. And only then students analyze the collected information and guess the content of the text. In order to develop communicative reading skills, students are encouraged to choose texts or topics to study. When performing this type of work, students are given a goal or given questions that they need to answer when selecting text material. When choosing material, students can work either independently or in pairs or subgroups, using, for example, methods such as "brainstorming," "clustering," searching for keywords, etc. For example, to the topic "Emotion and False Memory: The Context–Content Paradox" students make up key words, such as: emotions, characteristics, types of memory. [1].

Working with scanning, performing communicative tasks while reading text material, students are asked to work in pairs or small groups, focusing their attention on details: names, dates, places, facts, and so on. For this purpose, such types of exercises as question-and-answer work, filling in the blanks, or composing questions for the text are used. We consider it necessary at this stage of working with text to develop in students the skills of defining the main idea, finding the main facts from the text, omitting the secondary ones.

Being a very labor-intensive process, all tasks designed for while –reading activity require teacher's careful preparation for the lesson. However, the long preparatory process lives up to expectations, due to the fact that students receive maximum communication in a foreign language, which is a key aspect that teachers using a communicative approach to teaching are trying to achieve.

When moving on to post-reading activities, communicative exercises are compiled taking into account skimming and are usually designed to test material comprehension, as well as to develop communication and language skills. For example, it could be a brief summary of the content of the text, paraphrasing it and without changing the essence, or preparing conclusions about the material read, as well as writing conclusions on the text (annotating, summarizing), discussing the text, working with synonyms, antonyms, phrases, and so on. Moreover, one of

the communicative techniques of post-reading exercises is the use of various reviews, where students are asked to reconstruct a number of events or facts described in the text, as well as describe the main character, where students will have to read the entire text again, using skimming. For Psychology students, for example, after reading a certain text on psychological topics, they are asked to describe the goals, objectives and results of the event read, developing not only reading skills, but also critical thinking skills.

We also consider it necessary to analyze the methods and techniques of critical reading, since this type of reading contains elements of communicative reading, namely a skill aimed at working with text analysis by comparing it with examples from the life experience of the students themselves or loved ones. Thus, the technology of "Critical Thinking Development through Reading and Writing" (CTD through RW) is based on a communicative approach, takes place in an interactive mode and develops in students creative thinking and the ability to interpret information, asking questions about the text, thereby communicating in a foreign language. Thus, the development of critical thinking contributes to the formation of communicative competence. Using the methods and techniques of "CTD through RW", the teacher organizes work in pairs and groups, which meets the requirements of the communicative reading methodology. Accordingly, we describe not only the methods and techniques of communicative methodology, but also those methods and techniques that contain elements of communicative reading. For example, methods and techniques for the development of communicative reading using the "CTD through RW" technology are: "Jigsaw" ,"Mutual Teaching", "Think-Discuss-Share", "Preliminary Discussion", "Answer sheet" methods , "Directed mental activity", "Conceptual sorting", "Concept maps", "Project" and such techniques as "Sinquain", "clusters", "insert" tables, "I know-want to know-found out", "fishbone".[5].

In conclusion, it is up to the teacher what method or technique to chose and what type of reading to conduct depending on the stage of working with ESP text, whether pre-, while- or post-reading.

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