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FORMATION OF READING AND WRITING SKILLS IN HIGH SCHOOL ENGLISH LESSONS

Today, Ukrainian general secondary education is being actively modernised. One of its essential directions is high school reform. This is due to Ukraine's socio-economic and socio-cultural development and an analysis of the positive school education experience in other countries.

The profile level of training involves orientation towards the future profession, which directs the learning process to in-depth mastery of selected subjects. Elective subjects in the philological profile provide an in-depth study of foreign languages, the content of which is based on integration within the subject area “Philology” on the interconnected and comparative mastery of native and foreign cultures. It should be noted that the profile orientation of foreign language learning is an additional component of the standard level. According to the level, graduates of these classes should master the basics of philological competence in the learning process, improve their personal qualities, learn the norms of behaviour in different cultures, form values, and develop the ability for creative, independent work. The philological profile prepares students for education in pedagogical, linguistic, and other specialised higher educational institutions [5, p. 8].

Given this modernisation, foreign language teachers need to implement new innovative teaching methods, including those for teaching writing and reading. Given the close connection between reading and writing (both types of skills are related, and their material basis is a system of encoded signs in the form of text), teaching reading is carried out simultaneously with teaching writing. However, in the process of reading, thought is decoded by establishing grapheme-phoneme and semantic correspondences, and in the process of writing, thought is encoded [3, p. 4].

Teaching writing requires much time and an individual approach to students, which is difficult to achieve in the classroom system of a mass school. Therefore, the use of collaborative learning methods can help in this case. For example, working in small groups, where students work together, generating ideas, helping each other overcome the so-called writer's block, and checking each other's work, can be one of the effective ways to optimise the job of teaching this foreign language skill, for example, at the lesson where students write a letter of advice. High school students should understand a problem situation, find ways to solve it, give advice, and write their letters using an informal style [4, p. 68–70].

Regarding teaching reading, teachers should increase students' interest in this type of activity in their lessons. Using interactive teaching methods is one of the most valuable ways to increase interest in reading in English lessons. Reading interesting and relevant authentic texts in English can help students master reading skills and enrich vocabulary.

To choose which authentic materials to use in a lesson, teachers must consider the following criteria: the Common European Framework of Reference (CEFR) level, students' familiarity with the text type, students' interests and previous knowledge, and skills needed [2].

Language learners benefit from using authentic materials in many ways. They expose students to real-world language usage. These materials are not designed with specific grammar or vocabulary in mind. Instead, they present the language naturally, meaningfully helping students encounter new language features. This dramatically improves language acquisition [1].

Therefore, effective teaching of reading and writing requires a multifaceted approach. By using these different teaching methods and authentic materials, teachers help students develop strong reading and writing skills that will benefit them in their later studies and real life.

RESOURCES

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