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ADAPTED LITERARY TEXTS IN TEACHING READING

Reading in a foreign language plays an important role in learning the language. It is widely used for developing students' cognitive processes and it is commonly recognized as a way of obtaining information, which occupies a significant place in modern world. Life long learning cannot be implemented without reading. The more students read, the better their speaking becomes. Hence the relevance of our research.

The object of our research is the process of forming secondary school students' foreign language competence in reading. The subject of research is the methods of forming secondary school students' foreign language competence in reading. A significant part of the research is creating a sequence of exercises and tasks for the formation of foreign language competence in reading for students of the 5-th and 6th forms.

The objective of this paper is to substantiate the role of adapted literary texts in developing foreign language competence in reading. To achieve this objective, we have set the following tasks:

- to research benefits of reading adapted literary texts for secondary school students;
- to consider home reading lessons as one of the means of reading competence development;
- to explain the necessity of developing a sequence of exercises and tasks for the formation of reading skills.

Reading adapted literary texts (graded readers) benefits secondary school students. First and foremost, the texts, if chosen correctly, develop their motivation to learn the language. To do this, the texts have to be engaging, connected to the students' interests and hobbies, challenging in terms of language but not too difficult. Reading literary texts not only develops foreign language competence in reading, but also enriches their vocabulary and introduces the learners to the culture and literature of the foreign country [1; 3, p.274].

Home reading lessons can be planned by teachers to develop students' reading competence. Home reading should be an integral part of the language learning process. Before a home reading lesson a teacher should develop a sequence of activities for students or use the activities in readers in order to facilitate their reading comprehension and consolidate the skills which have been learnt [2].

The following conclusions can be made: foreign language competence in reading is an integral part of the students' communicative competence and it influences other competences; using adapted literary texts has a lot of benefits for foreign language learners; sequences of activities and tasks at each stage of the texts reading leads to enhanced reading comprehension.

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THE USE OF COMMUNICATIVE APPROACHES IN TEACHING ENGLISH

The communicative approach – or Communicative Language Teaching (CLT) is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

The communicative approach to teaching English is of current importance, so many scholars investigate various aspects of it. Among them are K. Brandl, Z. Dörnyei, M. Canale and M. Swain, T.V. Hattum, S.J. Savignon [1-9], and many others, who devoted their works to relevant innovations, concerning development of students' communicative skills with the help of CLT, although the issue of its use at higher technical educational establishments still remains an active area of pedagogical research.

CLT develops students' communicative abilities either by teaching aspects of communicative competence, i.e. realization of specific general notions (the weak version), or by creating conditions for learners to acquire the foreign language through communicating (the strong version) [3, p. 340]. The later variant incorporates an idea that students actually discover the structural system of language as itself in the process of learning how to communicate, therefore they are provided with opportunities to experience how language is actually used in communication and activate the inert knowledge of the language system [7, p. 155].

Newmark P. asserts that communicative competence includes the following aspects of language knowledge [5]:

- Knowing how to use language for a range of different purposes and functions;
- Knowing how to vary our use of language according to the setting and the participants;
- Knowing how to produce and understand different types of texts;
- Knowing how to maintain communication despite having limitations in one's language knowledge.

So, Communicative Language Teaching is an approach to the teaching foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language [5].

Communicative competence comprises [1; 6, p. 2-3; 9, p.102]:

✓ *Grammatical competence* (the main goal is not to demonstrate the knowledge of grammar rules but a grammatical competence – using a rule in the negotiation of meaning, expression or interpretation);

✓ *Discourse competence* (understanding the nature of correlation between certain words or phrases in a text, and the ability to interpret the overall meaning of the text properly);

✓ *Sociolinguistic competence* (comprehension of the social context in which language is used);

✓ *Strategic competence*.