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FORMING THE FOREIGN LANGUAGE READING COMPETENCE OF HEIS STUDENTS IN THE PROCESS OF HOME READING

Reading is one of the most important types of language activities aimed at the perception and understanding of the written text. It is one of the main means of obtaining information which is an inseparable part of living in the modern world. Similarly, reading plays a significant role in foreign language learning.

Together with communication abilities, reading skills are of the utmost importance for HEIs students. Reading is widely used to develop their cognitive processes. At the Faculty of Foreign Languages Home Reading has always been a part of academic syllabus and is considered as one of the means of developing students’ reading competence.

A number of domestic scholars devoted their investigations to reading as one of the types of language activities such as Samoylyukevich I., Kozachok O., Shaposhnikova L. M.

Anyway, a considerably smaller amount of attention has been given to the problem of developing reading skills of HEIs students in the process of Home Reading.

The **object** of our research is the process of forming foreign language competence in reading of HEIs students in the process of Home Reading. Similarly, our purpose is to explore and highlight the benefits of home reading for HEIs students.

According to S. Y. Nikolaeva "reading is a receptive type of speech activity aimed at the perception and understanding of the written text performing certain functions. First of all, reading plays an important role in the overall development of the student, contributing to the development of memory and thinking. It also helps in the development of other types of communicative activities and serves as a means of learning the language and culture of the country the language of which is being studied" [6, p. 187-222].

Vyshnevsky O. I. claims that the formation of foreign language competence in reading is a long process. There are three goals in reading: educational, developmental, upbringing. The educational goal is aimed at developing learning skills. Developmental goal involves the development of cognitive processes. Educational involves educating students in the culture of reading. The content of education can be divided into linguistic, psychological, methodological components that are indivisible and important in the process of developing reading skills and abilities [2, p. 202].

Foreign language competence in reading of HEIs students takes place at an advanced stage of learning and presupposes reading authentic texts of different genres and types with different degrees of understanding of the content in the context of indirect communication [1, p. 60-63].

According to A. S. Marlova, "the work of students with authentic texts is important as far as authentic texts are examples of real communication and are not created to teach a language but *vidobrazhyut* the reality. Thanks to this, authentic materials can serve as a bridge between the classroom and the real world [5, p. 102-106].

Being an important element of the syllabus, Home Reading provides HEIs students with a significant number of authentic texts which is a sufficient basis for the development of critical thinking, enriching vocabulary and necessary information simultaneously. In the process of reading it is important to let students discover that the text has a lot that helps to understand its content and the author's intention [2, p. 205].

The selection of texts for Home Reading for students of HEIs should be based on practical, developmental and educational goals. The development of reading skills is aimed at understanding authentic and partially adapted texts of different genres, if necessary using a bilingual dictionary. Texts are selected according to the foreign language curriculum and the number of lexical items studied for a certain period of study.

Reading texts of all genres during Home Reading classes involves "forming the students' holistic understanding of the text and its interpretation, as well as readers' awareness of the peculiarities of language and style of the author, which he uses among the palette of expressive means of language. Among the tasks of Home Reading are the accumulation, expansion and enrichment of students' vocabulary, operating them in various types of speech activities" [3, p. 210].

It is necessary to admit that the productivity of students' educational and cognitive activities in the process of Home Reading is not limited to the assimilation of theories, facts, rules, methods of action, but is "...a multidimensional phenomenon, the essence of which is certain changes in the spiritual sphere of the subject of knowledge and great internal efforts. Reading of the texts of different genres involves activating of students' intellectual strengths, abilities and inclinations, and at the same time maximizing their opportunities for continuous spiritual development" [4, p. 32-36].

The task of the teacher is to create a system of conditions for the students "to absorb the universal, social and national values, which are transmitted in the texts of Home Reading, and the formation of personal system and hierarchy of values as well. Home reading provides the activation of intellectual strengths, abilities and inclinations of students and ensures opportunities for continuous spiritual development of the personality of each student, maximizing the development of their moral and intellectual strengths" [3, p. 209].

The analysis of the difficulties in forming students' foreign language competence in reading allows us to presume that reading is complicated by a number of objective and subjective factors. Among the subjective factors are the following difficulties: ability to quickly grasp the topic of the text; silent reading. Objective factors include the following difficulties: difficulties in spelling and graphics system of the language; difficulties due to the content of the text.

The formation of reading skills and abilities in the process of Home Reading requires considerable practice.

Methodologists signify the following aspects to consider with the purpose to facilitate text understanding during reading.

1. To form this type of reading should use classroom and independent work of students.
2. Previous oral work on the text in order to remove lexical and grammatical difficulties should not reveal its content, as the text will lose its communicative value and reduce the interest of students.
3. The object of control should always be an understanding of the content, not the language material.
4. The first reading of the text should be done by students silently. This will create the preconditions for independent understanding of the text.
5. Repeated reading of the same text is impractical. If the content is clear to the student, then reading will lose its communicative value. However, if the text is not fully understood and there is a need to re-read it, it is necessary to change the communicative task.

For the formation of students' skills and skills of communicative reading should use both preparatory training exercises and higher-level exercises – semantic, creative, which are the logical conclusion of training exercises and prepare students for independent work on texts in the specialty [7, p. 76].

Thus, as part of the syllabus Home Reading provides conditions for the improving of the reading abilities of HEIs students activating intellectual strengths, abilities and inclinations of students, maximizing their opportunities for continuous spiritual development. Facilitation of the comprehension of texts when reading presupposes preliminary processing of the language material of the text; reading texts that contain a higher percentage of lexical and grammatical material familiar to students; mastering more complex material in the process of first reading the text; identification of probable lexical and grammatical difficulties by the teacher and their elimination before reading the text by performing specific pre-reading exercises.

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МОРАЛЬНО-ЕТИЧНИЙ АСПЕКТ ВЗАЄМИН ЛЮДЕЙ І РОБОТІВ У ТВОРЧОСТІ ФІЛІПА ДІКА

Взаємини людей і роботів є ключовою темою наукової фантастики та стрижнем, який був рушійною силою в творчості багатьох письменників-фантастів. Виникнення жанру наукової фантастики, що зображує принципи науки у поєднанні з вигаданими елементами, пов'язане з промисловою революцією XIX ст. Спочатку цей жанр описував науково-технічні досягнення та можливості їхнього подальшого розвитку, змальовуючи світ утопії, ідеального або наближеного до ідеалу суспільства [6]. Пізніше науково-фантастичні твори набули антиутопічних рис, й літератори почали показувати технічний прогрес із негативного боку та його небезпечні наслідки.

До морально-етичних питань, чи мають роботи таке ж саме право на існування, як люди, чи повинні вони все-таки бути обмеженими у своїй діяч, зверталися Говард Лавкрафт, Айзек Азімов, Вільям Гібсон, Ієн Мак'юен та інші. Вирішальною у дослідженні цієї теми є