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GRAMMAR ASPECT IN FOREIGN PROFESSIONAL READING

Статтю присвячено граматичному аспекту у питанні підвищення ефективності професійно-спрямованого читання іноземною мовою.

***Ключові слова:** професійно-спрямоване читання, граматична компетенція, мовленнєва діяльність.*

The article is devoted to the grammatical aspect of improving the effectiveness of ESP reading in a foreign language.

__Key words:__ professionally oriented reading, grammatical competence, speech activity.

Professional-oriented reading plays an important role in the life and work of a specialist. Reading in a foreign language is a means of satisfying both communicative and cognitive needs, as it allows them to use all means of information – a journal, a patent, a monograph, and with the widespread use of the Internet, and thus improve their professional qualifications by familiarizing themselves with foreign experience. However, a number of factors hinder the successful development of English reading skills and abilities, including limited classroom time allocated for learning a foreign language and insufficient proficiency in the linguistic component of the language itself.

In scientific works on methodology and psychology devoted to the problem of teaching reading professional literature, the nature of the relationship between learning success and individual psychological characteristics important for a particular stage of reading learning is clearly defined; methods of teaching different types of reading have been developed (D. M. Brinton, M.A. Snow), taking into account the requirements for reading materials for the specialty (C. Nuttal, W. Rivers, S. Silberstein), with the justification of effective ways and means of teaching and a rational system of exercises for the formation of reading skills and abilities (G.V. Rogova, N.K. Skliarenko) and control of reading comprehension (Zh.V. Vitkovska, A.B. Yudis).

Despite the considerable work done by methodologists, psychologists, and linguists, the problems of forming grammatical competence in teaching reading professional literature leave a wide scope for research. Therefore, the purpose of the proposed work is to identify ways to form grammatical competence as a means of improving the effectiveness of professionally oriented reading.

When reading professional texts, students can easily navigate the terminological material, but unfortunately, recognizing terms does not guarantee adequate perception of the text. The development of grammatical competence necessary for future professional communication in general and for ESP reading in particular is a rather urgent problem, since it is believed that the most important

concepts are encoded in language and reflected in the grammar of languages, and that grammatical categorization creates the basis for the distribution of all conceptual material expressed lexically [1, 3, 4].

When teaching reading as a process that ensures communication between the author and the addressee, it is important to develop students' grammatical skills and abilities that would contribute to the correct and quick understanding of the text, namely, to teach them to perceive a sentence or paragraph as a semantic whole, navigate among the linguistic means that formalize semantic connections between individual sentences and paragraphs, establish semantic connections between linguistic units of the text, and, in general, achieve understanding of the text as a complete speech work.

Grammatical skills related to the knowledge of grammatical structures and the ability to use them adequately when reading also include knowledge of grammatical rules that link lexical items into meaningful utterances, knowledge of the means of expressing grammatical categories, and mastery of basic grammatical concepts [2, 5].

Appropriate processing of grammatical information involves the development of grammatical orientation skills in the text. To understand a certain grammatical phenomenon while reading means, first of all, to recognize this phenomenon by its form and correlate it with the corresponding meaning. In addition, mastering basic grammatical material, developing and improving relevant grammatical skills and cognitive grammatical skills will not only ensure accurate comprehension, but also significantly speeds up the reading process, as it allows you to quickly and correctly combine individual text units into more complex semantic structures.

In general, the presentation of grammatical material and its sequence, the system of exercises and control tools should be structured in such a way that students develop not a mechanical accumulation of unrelated grammatical knowledge and individual grammatical skills, but a system of grammar knowledge that will ensure the ability to adequately derive information from the original literature in the specialty and facilitate full communication.

An effective way to work with grammatical material that has proven itself in practice is to use grammatical reference signals. A reference signal (RS) is a visual model (diagram, sample) of a grammatical structure that contains a minimum of features that are necessary and sufficient for its recognition and memorization. It should contain the main points to be communicated; they are separated by special means. In order to fulfill its main function of facilitating the retention of new material and its reproduction, a foreign language RS should meet the following requirements: compactness, visualization (use of verbal images, special markers, visual signs and other memory landmarks), highlighting interrelated links of information, ease of perception and reproduction. Due to these characteristics, RS can form stable associative links in students' memory. Relying on visual clarity and associations reliably ensures the memorization of educational material. The use of the RS helps to establish semantic and functional links between individual links of information.

Thus, the main aspects of grammatical competence should include a combination of knowledge of the basics of the grammatical structure of the language and the ability to use them in practice in speech. The knowledge of the grammatical structure of the language and the formation of conscious automated skills of recognizing the differential features of a particular element are an important component of understanding a professionally oriented text.

A series of problematic tasks aimed at developing the ability to read specialized literature as a basic component of information activity ensure the formation of appropriate types of speech activity, helping to realize the main function of learning a foreign language in higher medical school - the formation of students' professional communicative competence.

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