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M. S. ILINA

*candidate of Philological Sciences, associate Professor
Naberezhnye Chelny Institute
of Kazan (Volga region) Federal University,
Russia, Naberezhnye Chelny
steelmar@yandex.ru*

TEACHING FOREIGN TEXTS COMPREHENSION ON THE BASIS OF VISUALIZATION AT HIGHER EDUCATIONAL INSTITUTIONS

Abstract: This article deals with the main issues connected with teaching foreign texts comprehension based on non-linguistic factors at Higher Educational Institutions. The author suggests some requirements influencing on effective learning and creation of positive motivation during English lessons at Higher Educational Institutions.

Keywords: foreign language texts, visualization, motivation, Higher Educational Institutions.

Education is determined by its future requirements of public production, culture and other spheres of social life. It should be organic; it is the unity of two factors: professional and common cultural ones, oriented on spiritual personal development. Each of these factors is realized through theoretical and practical teaching reflected in different forms and methods [1].

New tendencies, appearing in high education system, are expressed in different conceptual approaches in the course formation, planning and in the usage of variable educational programs and methodical issues that are based on creative teacher's enthusiasm. These tendencies are reflected in teaching a foreign language, but they are not used enough in business speech culture formation. It requires rethinking and involving new techniques, questions, structure and cultural status of business speech in linguistic teaching.

Qualitative professional training increases specialist's competitiveness at a global labor market. Nowadays a competent and a qualified specialist that is a person who is good at a foreign language and has become more required in modern society.

That's why modern conditions of social development dictate new strict requirements to foreign language abilities of high school graduates. In the end of course students should reach that level of foreign professionally-oriented communicative competence that means an advanced level of foreign speech in future professional sphere to solve different communicative issues.

Arising difficulties of professional comprehension of a text one can contribute its inclusion of visual component in the text structure in images semantically correlated with verbal part of the text.

The inclusion of visualization in teaching of foreign languages is still left without proper attention at high educational school. The visualization can be characterized as the system of signs, symbols and iconic facilities, which help deeper understanding of professional oriented foreign-language text. Graphic images (schemes, sketches, plans and pictures), photos, special conventions, font design of inscriptions or signatures, colors are related to these means. Such texts are characterized by the unity of verbal and visual components.

In the structure of such texts two semiotic systems are involved: a language code and a circuit-pictorial code.

Thus, the verbal component of creolized texts sends its semantic content through the language code, while the visual component (picture, drawing, diagram, etc.) represents the textual information encoded using the iconic code.

Creolized structure of the text is presented in the form of verbally-visual units - individual, as a certain way of organized elements forming a single space in a text like a structural, semantic and functional unit.

During researching psychological and linguistic aspects of foreign text comprehension, the following issue is that while teaching reading in a foreign language it is necessary to pay attention to the characteristics of comprehension as a process which can be considered as a complex of recipient's mental activity, aimed at extracting, understanding and reproducing original texts. The review of several points of view prevailing in literary criticism is given, touching upon particular qualities of world comprehension of the personages as a method of their communication with the outer world, determining in many aspects the style of the author, and supporting specificity and genuine character of his creative activity. Several viewpoints concerning some other characteristic features of the author's poetics are also considered. Culture-historical and comparative-typological method with the elements of the biographical method are used in present research [7].

Comprehension teaching in a procedural - effective perspective suggests that when teaching in high educational institution is not limited in the explication of the language filling and extraction of the necessary information. A very important aspect is the student's assignment of professionally meaningful textual information and in learning and work activities. This is the feature of informative reading as a goal of student's language training. Informative reading is a professionally-oriented reading, which is directed to new information in the text and ending with satisfac-

tion of the professional information needs. It involves the assessment, assignment, further use of consumer, necessary text information and creation of own information product. Informative reading assumes the reader's intellectual activity which supposes mental operations, conclusions deriving and making meaningful decisions [3].

In teaching a foreign language at nonlinguistic faculties professionally oriented foreign-language texts can be useful at nonlinguistic faculties. They present the complex of semantically correlated visual and verbal components. In such texts the main function of a foreign-language text is more optimal implemented, because in its structure the codes of different semiotic systems are involved. The verbal and visual components report the recipient of some information using different facilities of its expression. The verbal part conveys the semantic content of the text by the language code, which is presented by multiform at language units and a system of their comprehension, which can be regulated by rules of foreign language grammar.

In order to optimize the process of sense perception and comprehension of a professionally oriented foreign language text, it is proposed to use visualization, which is regarded in the study as a system of signs, symbols and iconic funds performing in the text cognitive function. It reflects professionally-oriented information and communicative function, which can provide storage and transfer of large volume of information in a cost-effective, compact form; and an explicative function that can prove deeper comprehension of specific foreign-language texts. Moreover there is an emotional perception aspect in the process of learning a foreign language. Due to emotions, that evoke either positive or negative feelings, the educator can motivate students and thus reach the set educational goals. "Emotional states often determine the nature of communication and tactics of behavior in real life situations and specific not only for different cultures, but also for each individual" [6]. This means that visualization bringing to emotional outburst can have a positive impact on implementation of teaching aims and serve as a kind of launching pad for raising students' motivation for learning.

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