In the article the author is considered the views of scientists, pedagogues, psychologists on the nature of the concept of mental education and mental development (at materials of the magazine «Soviet Pedagogy») © 2012

S.V. Tsimbal-Slatinskaya, post-graduate student
Uman State Pedagogical University named after Pavlo Tychyna, Uman (Ukraine)

Keywords: publicistic editions, mental training, mental development, pedology, biological concept, psychodiagnotics, pedological service, comprehensive development.

Annotation: In the article the author is considered the views of scientists, pedagogues, psychologists on the nature of the concepts of mental development and mental training, provided an assessment of the organizational functions of the Soviet school, indicated on the importance of studying publicistic editions of that time, which are based on relevant principles and reflected the essence of educational theory and practice, its impact on educational processes in the state.

UDK 372.881.111.1

ПРЕДТЕКСТОВЫЕ УПРАЖНЕНИЯ В ПРОЦЕССЕ ОБУЧЕНИЯ ЧТЕНИЮ
© 2012

Е.А. Чагочкина, студентка
О.О. Бытко, преподаватель кафедры германской филологии
Северо-Казахстанский государственный университет имени М.Козыбаева, Петропавловск (Казахстан)

Ключевые слова: обучение чтению, мотивация, упражнения, предтекстовые упражнения, роль учителя.

Annotation: Изучение английского языка является необходимостью в современном мире. Учитель должен развивать в учениках основные навыки и умения. Обучение чтению очень важный момент в изучении языка, так как он позволяет развить как говорение, так и письмо. Большое внимание должно уделяться подготовке к чтению текстов, где большую роль играют предтекстовые упражнения.

English is the international language. The one who has mastered this language, has new possibilities, before him new doors open. The role of a foreign language in the modern person is that it becomes the first necessity for professional and personal development. The foreign language is very important in modern life.

Despite exclusive attention to oral speech as to the object of teaching the foreign languages, value of reading in the life of the modern person, both on native, and in a foreign language remains exclusively large. And for this purpose there are weighty arguments. Reading assumes much wider channel of communications, in comparison with verbal speech. The majority of people have more effective visual memory in comparison with the auditory one. According to scientists’ researches the person perceives on the visual channel in 16 times more information, than on the auditory one. The process of teaching reading is facilitated in comparison with teaching of verbal speech thanks to that the written text is always static, and verbal speech is rather dynamical. Mastering reading allows pupils not only to take the information, but also gives it means for mastering other kinds of speech activity, including verbal speech [1, p.134-135].

Reading is something we learn to do at a very early age, but perhaps surprisingly, it is one of the most complex processes...
known to mankind. When you read, you do much more than you think you do inside your mind and physically as well. According to The World Book Encyclopedia, «Reading ... is put in a basis of education and is one of the most necessary skills in life. People, who are able to read well, bring the contribution to creation of a prospering, able-bodied society. At the same time they lead more satiated life» [2].

Therefore reading is one of the practical aims of teaching a foreign language in schools. Reading develops children’s intelligence. It helps to develop their memory, will, imagination. Children become accustomed to working with books, which in its turn facilitates unaided practice in further reading. The content of texts, their ideological and political spirit influence children.

The aim of the article is to prove the efficiency of the pretext exercises in the process of teaching reading.

Teaching reading is very important, because it helps to develop others skills: speaking and writing. This theme is very relevant, because sometimes school teachers don’t develop this skill properly, and spare a little time for it.

Mastering the technology of reading is carried out as a result of performance of pretext, text and post-text exercises. Such exercises should contain the tasks aimed at outcome of own statement.

Exercises are rationally organized in the following sequence:
- pre-text exercises;
- text exercises;
- post-text exercises.

Pre-text tasks are directed on modeling of the background knowledge that necessary and sufficient for reception of the concrete text, on elimination of semantic and language difficulties of its understanding and simultaneously on formation of skills and abilities of reading development to “understanding strategy”. They have lexical and grammatical, structurally-semantic, language-stylistics and linguistic-cultural features of the text which is a subject of reading.

During the pretext stage it is advisable to use such exercises as «brain storm», prognostication/guessing, associations with an illustration or text heading, revealing of knowledge available for students on the problems mentioned in the text, answers to questions etc.

The pretext stage is preparation for reading, i.e. removal of language difficulties (an explanation of difficult words and difficult structures), acquaintance with a topic, at the same time students can use already saved up knowledge and personal experience (correlation of a work of art with Russian variant). An important condition of successful work with the text is creation of benevolent atmosphere in a class and positive motivation. At this stage it is possible to use such working methods: prognostication/predictions, associations with illustrations or headings, answers to questions, filling blanks, motivational questions [3].

Pre-reading tasks often aim to raise the readers’ knowledge of what they are about to read (their schematic knowledge) as this knowledge will help them to understand the text.

Pretext exercises are directed on removal of semantic and language difficulties. There are various types of pretext exercises for different kinds of reading:
- read the title and say what the text will be about;
- make partial translation of sentences into a native language;
- name the initial form of the given words;
- read the paragraph and try to understand it without the dictionary;
- try to define a text topic according to an illustration (drawing);
- tell, about what, judging by the title (drawings, schedules and an ending), there can be a speech in the given text; read the text, find confirmation or a refutation to your offer [4].

The aim of successful reading achievement depends also on the text. For effective mastering reading it is necessary:
- to chose texts according to students’ age, speech, life experience and their interests;
- texts should differ by an entertaining and attractive plot, be accessible from the point of view of linguistic difficulties, differ by urgency from positions of universal values and contain some problems;
- texts should be provided with the pre-text, text or post-text exercises (comments, notes, recommendations).

To raise the students’ motivation the teacher may do the following:

a) establish a purpose for reading. This should be done with every piece of text read. It is helpful if the teacher establishes the purpose for reading and then guides your students to that outcome;

b) pick a few key words from the text (7-10 are usually a good number). Have the students write a brief story using each word. This familiarizes students with the vocabulary used in the text. This not only will help improve reading comprehension, it will improve writing skills as well;

c) give students the name of the text they will be reading. It’s also a good idea to provide pictures that reflect the topic of the text. Based on the name and pictures, have students make 2-3 predictions as to what they think the text will be about. Have them include reasons as to why they made the prediction.

The teacher can also make the process of reading more effective by using these pretext exercises:
- using the title, subtitles, and divisions within the text to predict content and organization or sequence of information;
- looking at pictures, maps, diagrams, or graphs and their captions;
- talking about the author’s background, writing style, and usual topics;
- skimming to find the theme or main idea and eliciting related prior knowledge;
- reviewing vocabulary or grammatical structures;
- reading over the comprehension questions to focus attention on finding
- that information while reading;
- constructing semantic webs (a graphic arrangement of concepts or words showing how they are related);
- doing guided practice with guessing meaning from context or checking
- comprehension while reading.

In opinion of Galskova N. D., pre-reading activities are most important at lower levels of language proficiency and at earlier stages of reading instruction. As students become more proficient at using reading strategies, the teacher will be able to reduce the amount of guided pre-reading and allow students to do these activities themselves [5, p. 165].

Fragments of the English lesson at school:

Purpose:
a) preparing pupils to comprehend the story by activating their background knowledge;
b) stimulating interest in the story and motivating pupils to read;
c) previewing the text before reading it in order to have a general understanding of its theme.

Procedure:

Work with picture. Students look at the picture with old man and try to guess how old he is. Then they discuss his appearance and predict how he manage to be in a fit in his age.

Motivating questions. One more significant aim of a pretext stage is the motivation of the student to text studying. The motivational aspect gets special importance at independent work with the text. Therefore statement of questions before text reading will allow strengthen motivation of students to work with the text.

That the brought attention to the question stimulated motivation, it is necessary that it concerned problems of life of students, interests of youth, and also had dialogic nature, problem character, initiated students to the formulation of the opinion, a statement of their thoughts.

We suggest an example of use of motivational questions at a pretext stage at work with the text on a theme «People’s way of life».

Motivating questions: Think over the following questions...
before reading the text about the lifestyle on the island of Okinawa:

- Do you want to live longer? Do you know how to prolong your lifetime?
- How do people’s lifestyles influence their lifespan?
- What is your advice on how to have a healthy and longer life?

Then students read new words and word combinations:

**Okinawa** – группа островов в Японии Окинава

**Centenarians** – вековой, столетний

**Stress free lifestyle** – жизнь без стрессов

After that students read the text “HOW NOT TO DIE BEFORE YOU GET OLD” [6].

To sum up, reading skills are very important in learning foreign language, because it helps to develop other skills. Reading is one of the practical aims of teaching a foreign language in schools. Reading develops children’s intelligence. It helps to develop their memory, will, imagination and pretext exercises help the teacher to motivate the students to read the text.

PRETEXT EXERCISES IN THE PROCESS OF TEACHING READING

© 2012

E.A. Chagochkina, student

O.O. Bytko, tutor of German philology department

Northern Kazakhstan State University named after M. Kozybaev, Petropavlovsk (Kazakhstan)

Keywords: teaching reading, motivation, exercises, pretext exercises, teacher’s role.

Annotation: Studying English is necessity in the modern world. The teacher should develop the main skills in pupils. Teaching reading is a very important point in language studying as it helps to develop both speaking, and writing skills as well. Much attention should be paid to preparation for reading texts where pretext exercises play the great role.

УДК 37.014.22

РАЗВИТИЕ ШКОЛ В СЕВЕРНОМ КАЗАХСТАНЕ КОНЦА XIX НАЧАЛА XX ВВ.

© 2012

Г.И. Чемоданова, кандидат педагогических наук, доцент кафедры педагогики

Н.И. Пустовалова, кандидат педагогических наук, профессор

Северо-Казахстанский государственный университет им. М. Козыбаева, Петропавловск (Казахстан)

Ключевые слова: образование, система школ, просвещение, национальное образование.

Аннотация: В статье рассмотрены особенности развития школ в Петропавловском уезде в период конца XIX начала XX вв. Показана роль России исследуемого периода в развитии и становлении системы школ.

Закономерностью развития человечества на всем протяжении его истории является взаимодействие народов и их культур. В многонациональном регионе республики, каковым является Северо-Казахстанская область определяющим императивом должно являться нахождение оптимального соотношения между общецелевыми и национальными интересами. Отсюда и постоянный интерес исследователей к разнообразным аспектам развития образования в условиях полиэтничности.

Особый интерес, на наш взгляд, представляет исследование развития системы школ для народов, населяющих данный регион в период конца XIX начала XX веков. Это объясняется тем, что школа в этот период переживала, сильные преобразования и служила инструментом для сохранения баланса интересов в сфере межнациональных отношений, а также участвовала в процессе создания единого образовательного пространства с Российской.

Новый взгляд на проблемы национальной системы образования требует тщательного изучения насадит прошлого. Без достаточного осмысления этого, невозможно понять особенности развития просвещения рассматриваемой нами области.

Для выявления объективной картины развития школьного дела и просвещения указанной области, помимо изложения историко-педагогических фактов, необходимо проанализировать социально-экономические, общественно-политические, культурно-просветительские условия генезиса педагогической мысли.

Анализ исследований последний лет показывает, что And so it’s necessary to teach reading properly and spare much attention. The teacher can use different ways for developing pupil’s ability to read. Pre-text exercises help to make reading effective and more understandable for students.

Foreign language teaching is impossible without wide use of various methods and the means, which purpose is formation of knowledge, skills of students through the personality-focused approach in the teaching, allowing raise level of cognitive interest at schoolboys.

REFERENCES

2. The World Book Encyclopedia

© 2012

Г.И. Чемоданова, кандидат педагогических наук, доцент кафедры педагогики

Н.И. Пустовалова, кандидат педагогических наук, профессор

Северо-Казахстанский государственный университет им. М. Козыбаева, Петропавловск (Казахстан)