

Форми ,методи і технології інноваційного навчання досить різноманітні: розробка проєктів, розв'язання нестандартних завдань, ділові ігри , дискусії, диспути , «мозкові штурми».

PECULIARITIES OF READING AS A COMMUNICATIVE PROCESS

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Reading is of great educational importance, as it is a means of communication. Through reading in a foreign language the students enrich their knowledge of the surrounding world. They get acquainted with the countries where the target language is spoken.

Reading is one of the main skills that the ESP student has to acquire in the process of mastering a foreign language. The syllabus of foreign language lists reading as one of the leading language activities to be developed. In learning to read the students should master different reading strategies, including skimming and scanning.

Reading develops students' intelligence and widens their outlook. It helps to develop their memory, will and imagination. Learners become accustomed to working with books, which in its turn facilitates unaided practice in further reading. The contents of texts, their cultural and ideological spirit influence them.

Reading is not only an aim in itself, it is also a means of learning a foreign language. When reading a text the students review sounds, memorize the spelling of words, the meaning of words and word-combinations, also reviewing grammar and, in this way, perfecting their command of the target language. The more the student reads, the better his or her retention of the linguistic material is.

If students can read with sufficient fluency and complete comprehension it helps them to acquire speaking and writing skills as well. Reading is, therefore, both an end to be attained and means to achieve the end. Reading is a process, closely connected with the work of visual, kinesthetic, aural analyzers and thinking. The visual analyzer is at work when the reader sees a text. While seeing the text the readers "sounds" it silently, therefore the kinesthetic analyzer is involved. When the readers sound the text they can hear what they pronounce in their inner speech so it shows that the aural analyzer is not passive, it also works and, finally, due to the work of all the analyzers the reader can understand thoughts. In learning to read one of the aims is to minimize the activities of kinesthetic and aural analyzers so that the reader can associate what he or she sees with the thought expressed in reading material, since inner speech hinders the process of reading making it very slow. Thus the speed of reading depends on the readers' ability to establish a direct connection between what they see and what it means.

Preparation for reading as communicative process is of great importance. We suggest the following strategies to activate students' prior knowledge:

Brainstorming:

- Examine the title of the selection you are about to read with your students;

- Suggest them to list all the information that comes to their mind about this title;
- Use these pieces of information to help them recall and understand the material;
- Use this knowledge to reframe or reorder what they know, or to note what they disagree with, for further research.

Group discussions:

Group discussions in and out of class will help the students to discover what they bring to their reading, what their fellow students bring, as well as shared experiences.

Concept or mind mapping:

This is a type of brainstorming where you place the title/subject as the main idea, then develop a "mind map" around it. It can be effective either in a group or individually.

Pre-questions:

Often chapters in texts provide organizing questions.

The teachers can also write out a series of questions they expect to be answered when reading.

REDW (Read, Examine, Decide, Write) is a good strategy to use for finding the main idea in each paragraph of a reading assignment. Using this strategy will help the students comprehend the information contained in an assignment.

Pictures and other visual material can activate the students' prior knowledge