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THE PARTICULARITIES OF LEARNING TECHNIQUES IN THE PROCESS OF READING

ОСОБЕННОСТИ МЕТОДОВ ОБУЧЕНИЯ В ПРОЦЕССЕ ЧТЕНИЯ

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ABSTRACT

INTERACTIVE PROCESS, COMMUNICATIVE METHOD, INNOVATIVE METHODS, LEARNING TECHNIQUES, VOCABULARY, DEDUCTIVE APPROACH

The article deals with the particularities of learning techniques in the process of reading in order to create foreign language communicative competence. As the process

Аннотация

ИНТЕРАКТИВНЫЙ ПРОЦЕСС, КОММУНИКАТИВНЫЙ МЕТОД, ИННОВАЦИОННЫЕ МЕТОДЫ, МЕТОДЫ ОБУЧЕНИЯ, СЛОВАРЬ, ДЕДУКТИВНЫЙ ПОДХОД

В статье рассматриваются особенности методов обучения в процессе чтения для создания коммуникативной компетенции. Поскольку процесс обу-

of students' foreign language learning should provide not only the acquirement of some certain level of knowledge, but also promote the successful implementation of educational and developing potential of academic subject.

чения иностранному языку студентов должен обеспечивать не только приобретение определенного уровня знаний, но и содействие успешной реализации образовательного и развивающего потенциала академического предмета.

With the development of the communicative method in language teaching the role of vocabulary as well as of reading is on the increase. Words are essential and the lack of them leads to feeling insecurity. There is a strong connection between knowing a word and the ability to recognize it while reading or listening and using it when speaking. Teaching vocabulary is more than just presenting words and their individual meanings in isolation. As the teaching experience shows, students make mistakes if they learn the meanings of words without learning how to put words together in a sentence.

There are three possible ways in which vocabulary teaching can fit into a language learning process. Most courses make use of all the three but the amount of time allocated to each of these ways depends on the teacher's understanding of how language is best learned. The first case is when language-learning materials are prepared with vocabulary learning as consideration. The most common examples of these are the preparation of simplified material and the careful vocabulary grading of the first lessons of English. The second case describes the situation when words are dealt with as they happen to occur. If an unknown word appears in a reading passage, the teacher pays some attention to it at the moment it causes a problem. And the third case is when vocabulary is taught in connection with other language activities. For example, the vocabulary of a reading passage is dealt with before the students read the passage.

Vocabulary can be taught with the help of the inductive and deductive approaches. The inductive approach presupposes that the examples of particular meanings are given first and then the concept is described. The process is called inductive because the examples lead the students into the concept. The choice between the inductive and deductive approaches to teaching meaning depends on which approach will suit a particular word and where the teacher wants to direct the students' attention. Some words are difficult to define satisfactorily, so the inductive approach is the most suitable. The deductive approach communicates the meaning quickly and allows the teacher to arrange controlled practice for collocations of the word. In addition, the students can have an opportunity to test their knowledge by suggesting their own examples.

Though different ways of presenting vocabulary exist, the most effective one is through reading because it presupposes the use of discovery techniques. They are aimed at the development of language guess, communicative abilities, self-monitoring rather than the

use of translatory methods. When students interact with texts, their reading comprehension improves. Hence, they become critical readers.

Texts are useful for focusing on specific words for active study. Extensive reading provides the opportunity to meet words in their context of use and also supplies repeated encounters with many of these words. Ideally students should have the opportunity to choose the kinds of texts they are going to read. Narrow reading is reading around the same topic over the course of a number of texts. In this way learners become more familiar with the topic, which in turn makes reading easier and students come across the same vocabulary used repeatedly.

When considering what to do about the unknown vocabulary in a reading text, the teacher needs to decide what the purpose of the class is. If the purpose of the class is to develop reading skills or to master the content of a reading text, then vocabulary work should be speedy and brief so that the students are not distracted from the purpose of the class. If the purpose of the class is to develop learners' reading vocabulary, then the teacher can afford to spend some time on particular vocabulary and on vocabulary learning strategies.

Good readers use what they know about language and the world to interact with what they are reading. This helps them create meaning from the words. Activities that encourage interaction with texts, like direct activities related to texts improve students' reading comprehension and make them critical readers. They can be done by individual students or in groups. They can be divided into two groups: reconstruction activities and analysis activities.

Reconstruction activities require students to reconstruct a text or diagram by filling in missing words, phrases or sentences, or be sequencing text that has been jumbled. For example, text completion (Fill in missing words or phrases), sequencing (Arrange the jumbled segments of the text in a logical or time sequence), grouping (Group segments of the text according to categories), table completion (Fill in the cells of the table that has row and column headings, or provide row and column headings where the cells have already been filled in), diagram completion (Complete an unfinished diagram), prediction activities (Write the next step or stage of a text, or end the text).

Analysis activities require students to find and categorize information by marking or labeling a text. For example, text marking (Find and underline parts of the text that have a particular meaning or contain particular information), text segmenting and labeling (Break the text into meaningful chunks and label each chunk), questioning (Answer the teacher's questions or develop questions about the text), summarizing.

The texts can be based on extracts from magazines, newspapers, passages from history, geography, science, and textbooks.

Experience in vocabulary teaching suggest that students remember best when they have

actually done something with the words they are learning. There is a definite advantage in getting students to do more than just repeat them. Tasks such as changing them to mean their opposites, making a noun an adjective, putting words together help to fix the words in the learners' mind.

Teaching vocabulary is more than just presenting new words. This may have its place but there are other issues too. For example, students see a lot of words in the course of the week. Some of them are used straight away, others are not. When teaching words we take into account some points such as active or passive vocabulary, interaction with words and discovery techniques.

The problem of vocabulary acquisition should be systematically addressed by both teachers and students. Increasing learners' vocabulary without paying attention to putting this knowledge to use may not be effective. Research on readability stresses the importance of vocabulary knowledge in reading.

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CAUSAL-COMPARATIVE RESEARCH PECULIARITIES IN SOCIALIZATION

ОСОБЕННОСТИ СРАВНИТЕЛЬНОГО ИССЛЕДОВАНИЯ (НА ПРИМЕРЕ ПРОЦЕССА СОЦИАЛИЗАЦИИ)

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ABSTRACT

CAUSAL-COMPARATIVE RESEARCH, SOCIALIZATION, SCIENTIFIC METHOD, DESCRIPTIVE STUDIES, PUBLIC ACCUMULATION OF KNOWLEDGE, ANALYSIS, INSTRUMENTATION, PROBLEM FORMULATION, SAMPLE

Our report deals with the process of a comparative study in the field of socialization of students. It is presented an overview of pedagogical research: steps

АННОТАЦИЯ

СРАВНИТЕЛЬНОЕ ИССЛЕДОВАНИЕ, НАУЧНАЯ МЕТОДОЛОГИЯ, СОЦИАЛИЗАЦИЯ, НАУЧНЫЙ МЕТОД, ОПИСАТЕЛЬНОЕ ИССЛЕДОВАНИЕ, АНАЛИЗ, ИНСТРУМЕНТАРИЙ

В нашей статье рассматривается процесс выполнения сравнительного исследования в области социализации учащейся и студенческой молодежи. В