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Reading as the dying skill of young people - the challenge of pedagogy

Abstract

Reading is not an exceptional skill among people these days. In developed countries, most people read and use this skill. However, there is a noticeable decline in the interest of young people in reading literature as a form of entertainment, the possibility of deepening their knowledge. Books are being replaced by computers, the Internet and social media. However, it is proven that reading is one of the best teaching methods. The author summarizes the essential characteristics of the concept of "text-centric approach", reveals ways of using text in Ukrainian language lessons in high school and chooses exercises and tasks, which provide efficiency of students' preparation for further education in modern universities. Under results of the study, we come to the conclusion that the implementation of text-centric approach will contribute to improving the generalization and systematization of students' knowledge and forming their speech abilities and skills, and systematic work with texts of different genre and stylistic identity, including professionally oriented, makes it possible to transfer knowledge to students about the chosen profession.

Keywords: pedagogy, communication, text-centred approach, reading skills.

Introduction

Changes in the system of modern Ukrainian education have caused the change of its task, which consists in the formation of a versatile, initiative, competitive, socially mobile personality who has a culture of communication in various types of speech activity, freely uses means of expression in his native language, is able to analyze and produce texts of various styles, types and genres of speech depending on the communicative situation; personality, which in the

future will be able to realize itself as a professional in the conditions of dynamic development of information society. In view of this, the development of students' ability to cognitive and cognitive activity, the maintenance of high motivation for them in educational actions, and the formation of skills for modeling texts of different genre and style affiliations becomes evolving¹.

This text will be based on the researches made among Ukrainian students. In the concept of Ukrainian language education in the system of specialized education, it is rightly noted that "the creation of conditions for the formation of the communicative competence of the graduate of the special school, which implies the ability to communicate freely and communicatively with the Ukrainian language in different life situations, primarily in the further professional communication, to accumulate in their national languages traditions, communicative ethics, respect and respect the language of their people "². Implementation of the stated goal will promote the use of various learning tools, in particular texts that are different in genre-style affiliation, which leads to intensifying the attention of linguistic directives to the definition of the essential characteristics and peculiarities of the text-centric approach in the educational process³.

The analysis of numerous scientific studies of Ukrainian linguists and linguistic editions testifies to the multivector problem. And this is not surprising, since "the life of the modern information society and its members can not be imagined without the creation and perception of a variety of texts and discourses, the exchange of them. The modern information society is the "Universe of Gutenbergs, the text universe"⁴.

The problem of using texts in the Ukrainian language lessons in the upper classes, at first glance, is thoroughly and thoroughly investigated. In the doctoral dissertations⁵ lingvodidactic principles of Ukrainian language teaching in the profile section are revealed.

¹ Sitek, M (2016). Prawa (potrzeby) człowieka w ponowoczesności. Warszawa: Wydawnictwo C.H.Beck, ss. 286-292.

² Pentylyuk M., Nikitina A., Horoshkina O. (2006). Kontsepsiya navchannya ukrayins'koyi movy v systemi profil'noyi osvity. Ukrayins'ka mova y literatura v serednikh shkolakh, himnazyakh, litseyakh ta kolehiumakh, vol. 9–10, pp. 76–84.

³ Graca, T (2017). Edukacja humanistyczna w kontekście technicyzacji w XXI wieku. W poszukiwaniu pedagogicznej równowagi, Wydawnictwo WSGE, ss.157-170

⁴ Batsevych F., Kochan I. (2016). Linhvistyka tekstu. Lviv: Ivan Franko National University of Lviv.

⁵ Karaman S.O. (2000). Zmist i tekhnolohiia navchannia ukraïnskoi movy v himnazii. (PhD Thesis). Kyiv. (In ., Horoshkina O.M. (2005). Metodyka navchannia ukraïnskoi movy v zahalnoosvitnikh navchalnykh zakladakh III-ho stupenia pryrodnycho-matematychnoho profilii. (PhD Thesis). Kherson.

N.Perhailo in the dissertation "Formation of literacy competence of senior pupils in the process of specialized education of the Ukrainian language" considers the problem of forming the literacy competence of senior pupils, analyzes the main categories of linguistics text, finds out the concept of "textual communication", "text-making competence", "texts-reflection", reveals theoretical basis for the formation of literacy competency of senior pupils with the help of innovative methods, methods and forms of language learning, etc.⁶. O. Andriyets in his dissertation "Methodology of working out scientific and educational texts in the upper classes with in-depth study of the Ukrainian language"⁷ substantiates the developed and experimentally tested methodology for the processing of scientific textbooks in high schools with in-depth study of the Ukrainian language, the essence of which is in-depth mastery of high school students stylistics and linguistics of the text, systematic involvement of them in active forms of speech activity through the implementation of reproductive, reproductive and creative exercises and tasks based on scientific and academic texts⁸. In addition, the study of scientific publications by Ukrainian researchers⁹ convinces in the diversity of the investigated aspects related to the definitions of "textocentrism", "text-centric approach", "text-based competence".

⁶ Perkhaylo N. (2013). Formuvannya tekstotvorchoyi kompetentnosti starshoklasnykiv u protsesi profil'noho navchannya ukrayins'koyi movy. (PhD Thesis). Kyiv.

⁷ Andriyets' O. (2007). Metodyka opratsyuvannya naukovykh navchal'nykh tekstiv u starshykh klasakh z pohlyblenym vyvchenniam ukrayins'koyi movy. (PhD Thesis). Kherson.

⁸ Muchacka B., Such- Pyrgiel M, Łażewska D., (2006) Dobre praktyki w edkacji w kontekście integralnego rozwoju dzieci, młodzieży i dorosłych, Józefów, WSGE

⁹ Bakum Z. (2006). Tekstotsentryzm u suchasnykh systemi pryntsyipiv navchannya ukrayins'koyi movy. Pedahohichni nauky: zbirnyk naukovykh prats'. Vol. 47, pp. 91–94., Bozhko O. (2013). Suchasni pidkhody do formuvannya tekstotvirnykh umin' uchniv pid chas vyvchennya syntaksysu skladnoho rechennya. Zbirnyk naukovykh prats'. Pedahohichni nauky. Vol. 64, pp. 94–100., Holub N. (2013). Osoblyvosti tekstotvorchoyi diyal'nosti uchniv 5-7 klasiv v umovakh kompetentnisnoho navchannya ukrayins'koyi movy. Naukovyy chasopys NPU imeni M.P. Drahomanova, vol. 20, pp. 72–76., Horoshkina O. (2010). Lihvodydaktychni zasady stvorennya pidruchnykiv z ukrayins'koyi movy dlya profil'noyi shkoly. Visnyk Lvivskogo universytetu. Seriya filol., vol. 50, pp. 73–79., Hul'chuk T. (2015). Tekstotvorcha kompetentnist' yak naukove ponyattya. Naukovyy visnyk Donbasu, vol. 4(32). Retrieved (02.12.2015) from: [http://nvd.luguniv.edu.ua/archiv/2015/N4\(32\)/3.PDF](http://nvd.luguniv.edu.ua/archiv/2015/N4(32)/3.PDF)., Drozdova I. (2010). Naukovi osnovy formuvannya ukrayins'koho profesiynoho movlennya studentiv VNZ nefilolohichnykh spetsial'nostey. Kharkiv: Beketov National University of Urban Economy in Kharkiv., Zlatic L. (2015). Dyskursyvno-tekstotsentrychnyy pidkhid do navchannya ukrayins'koyi movy za profesiynym spryamuvanniam studentiv-matematykiv. Naukovi zapysky Natsional'noho universytetu "Ostroz'ka akademiya", vol. 57, pp. 177–184., Lyubashenko O. (2013). Tekstotsentrychnyy pidkhid u pobudovi lihvodydaktychnykh stratehiy navchannya v universyteti. Naukovi zapysky Natsional'noho pedahohichnoho universytetu im. M.P. Drahomanova, vol. 112, pp. 107–113., Kulyk O. (2013). Priorytetnist' tekstotsentrychnoho pidkhodu do navchannya ukrayins'koyi movy v zahal'noosvitniy shkoli. Teoretychna i dydaktychna filolohiya, vol. 15, pp. 38–48., Kucheruk O. (2014). Sotsiokul'turnyy rozvytok uchniv yak lihvomethodychna problema. Ukrayins'ka mova i literatura v shkoli, vol. 2, pp. 2–7.

It should be noted that despite the significant, at first glance, number of studies devoted to the problem of implementing the text-centric approach to teaching Ukrainian in the upper classes, to this day remains completely uncovered the following issues of relevance to modern linguodidactics: the formation of literary competence of students in the conditions of the global information space; substantiation of the ways of using professionally oriented text as an effective means of teaching the Ukrainian language in the upper classes; the selection of the principles of reasoned choice of texts depending on the chosen students of the education profile, etc. All this said once again emphasizes the relevance of the problem of implementing the text-centric approach in the lessons of the Ukrainian language in the upper classes. This determines the choice of the topic.

Meaning of reading skills in the language learning process

The study of scientific studies of Ukrainian linguistic editions leads to the conclusion that they give different interpretations of the definition of "text-centric approach". We summarize the essential characteristics of the concept formulated by scientists:

- ✓ Text-centric approach to language learning involves the selection of texts-models that have typological characteristics of certain speech genres, and provides language as a subsystem system that functions in various spheres of communication¹⁰;
- ✓ Text-oriented approach, or the study of a language on a textual basis, is the recognition of the text not only as a unit of linguistic communication, but also as the main didactic unit in the Ukrainian language lessons; The undoubted advantages of the text-centric approach are that language units are not abstracted, isolated, but in their natural language environment, direct functioning in the speech¹¹;
- ✓ The text-centric approach is realized through the systematic use of expressions of various genre-style varieties, typological structures and forms (oral and written, monologue and dialogical (polylogical)) in the lessons of the Ukrainian language (and aspects, and lessons in forming communicative skills)¹²;

¹⁰ Drozdova I. (2010). Naukovi osnovy formuvannya ukrayins'koho profesijnoho movlennya studentiv VNZ nefilolohichnykh spetsial'nostey. Kharkiv: Beketov National University of Urban Economy in Kharkiv. p.264

¹¹ Kulyk O. (2013). Priorytetnist' tekstotsentrychnoho pidkhodu do navchannya ukrayins'koyi movy v zahal'noosvitniy shkoli. Teoretychna i dydaktychna filolohiya, vol. 15, pp. 40–41.,

¹² Bozhko O. (2013). Suchasni pidkhody do formuvannya tekstotvirnykh umin' uchniv pid chas vvychennya syntaksysu skladnoho rechennya. Zbirnyk naukovykh prats'. Pedahohichni nauky. Vol. 64, pp. 98.

- ✓ Text-centric approach is multifunctional and involves the acquisition of language knowledge and the formation of speech skills and skills based on texts; awareness of the structure of the text and the functions of the linguistic units in it; the formation of skills and abilities to perceive, analyze, reproduce, create, edit their own words; in the final result - contributes to the formation and development of a student's communicative competence¹³.

Research made by O. Kulik is formulated as the most complete one, since it correlates with the requirements of current programs in the Ukrainian language. \

Today the text-centric approach is implemented in the following areas:

1. Text is a mean of learning the language as a polyfunctional phenomenon.
2. Text is the most important means of engaging Ukrainian culture.
3. Education of the Ukrainian language is carried out on the basis of the text as a unit of language, through which the knowledge of language phenomena takes place, a system of linguistic concepts is formed.
4. The text acts as a speech creation, the result of the use of the system of language, assimilates the regularities of the functioning of speech.
5. The text serves as the main means of mastering oral and written forms of Ukrainian speech, mastering the speech activity in all its forms (reading, listening, speaking, writing).
6. Text is a means of creating situations on the basis of which real communication is carried out "¹⁴.

The generalization of the selected essential characteristics of the text-centric approach leads to the following conclusion: the scientists are unanimous in that the text-centric approach is realized through the use of texts of different genre-style affiliations.

Methodological approaches to the text are related to the search for effective ways of student speech development, in particular the formation of the ability not only to perceive texts, but also to produce them depending on the situation of communication, because "the text fosters

¹³ Zlativ L. (2015). Dyskursyвно-tekstotsentrychnyy pidkhid do navchannya ukrayins'koyi movy za profesiynym spryamuvannyam studentiv-matematykiv. Naukovi zapysky Natsional'noho universytetu "Ostroz'ka akademiya", vol. 57, pp. 178.

¹⁴ Bakum Z. (2006). Tekstotsentryzm u suchasniy systemi pryntsyviv navchannya ukrayins'koyi movy. Pedahohichni nauky: zbirnyk naukovych prats'. Vol. 47, pp 92-94; Kulyk O. (2013). Prioritytnist' tekstotsentrychnoho pidkhodu do navchannya ukrayins'koyi movy v zahal'noosvitniy shkoli. Teoretychna i dydaktychna filolohiya, vol. 15, p. 41.

a sense of speech, the ability to perceive its semantic scope, establish associations between words , without which there is no text "¹⁵.

As a author of this reaserch paper I agree with T. Donchenko that the text, which is the unity of lexical, morphological and syntactic components, makes it possible to construct a task for finding out the peculiarities of the use of linguistic units in speech for the transfer of the author's idea, evaluation, attitude, understanding, and the transition from observation over the author's text to the construction of own statements. It helps students not only understand the role of one or another linguistic unit in the speech, but also to understand their vital content, to know the beauty of speech. The tasks are to attract students' attention to the beauty of the artistic word, its sonority, melodiousness, to stimulate students to build their own text. These images make you think, excite the feeling¹⁶.

When compiling tasks and organizing work with text, the teacher needs to find out what accompanying goals can be solved, so it's important to remember that learning a student is closely related to him with the comprehension of certain aspects of reality, and also to remember, which fully understands the lexeme, the grammatical form or design of a student can only if he is simultaneously taught to understand the relations that exist between the facts and phenomena of real reality and reflected in the language. Establishing logical connections between the content of the text and the used lexemes, grammatical forms and constructions promotes the formation of the attention of the students to the language, the desire to plunge into the subtleties of semantic shades and values, develops a linguistic sense, as well as a responsible attitude to the choice of linguistic means and the use of their native language¹⁷.

We consider it`s important to organize the work with the text correctly. Scientists distinguish the following main stages of working with the text: observation and comprehension of text characters; elucidation of the topic and the main idea of the statement, the definition of structural features, linguistic means that promote the implementation of the communicative goal (comparative characteristic of syntactic

¹⁵ Bondarchuk L. (2001). *Metodyku pidkazuye tekst*. Ternopil., p. 10

¹⁶ Donchenko T. (1995). *Orhanizatsiya navchal'noyi diyal'nosti uchniv na urokakh ridnoyi movy*. Kyiv: Fundatsiya im. O. Ol'zhycha., pp. 63-64

¹⁷ Graca T., Łażewska D., (2017) *Edukacja humanistyczna w kontekście technicyzacji w XXI wieku. W poszukiwaniu pedagogicznej równowagi*, Józefów, WSGE, s. 27-44

structures and intonation); partial change of the text, comparison of available linguistic means and synonymous with them with the conclusion on expediency or in expediency of the author's choice (observation of the peculiarities of the individual style at the level of lexical, phraseological means), the passage of individual components to determine their content and stylistic weight (analysis of stylistic shades of synonyms, antonyms, their motivated selection in the text, the selection of words to the dictionary dialect vocabulary, the rationale for lexical choice header). The final stage of work may be the creation of its own text - the reproduction of the content of individual fragments, the introduction of an additional microtheme, subordinate to the main theme, the use of other arguments, the creation of a text of a similar purpose.¹⁸

Professionally oriented text as a means of teaching the Ukrainian language

An important means of teaching the Ukrainian language in the upper classes is the professionally oriented text "as a medium of functioning of the linguistic units, which enables the senior students to engage in speech activity, motivate the assimilation of the linguistic theory, increases the cognitive and educational potential of the lesson"¹⁹. The main purpose of this text is to familiarize students with the chosen specialty.

It seems to us that while working with professionally oriented text the following exercises will be most effective: analytical, related to the analysis of text material; communicative, involving the involvement of students in active communicative activities, aimed at the formation of intellectual and creative abilities of students: linguistic sense, gift of word, thinking, speech, imagination, attention, observation, etc.; associative, motivating students to reveal emotional and sensory attitude to the text and educational material studied in his background; research that involves engaging students in creativity through search, by creating and solving problem situations²⁰. Such a system of exercises and tasks will allow students not only to repeat the learned information about the text, to consistently refine and deepen knowledge of its structure, stylistic features, to understand the communicative

¹⁸ Banaszak A.M, Bezpieczeństwo społeczne w XXI wieku w ujęciu socjologicznym, pedagogicznym, prawnym i nauk o zarządzaniu, Oświata i edukacja a bezpieczeństwo społeczne, WSGE, Józefów, s.139-158

¹⁹ Horoshkina O. (2010). Lihvodydaktychni zasady stvorenniya pidruchnykiv z ukrayins'koyi movy dlya profil'noyi shkoly. Visnyk Lvivskogo universytetu. Seriya filol., vol. 50, p. 78

²⁰ Pentylyuk M., Nikitina A., Horoshkina O. (2004). Kontsepsiya kohnityvnoyi metodyky navchannya ukrayins'koyi movy. Dyvoslovo, vol. 8, pp. 5–7

principle of the choice of linguistic means, but also contribute to the development of aesthetic language taste, high-quality enrichment of linguistic culture of senior pupils.

Summary

Consequently, according to the results of the study, it can be concluded that the implementation of the text-centric approach in the Ukrainian language classes in the upper classes will enable to optimize the generalization and systematization of students' knowledge of the Ukrainian language, the formation of speech skills in them, and system work with texts of different genre and style membership, in particular, professionally oriented, will enable students to transfer knowledge about the chosen profession. Our further scientific searches will be aimed at determining the role of socio-cultural factors in the formation of the linguistic identity of students.

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