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**Natalia Rybalka**, Assistant of the Foreign Philology,  
Ukrainian Studies, Social and Law Disciplines Department,  
Donetsk Mykhailo Tuhon-Baranovskyi National University of Economics and Trade  
**Svitlana Ostapenko**, Ph.D.(Pedagogy), Associate Professor, Head of the Foreign Philology,  
Ukrainian Studies, Social and Law Disciplines Department  
Mykhailo Tuhon-Baranovskyi Donetsk National University of Economics and Trade  
**Anna Pokulevska**, Ph.D.(Philology), Associate Professor, Associate Professor of the Foreign  
Philology, Ukrainian Studies, Social and Law Disciplines Department  
Mykhailo Tuhon-Baranovskyi Donetsk National University of Economics and Trade

### READING SKILLS DEVELOPMENT LESSON PLANNING IN THE PROCESS OF FOREIGN LANGUAGES TUITION

*The article deals with the argumentation of detailed reading lesson planning.*

*The purpose of the article is to determine the main components of the lesson plan for the development of reading skills; outline the factors influencing planning; establish the ratio of the objectives of the lesson with the objectives of the whole course and the method of "cooperation" in the process of foreign languages learning. Its main idea is peer teaching. According to this mode, students in each group reach the steady state of 'independence' while attempting to achieve group or individual goals. Student engagement and "cooperative learning" mode applying requires time, painstaking planning, and productive goals. But despite these points, the response to this method suggests that students get satisfaction from learning in such situations.*

*Accordingly, the authors conclude that planning a reading lesson involves not only a written plan, but also an awareness of the necessary elements of the plan, the factors that affect the plan, how to use the plan, and the relationship of the daily lesson to the objectives of the reading course and curriculum.*

*The authors name the factors influencing the form of the lesson plan. They are: 1) goals set according to the goals of the whole course (which consider students' needs, interests and abilities), 2) a number of activities that will be used so that students can move smoothly from one task to the other one, 3) a plan for each group of students and the time allotted to each part of each task, 4) attempts to apply diversity to the methods and types of tasks.*

*The authors describe main components of a lesson plan such as goals, extended activities, which are presupposed to be fulfilled, educational material, evaluation techniques, and home assignments. They also note that plan should be in a prominent place. It needs to be drawn upon regularly. Teacher is required to set up the goals for each exercise and do clear transition from one to another. Teacher has to allocate time and be flexible in order to adapt his plan and, in case of need, use all positive sides of "learning points" to discuss students' intentional questions about the heart problem.*

*It is highlighted that lesson plan is one step to the achieving course goals. And the course, in its turn, is one of the curriculum components. Curriculum meets different integral parts, the whole programme plan and determines what particular courses are integrated to accomplish the program goals.*

**Keywords:** activity; competency; components; curriculum; factors; rate of exercises.

**Ref. 15.**

**Наталія Рибалка**, асистент кафедри іноземної філології,  
українознавства та соціально-правових дисциплін  
Донецького національного університету економіки і торгівлі імені Михайла Туган-Барановського  
**Світлана Остапенко**, кандидат педагогічних наук, доцент, завідувач кафедри іноземної  
філології, українознавства та соціально-правових дисциплін  
Донецького національного університету економіки і торгівлі імені Михайла Туган-Барановського  
**Анна Покулевська**, кандидат філологічних наук, доцент, доцент кафедри іноземної  
філології, українознавства та соціально-правових дисциплін  
Донецького національного університету економіки і торгівлі імені Михайла Туган-Барановського

### ПЛАНУВАННЯ ЗАНЯТТЯ З РОЗВИТКУ НАВИЧОК ЧИТАННЯ В ПРОЦЕСІ ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ

*У статті обґрунтовується необхідність ретельного планування практичного заняття з читання.*

*Автори описують основні складники плану заняття, такі як цілі; розширені види діяльності, які передбачається виконати; навчальний матеріал; прийоми оцінювання; домашні завдання а також*

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зазначають, що план повинен бути перед очима і регулярно використовуватися під час аудиторної діяльності.

Відзначено, що план заняття – це один крок до досягнення цілей курсу. Курс, зі свого боку, – одна з частин навчальної програми. Навчальна програма відповідає різним складовим, плану всієї програми і зазначає, як окремі курси інтегруються для досягнення цілей програми.

**Ключові слова:** діяльність; компетенція; компоненти; навчальний план; фактори; хід заняття.

**Problem statement.** At the present stage of the world space development special attention is paid to one of the priority areas of the Bologna process – improving the quality of training of future professionals who are competitive in the European labour market.

The solution to this problem is to modernize the content of education, optimize the means and technologies of the educational process and, of course, to give a new meaning to the goals and results of education.

According to L. Tarkhan [9], today it is not enough for a modern person to have only subject knowledge, he/she needs skills and abilities that will allow him/her to carry out complex cultural activities. In other words, the domestic higher education needs to shift the emphasis from the knowledge to the competence approach in education.

Competence approach involves the development of such competencies as linguistic, speech, socio-political, informational, socio-cultural, and general educational [9]. One of the most important conditions for the development of mentioned above competencies is reading.

The issue of reading has been repeatedly considered in pedagogical practice and in the methodology of foreign languages teaching (O. Bihych, N. Borysko, and H. Boretska [2], O. Vyshnevskiy [4], S. Nikolaieva [7], O. Pometun and L. Pyrozhenko [8]): the psychological aspect of this process was studied, the ways of its improvement and optimization were outlined by such scientists as H. Barabanova [1], O. Byriuk [3], T. Yeremenko [5], Z. Klychnikova [6], J. Langer [12], B. Mikulecky [13] and others.

But the effectiveness of a reading lesson depends primarily on its planning.

**The purpose** of the article is to determine the main components of the lesson plan for the development of reading skills; outline the factors influencing planning; establish the ratio of the objectives of the lesson with the objectives of the whole course and the method of “cooperation” in the process of foreign languages learning.

**Actual scientific researches and issues analysis.** Many famous researches, methodologists, psychologists, such as I. Bim, Z. Klychnikova, S. Plotnikov, O. Rozov, M. Svitlovska, S. Folomkina, J. Aebersold, Ch. Alderson, Ch. Silberstein,

S. Silberstein and others, have devoted their research to various aspects of teaching reading.

By reading, they understand the process of perception of a graphically recorded text, the result of which is the creation of meanings due to the linguistic and extralinguistic competencies of the individual.

### **Presentation of basic results of the research.**

Given the modern context, the reading process is an interaction between the reader's prior knowledge and the information contained in the text; and the reader is an active participant who makes his own contribution to the formation of meaning. When working with the text, he interprets the text in the light of acquired knowledge and at the same time modifies it in the process of obtaining new information [11].

But, as noted earlier, the teacher needs to plan classes carefully: logically fit this lesson into a set of lessons of a particular cycle; select language, text, thematic material; to think over all stages of engagement and ways of transition from one stage to another; to provide methodical approaches, operating modes, to prepare additional materials.

Lesson planning aims to provide teachers with the necessary instructions on how they would like to develop the topic in a practical lesson. For experienced teachers who have been teaching reading for many years, the plan may be short, and for teachers with little experience, it may be much longer.

When planning a lesson, as J. Aebersold [10] states, it is necessary to consider 1) what should be studied, 2) how to teach it, 3) what material to use, 4) how much time is needed for each type of activity, 5) how to evaluate students' work during and at the end of the practical lesson. Objectives, skills development, activities, materials and evaluation methods are linked in order to give shape to the plan that the teacher creates for the practice session. Each of these factors in turn requires consideration. For example, the objectives of a particular lesson are determined by the general objectives of the course and the objectives of previous lessons. Next, the goals of the individual plan set the materials that students have available. Teachers may prefer one goal over another for a particular lesson, because the text itself contributes to this. The goals of a particular plan are modified to some extent by what students already know. When teachers have an idea of students'

awareness of certain points, they can avoid some points of the plan, or go through them quickly to devote more time to those aspects with which students are unfamiliar, or those problems that have been posed to students in the past. Each of the other factors can also be investigated separately. But the main result is a complex network of interesting factors that influence the decision made by the teacher when planning classes to develop reading skills.

The plan of practical lesson consists of several components. We will consider each of them separately.

*Objectives.* The basis of any lesson plan is its goals. Setting goals for each lesson should be consistent with the goals of the entire course, and the development of certain skills should be aimed at achieving these goals. If the goals are weak, unclear, too general, or not clearly defined, it will be difficult to form other components.

*Activities.* Activity is a “tool” to achieve goals. When reviewing possible activities, it is necessary to consider what method this activity involves; whether students have already done similar tasks, and most importantly – whether this activity contributes to the achievement of goals. Teachers also need to develop the ability to anticipate alternative and varied tasks in order to be more flexible and open up new ways of understanding and acting. The use of various activities in the classroom expands the opportunities for students to learn and maintain their interest. This, as J. Aebersold [10] says, “refreshes” students.

*Materials.* The lesson plan identifies the materials and equipment needed for a particular lesson. In a hurry from one classroom to another, in a nervous state to appear in front of a group of students or introducing a new activity for the first time, it is easy to forget some details. The “list of materials” is a useful element for novice teachers and those who move from class to class. Especially teachers who teach in a new cultural environment need to be aware of the materials that are needed for work (materials that are easily accessible and used in previous experiences may not be suitable for the new culture).

*Homework.* Homework should be part of the lesson plan and move on to the activity or part of the lesson that is most related to the work being assigned. It is necessary to emphasize special instructions, reminders, warnings to students. It is also important to emphasize how the homework will be used – for example, for a class discussion, to get a grade, as part of the next task.

*Evaluation methods.* Evaluation is also part of the lesson plan. It can be formal, informal, traditional, or alternative. Using informal, unobtrusive assessment, the teacher can indicate how many

students answered correctly when working in small groups. In a formal, traditional assessment, the teacher may conduct a written survey at the end of the lesson. Assessment of each lesson affects the plans of the following.

How a teacher structures classroom activities depends on the students and the teacher’s own philosophy about teaching. In all cases, however, there are certain factors that will affect the organization of the lesson plan. Here is a brief overview of the factors that provide the basis for a more detailed analysis.

*Timing.* Timing is a common factor in teaching; it seems to be constantly insufficient (from the point of view of the teacher). Drawing up a lesson plan, the teacher indicates how much time students will complete each task. Some stages of work need to be completed in one lesson to have the maximum effect and prepare students for self-directed work, which they must do before the next meeting. Therefore, it is important to forecast as accurately as possible how long each stage will take. Tasks aimed at the central role of the teacher are easy to “calculate”, and those aimed at the central role of the student or group activities are less predictable. During the lesson, the teacher should fix the time it took each stage of work compared to the planned time. If the task is difficult and takes more than the planned time, the teacher must change the time allotted for the next exercise, or remove a task or move it to the next lesson.

*Course.* A course is an order of tasks or their parts. It deserves special attention since a skillfully created order promotes students’ knowledge. If the stages of the activity are planned gradually, from the known to the unknown, from easy to complex, from small parts to larger ones, students will have a learning experience comparable to climbing stairs. Each step will logically follow the previous one, and the effort distributed on the moving the steps will be natural. If the tasks do not have a logical order, students will feel as if they are overcoming two or three steps at a time, possibly stumbling along the way. The spiral of learning depends on the fact that each stage forms the basis, support for the movement to the next one.

*Group learning.* Students can work in small groups or pairs, discuss concepts, share experiences and develop ideas. Teaching methods from the time of Plato indicated the need for interaction between students and introduced a strong emphasis on group work and student cooperation. It is through reading, speaking, sharing, debating and writing that students really learn. For example, students who are tasked to complete a text (sentence, part of a text) in small groups are less at risk, and have access to more resources, and this experience increases learning motivation.

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Closely related to the group work of students is a teaching method called “cooperation”, which has gained popularity in recent years. Its main goal is the joint work of students to study. This methodology establishes independence between students in each group while they strive to achieve group or individual goals. This technique comes from both behaviorism and human nature. On the one hand, the group is offered “rewards” (in the form of grades or points) as the initial motivation; on the other hand, it encourages students to develop their own personalities more fully while respecting others. To some extent, the group takes the pressure off the individual and places the responsibility on the team. By working on a problem in a less intimidating environment (in a group), individual members gain confidence and use a foreign language more casually than in front of the whole class.

Working with student groups and applying the method of “cooperation” requires time, careful planning and requires well-thought-out goals. But despite these points, the reaction to this method shows that students learn well and enjoy learning in such situations.

*Diversity.* Teachers often intend to repeat the order of activities so that students know how to fulfill them and what is expected of them in the process of doing. Repetition is especially useful in the early stages of learning. However, there are also benefits in diversity. Changes not only foster interest, but also often create opportunities for learning in different styles. Ways to create diversity are the use of different learning methods (oral, auditory, visual, tactile), the use of free, well-structured tasks, the use of group work and the method of “cooperation”.

*The variety of practical reading lessons is unlimited.* Its secret is to balance the old and the new, the known and the unknown, in order to make students work to achieve the goals of practical classes.

*Needs, interests and abilities of students.* Students need to be involved in the planning process not only of goals but also of individual lessons. Students’ perceptions of the classes and their comments on the activities serve as a guide to their needs and interests. The teacher may also be interested in students’ opinions on what was useful and what was not, and what skills they would like to work on more. Teachers can share responsibility for learning and planning with students. For example, students could decide what strategies they want to learn with certain texts for reading. Students need to develop not only their knowledge of how to start working with text, but also the confidence to do just that way. Students need to know that they can read

effectively on their own, without the help of a teacher who makes all the decisions for them. This confidence comes only from one’s own experience, which has been successful. If students can do this before they leave the classroom, the reading teacher has succeeded in his work.

A thoroughly planned, well-formulated lesson plan will be useless if it is not used in the classroom. The following steps are required to use it:

- look through the plan before entering the classroom;
- review goals and objectives;
- make sure you have all the necessary materials and equipment;
- put the plan in a prominent place, separate from other papers (perhaps write the plan on coloured paper so that it differs from others);
- look at the plan at each transition from one stage of work to another to remember what was planned and how it was planned;
- inform students of the goals of the tasks when they do them;
- inform students about the transition from one activity to another one;
- keep in mind the alternatives in case you need to delete some stages of work; but to fill the time if the timing is wrong, it is more important for students to understand what they did in class than for the teacher to enjoy completing the scheduled lesson;
- note the time spent on the various stages in the plan.

A lesson plan is just a plan. It serves more as a guide than a constant program. The key to the success of a lesson plan is the ability to assess what has happened in the classroom and then use that information to edit the plans for the next lesson.

Classes have a life of their own. When unplanned things happen, the teacher needs to be flexible. Often great opportunities to teach in meaningful ways occur during unplanned situations. Sometimes the student asks a deliberate question about the core of the problem being discussed, and thus attracts the attention of the whole class. The teacher needs to be aware of these “learning moments” and use all their positive aspects by deviating from the plan and involving students in the opportunity.

Just as each lesson must meet the objectives of the course plan, each course program must meet the objectives of the school or general reading curriculum.

A reading curriculum is a plan for the entire reading program in writing. It gives the teacher the opportunity to see the goals of the individual course in terms of the overall program. Establishing a reading curriculum focuses the teacher’s attention on what abilities students need to acquire and at the same

time provides criteria for assessing student achievement. Thus, in general, the reading curriculum contains the skills to be developed; methods necessary for the development of these abilities; and the methods used to test whether students are actually developing these abilities.

Thus, the reading curriculum contributes to the quality of learning, the quality of knowledge acquisition and the quality of management.

Curricula differ in how detailed they are. The basic reading curriculum usually contains:

- clear definition of the purpose of the reading program in general;
- defining the philosophy of the program, how students will develop their ability to read in a foreign language;
- how teachers need to teach to read;
- analysis of students' needs;
- program plan and assessment of student achievement within the program;
- the structure of the program, which reflects the goals and available resources;
- defining the goals of each course within the program;
- determining the assessment of student achievement within the course.

A more detailed curriculum contains the scope and order of the sections, which set not only the objectives but also the materials for each course, as well as the evaluation scheme and plan for each part of the course.

While a curriculum is supplied to a teacher, or a teacher is involved in its creation, the plan should provide space for each individual teacher to interpret his or her own methodology, trying to help students understand the goals of the courses and programs.

**Conclusions.** Planning a reading lesson involves not only a written plan, but also an awareness of the necessary elements of the plan, the factors that affect the plan, how to use the plan, and the relationship of the daily lesson to the objectives of the reading course and curriculum.

The lesson plan contains standard information, starting with the objectives, detailed activities to be performed, materials, evaluation methods and homework.

Factors influencing the form of the lesson plan are: 1) goals set according to the goals of the whole course (which consider students' needs, interests and abilities); 2) a number of activities that will be used so that students can move smoothly from one task to the other one; 3) a plan for each group of students and the time allotted to each part of each task, 4) attempts to apply diversity to the methods and types of tasks.

The plan should be in the prominent place. You need to address to it constantly. The teacher needs to distribute time. Finally, the teacher needs to be flexible to adapt his plans if the need arises, and to use all the positive aspects of the "learning moments" if they occur.

The lesson plan is one step towards achieving the goals of the course. The course, in turn, is one of the parts of the curriculum. The curriculum corresponds to the various components, the plan of the whole program and indicates how individual courses are integrated to achieve the goals of the program.

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“Не існувало епох, зовсім незнайомих з музикою”.

Ромен Роллан  
французький письменник

