

РОЗДІЛ 2. ТЕОРІЯ ТА МЕТОДИКА НАВЧАННЯ (З ГАЛУЗЕЙ ЗНАНЬ)

MNEMONICS AS ONE OF THE METHODS OF READING POPULAR SCIENTIFIC TEXTS IN CLASSES ON UKRAINIAN AS A FOREIGN LANGUAGE

МНЕМОНІКА ЯК ОДИН МЕТОДІВ ЧИТАННЯ НАУКОВО-ПОПУЛЯРНИХ ТЕКСТІВ НА ЗАНЯТТЯХ З УКРАЇНСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ

The article examines the main advantages of reading, as one of the types of speech activity, popular scientific texts using the "mnemonic" method as one of the main methods of improving the skills of understanding and memorizing information by foreign students in classes on the Ukrainian language as a foreign technical specialty during distance learning. The focus is on the five stages of the development of reading, the main principles of students' interest in reading and learning interesting information, and certain skills that a student must develop in order to be able to work with a book, with a text and read lectures from a computer screen or mobile phone. The article focuses on the fact that reading aloud and reading silently are not the same thing. To read silently is to read in order to understand the text. To read aloud is to convey the meaning of the text in such a way that someone who does not have the text in front of him can understand it. But for memorization, you need to add a visualization (in the form of an image, a set of symbols or objects) to the text of some object, subject or phenomenon that describes it sufficiently and makes it easier to identify it – mnemonics, a system, will help us in this "inner letter", founded for direct recording of connections between visual images in the brain. The article explores that the purpose of reading at the entry level in university should be to enable students to first choose a book they like, recommend several options in a small format, to visit a bookstore, as well as unobtrusively offer to read texts in the specialty that students need for their studies. If there are students of different specialties in the group, teach them to exchange information, supplement the teacher's knowledge and reinforce it with new ones. Attention is focused on independent work of students at home, reading texts of any level of complexity, on understanding, and not on reproducing the text. It was emphasized that a properly organized lesson and a skillful vision of each student as a separate individual and a young scientist-researcher make it possible to achieve great achievements in learning and learning interesting things. Reading is the most important element of learning and development.

Key words: popular scientific texts, mnemonic, foreign students, Ukrainian language as a foreign language, reading skills.

У статті розглянуто основні переваги читання, як одного із видів мовленнєвої діяльності, науково-популярних текстів за

методом «мнемоніка» як одного з основних методів удосконалення навиків розуміння та запам'ятовування інформації студентами-іноземцями на заняттях з української мови як іноземної технічних спеціальностей під час дистанційного навчання. Скеровано погляд на п'ять стадій розвитку читати, основні принципи зацікавлення студентів щодо читання й пізнання цікавої інформації, а також перераховано певні вміння, які студент повинен сформувати, щоб уміти працювати з книгою, з текстом і читати лекції з екрану комп'ютера чи мобільного телефону. У статті зосереджено увагу на те, що читати вголос і читати мовчки – це не одне й те саме. Читати мовчки – це читати для того, щоб зрозуміти текст. Читати вголос – це передати зміст тексту так, щоб хтось, хто не має цього тексту перед собою, міг його зрозуміти. А от для запам'ятовування, потрібно до тексту додати візуалізацію (у вигляді зображення, набору символів або предметів) якогось об'єкта, суб'єкта або явища, що досить повно описує його і полегшує його ідентифікацію – у цьому нам допоможе мнемоніка, система «внутрішнього листа», заснована для безпосереднього запису в мозок зв'язків між зоровими образами. У статті досліджено, що мета читання на початковому рівні в університеті має дати можливість студентам спочатку обрати книгу, яка їм подобається, порекомендувати кілька варіантів невеликого формату, відвідати книжкову крамницю, а також ненав'язливо пропонувати читати тексти за спеціальністю, які необхідні студентам для навчання. Якщо в групі є студенти різних спеціальностей, то навчати їх обмінюватися інформацією, доповнювати знаннями викладача та підкріплювати новими. Зосереджено увагу на самостійній роботі студентів удома, читанні текстів будь-якого рівня складності, на зрозумінні, а не на відтворенні тексту. Наголошено, що правильно організоване заняття й уміле бачення кожного студента як окремої особистості та юного науковця-дослідника дають змогу досягнути великих звершень у навчанні й пізнанні цікавого. Читання – цінна й важлива складова навчання й розвитку.

Ключові слова: науково-популярні тексти, мнемоніка, студенти-іноземці, українська мова як іноземна, навик читання.

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Statement of the problem in a general form and its connection with important ones scientific or practical tasks. The goal of person-centered learning is to develop a positive attitude toward writing and reading and to convey the concept that one reads for information or pleasure. For this, it is necessary to

reject "reading with a string" and focus on "reading technique" and change the approach to reading [1, p. 44]. Why does a person read? In today's literate world, this may sound like a banal question, but teachers who teach foreign students to read should think about this question. Remarks from teachers

that students do not listen and are not attentive, most often occur during classes where reading is required. Practice shows that when one student reads aloud, the rest in the classroom or sitting in front of the computer do not listen. Some pretend to be looking at a book, others wander the walls with their eyes or turn off the cameras and go about their business, and still others actively disturb, talking to each other in their own language, whispering, etc. In short, the student who reads aloud is working, while the rest are bored and wasting time. Is it logical to waste the time of most students in the classroom or in front of the computer? Do you need to focus on how to use your time better? If we are talking about reading, first of all we need to focus on the question – why do each of us read? Do we read to correctly and quickly read the written print? Is it possible, accordingly, to say that we read in order to learn something new that we still do not know? Or maybe some of us read to laugh or have a good time with a book? Apparently, the second and third reasons are more consistent with the vital need to be able to read [1, p. 43].

Analysis of recent research and publications.

Most research indicates that the brain first perceives new information globally, and then analyzes the details of the information. Instead, as the observation of the educational process and the analysis of educational programs indicate, the traditional method of reading to read occurs in the reverse of the natural process – from details to global. Based on observations, understanding the text and remembering it (mnemonics) requires a set of special methods and ways to increase the amount of memory by forming artificial associations. Namely, replacing abstract objects and facts with concepts and ideas that have a visual, auditory or kinesthetic representation, combining objects with already existing information in memory of various types to facilitate memorization. During classes with foreigners, the use of mnemonics – the “internal letter” system, based on the direct recording in the brain of connections between visual images that mark significant elements of the information we remember, gives us unparalleled results in learning the Ukrainian language as a foreign language. Mnemonic memorization consists of four stages: encoding of images, memorization (connection of two images), memorization of a sequence, fixation in memory [2, p. 16]. The methods of mnemonics allow you to accurately reproduce the sequence of information and memorize large volumes of information of various types – from numbers to texts. The ability to remember depends on the brightness and strength of visualization, the brighter the images, the easier they are to remember. Depending on the power of imagination and concentration, a person needs from 5 to 15 seconds to remember a couple of words, and then, after a certain interval, easily

recall the second word after the first. In the modern interpretation, mnemonics denotes the entire set of means and methods of memorizing information used in one or another system, and the term mnemonics is interpreted as the practical application of the methods defined in this particular mnemonic [2, p. 25].

Highlighting previously unresolved parts of the overall problem. The purpose of the article is to show the most accessible way to teach foreign students to read works from the Ukrainian language and how to help them learn information in the most interesting way; to investigate the possibilities of using different types of educational processes of reading texts from the Ukrainian language in a foreign language audience; to ensure the possibility of faster formation of lexical and semantic skills in the process of formation of the Ukrainian language among foreign students; show a system of possible methodological techniques and materials aimed at studying vocabulary, grammar and terminology in a wide variety of programs; to indicate ways of implementing communicative and functional-stylistic approaches in the formation of language, speech and communicative competence in Ukrainian language classes in a foreign language audience.

Presentation of the main research material.

Having found out why we read, let's think about how we develop this skill during classes. If the goal of reading is to read what is written correctly and quickly, then the many exercises on reading technique that take place at the preparatory department for the study of the Ukrainian language at NU “L'viv Polytechnic” would be appropriate. But in the real world, we don't read to read a text quickly and correctly. We read to understand what is written, and after understanding it, either to learn something new, or to get some satisfaction. Have we shown foreign students that reading is enjoyable? Did the students see how their parents, teachers, Ukrainian friends read to get new information? Why do we torture students with many exercises on reading technique, and then we are surprised that they do not like to read [1, p. 43]?

Reading aloud and reading silently are not the same thing. To read silently is to read in order to understand the text. To read aloud is to convey the meaning of the text in such a way that someone who does not have the text in front of him can understand it. Producing the skill of one does not necessarily produce the skill of the other. Logically, it should be that as soon as the student understands the text himself, he will be able to convey its content to someone else. In other words, students must prepare to read aloud. Students are not required to read in front of an entire audience unless they have first read the passage silently and practiced several times with a small group of friends. Let's think: would we like someone to hand us a text from one of the pedagogic journals, which reveals the theoretical concepts of

pedagogy, and tell us to read it in front of a group of 100 people, without giving the opportunity to even review it first? Would we understand it while reading it, and more importantly, would our listeners understand it [1, p. 44]?

After conducting some teacher observations during a pairing with UMI in the first year with reading elements, we see that teachers treat students who are good readers differently compared to students who are poor readers. When a stronger student reads, the teacher smiles more, shows interest, gives more time to answer questions, when corrected, interrupts at the end of a sentence or other meaningful unit. On the other hand, when a weaker student reads, teachers nod their heads more often, smile less, interrupt and correct in such a way that they interrupt the development of the content of the read work [1, p. 48]. In a word, teachers, by their subconscious behavior, create a situation in which they make it known that, in their opinion, the student should do better or worse, or they humiliate the student in front of the whole audience by commenting on his reading. And this leads to a dislike for reading and a restrained attitude towards the teacher, the student begins to avoid him and miss pairs. As a result, the gap between stronger and weaker students in reading skills by the end of the semester or school year remains as intense as it was at the beginning of the year, or even widens.

A foreign student learns to read if he experiences a text that he already partially knows by heart, and not when he does a lot of exercises in which he has to match letters with sounds. A student learns to read when he reads texts that contain interesting information, not when he learns phonetic and morphological rules. When a foreigner reads, he is looking for meaning. He is not interested in which letter expresses which sound. He wants to know how the action takes place, what happened in the text. The student reads, focusing on understanding the text.

Most students who enter university have not yet reached the "stage of independence" in reading. They are in the "development stage". Some may even be in the "discovery stage" or one of the "toy" or "plateau" stages. Such students need a lot of attention to familiarize themselves with the printed word. For this, it is also necessary to arouse in them the desire to read.

The teacher should read a popular science text aloud and hold the text or book so that so that students can see illustrations or display images on the computer screen for new words or terms. During reading, they should be given the opportunity to behave freely, sit comfortably or group together for better familiarization with the book or distribute books individually. After reading, you should give time for reflection and independent review. We continue to read again slowly, without lingering over each word, in particular, to convey the concept that reading

is not about reciting words, but about focusing on understanding the text. Read naturally without singing or exaggerating words clearly. Students can read with the teacher. Do not force students to read if they are not ready. This activity is conducted in small groups (5–6 people). Every student and teacher have the same text or the same book. The teacher reads aloud, and a few seconds after her, the foreigners repeat what has already been read – like an echo. Give students an opportunity to feel free and confident. Do not put foreigners who are at the same stage of development of reading skills in one group, but, on the contrary, mix them. To develop the concept that reading is an opportunity for pleasure, students need to continue to listen to how their friends and teachers read, and to see that adults find reading intrinsically satisfying. Practice in an immediate situation in front of a student to exchange a book with your colleague and briefly describe its content in a language accessible to students or ask one student to read several excerpts from the book (choose the most interesting ones) and retell them to the students of the group. As a lesson, practice reading something out loud to students or show interesting videos with subtitles. It is best to read interesting observations from the students' specialty, which they will need in their studies or in learning about this profession. You need to read a lot of different books, of different levels of difficulty, on different topics. It is important to remember that when students read, they should focus on comprehension, not on reproduction. In working on the text, the teacher sometimes has to depart from the notion that the student must submit the correct one. It should also be avoided that the student has to read aloud in front of an audience or group. Instead, focus on how he perceives the text and how he relates to it.

The purpose of entry-level reading in the first year of university should be to enable students to first choose a book they like, recommend several small-format options, visit a bookstore, and casually suggest reading major texts that students need for teaching. If there are students of different specialties in the group, exchange information, supplement your knowledge and reinforce it with new ones. Because we want to encourage students to choose what they will read, there is a chance that a student will start reading a book and decide after reading that book that they are not interested in. You don't need to force yourself to read books to the end, it turns you away from reading, not closer.

If we want to promote students' personal interest, the process of reading in class can be divided into three stages: 1) the student reads what the teacher recommends; 2) the student completes the task according to the reading; 3) the student communicates with the teacher. It is not necessary, or even desirable, for everyone to go through all the

stages in one session. Instead, the planning should be organized in such a way that each student can go through all the stages, in particular, according to his needs, in one or two weeks [1, p. 53].

Create a small library of different books to facilitate a better reading process. Have students read a book of their choice silently for 15–20 minutes and retell it during distance learning. During the pair, the teacher also talks about his book (eg, professional literature, news in the newspaper, etc.). As students complete the assignments, there is an opportunity for the teacher to talk to individual students and discuss what they read, what they liked and what they disliked about what they read. This is also an opportunity for each of them to read aloud a previously prepared passage and retell the meaning of what they read. In this way, there is an opportunity to test the knowledge and skills of each student. It is not necessary for the teacher to know all the books in the specialty that the students read. On the contrary, it is very appropriate for a foreigner to narrate something that the teacher does not know in advance. We recommend that the student write a few phrases in a notebook after meeting with the teacher.

Likewise, the teacher must write down notes after the meeting. At a certain stage of study, a foreign student must acquire certain skills that will help him not to be afraid of books, but, on the contrary, will prepare him for the process of studying at the university. So, the work with the book consists of this.

1 year of study (1 semester). A foreign student must: 1) distinguish the main elements of the textbook; 2) according to the content of the textbook, find the necessary text on one or another page; 3) to distinguish sections, topics of the textbook by their names; 4) distinguish books by specialty, find information about their titles and authors; 5) independently read small popular science texts, newspaper publications, watch videos; 6) collectively consider the read book; 7) name several Ukrainian books that you liked and loved; 8) determine roughly the content of the book, the work, based on the illustrations, title, surname of the author; 9) distinguish the read work by writing styles; 10) know the structural elements of the book and their purpose.

2 year of study. A foreign student is able to: 1) identify by titles and content works that are similar in theme and genre; 2) search for textbooks by the same author or specialty; 3) read the structural elements of the book and know their purpose: title page, table of contents, preface (introduction), book abstract, afterword; 4) write a short story about the book before reading it based on three leading indicators (author, title, illustrations) and additional title data, pre-book annotation; 5) work with a textbook; 6) find, compare and compare texts that are similar in subject matter and direction; 7) navigate the content of the textbook; 8) independently choose books for reading

and studying, using a recommendation poster, an illustrated index card, free access to book collections; 9) use reference literature available for this age; 10) purposefully read periodicals, using them in educational activities [1, p. 57].

Working with the text is primarily understanding, and this, in turn, requires students in the first year of study to: 1) read small coherent texts; 2) understand what is read; 3) answer questions according to the content; 4) find the known and the unknown, the main and the secondary, the main idea in the text; 5) consider the title of the work and choose your own; 6) retell the text orally (in detail); 7) distinguish between a group of individual sentences and a text; 8) consciously read silently; 9) establish the logical sequence and causality of events in chronological order; 10) independently formulate questions and tasks for the texts read. For example, we recommend the study guide "Lion City: Ukrainian language study guide for foreign students" [5, p. 3–5].

The 2nd year of study focuses our work on the fact that all students must: 1) retell (completely, selectively, concisely) the content of what they read; 2) determine the topic and purpose of the text; 3) independently interpret the content of the books read; 4) speak on the topic "What and why is this work interesting?"; 5) independently select a title for the text; 6) highlight the main points in the read text; 7) find sentences in the text to answer questions; 8) explain the meaning of words important for understanding the text; 9) find synonyms, antonyms, words used figuratively in the text, explain them [1, p. 58–59]. For example, we recommend the study guide "Science and technology in the modern world: a collection of popular scientific texts and educational tasks for foreign students of technical universities" [6, p. 3–5]. An important link in reading and understanding popular scientific texts is the ability of foreign students to: 1) divide the text into logically completed parts (paragraphs), observe the connection of thoughts between individual paragraphs; 2) divide the text into parts according to the questions posed by the teacher; 3) correlate the illustration with part of the text; 4) make a plan for the read text; 5) independently monitor the structure of texts; 6) establish sequential, temporal, cause-and-effect and semantic connections of parts of the text; 7) divide texts into logically complete passages; 8) make a plan (with the help of the teacher and independently); 9) observe the content and logic of paragraphs [1, p. 60].

Conclusions. Let's remember that a properly organized lesson and a skillful vision of each student as a separate individual and a young scientist-researcher make it possible to achieve great achievements in learning and learning interesting things. Reading is the most important element of learning and development. The reading process is a creative process. This process begins when students

have just set foot on the land of Ukraine, having flown or come to study, when a foreigner looks closely at the signboard, announcement, inscriptions on labels or shops. The process continues when the student memorizes and orally reproduces the text of an interesting story, story, show, situation. Over time, he begins to recognize phrases and words in texts and smoothly moves on to independent reading. When reading, a foreign student focuses on understanding what he reads. He pays attention to the letters and combinations of only those words that are unknown to him. Often the student skips over individual words and phrases when reading. Each foreigner understands the written text in his own way, according to his worldview, knowledge and original experiences.

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