

ABSTRACT

Subject matter: Learning to read as cognitive-communicative abilities of high school students

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Information about customer organization: intercultural communication, linguodidactics, pedagogical technologies of teaching and education department.

Topicality of the research: In accordance with the modern educational paradigm learning process should be directed to the formation and development of the individual student as the subject of creative activity. Therefore, the process of mastering a foreign language can not be mechanical and passive memorizing related educational material. If the communicative approach, students can express their opinions and present their experience through a foreign language as a person, which corresponds to the main criteria of modern didactics. To educate different types of speech activity, students should have a practice in reading, speaking, listening, writing as learning any kind of activity going on in the process productively carry out these activities, actions and operations associated with it.

Aim of the research: study and reading comprehension as cognitive-communicative skills.

Tasks of the research:

1. Consider the nature of the cognitive approach in the methodology of teaching foreign languages;
2. Consider reading as a form of communication activities;
3. Conduct Lingvodidaktichesky analysis of texts read in 10-11 high school;
4. Develop a set of training exercises in learning to read as cognitive-communicative skills.

Theoretical and practical significance: It is to analyze, synthesize and organize the material on the problem of learning to read as cognitive-communicative abilities; that in the given set of exercises in French for students in the senior phase of learning to read as cognitive-communicative skills

Results of the research: It was made up of educational activities aimed at the formation and development of cognitive and communicative skills to read a foreign language.

Recommendations: findings have practical importance for researchers to control issues, the results can be used in teaching cognitive-communicative abilities to read in French.

Thus, the main task of the research is to determine the nature of the cognitive-communicative approach, problems in its application, principles and methods of teaching and training students to read in French.

For the first time, the author has proposed a new method of organization between reading and communication, which makes it possible to implement the cognitive-communicative approach in the methodology of teaching and training students to read in French.

Theoretical and methodological framework in accordance with the modern educational paradigm, however, research should be devoted to the formation and development of the individual student as the subject of creative activity. Therefore, the process of learning a foreign language can not be mechanical and passive memorizing of related educational material. If the communicative approach, students can express their opinions and present their experience through a foreign language as a person, which corresponds to the main criteria of modern didactics. To educate different types of speech activity, students should have a practice in reading, speaking, listening, writing as learning any kind of activity going on in the process productively carry out these activities, actions and operations associated with them.

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