Abstract: The article is devoted to one of important problems of modern pedagogics such as teaching of professional reading of foreign medical students. The main mental operations are highlighted. The types of reading are discussed. The main characteristics of operations are determined.

Keywords: cognitive approach, foreign medical students, reading

Introduction. The problem of teaching reading is relevant in the field of teaching Ukrainian as a foreign language. The Ukrainian language is a mean of obtaining a chosen specialty for foreign students. It is one of the important types of speech activity in the professional field is reading. Foreign medical students are faced with a large amount of specialized literature in the first year. A survey of students revealed that they experience great difficulties in reading, primarily related to insufficiently formed mechanisms for processing foreign-language printed information. So, when reading voluminous scientific texts, students make mistakes in highlighting the main content and excluding the secondary quite often. Moreover, they make mistake in concretizing the main through the secondary, in dividing the
Therefore, the task of methodologists and practitioners is to further develop certain aspects of the problem of teaching reading.

**Literature overview.** Certain aspects of teaching foreign students to read have been developed in a number of studies. Some of them presented a methodological concept of teaching reading at the advanced and final stages in general [1]. Others suggested a method of interconnected teaching of types of reading, which already in the first year forms the flexibility of reading, developed the questions of learning to read on the basis of a functional analysis of a scientific text. Research was also carried out on the problem of ‘communicative competence in reading educational literature at the initial stage of education, etc [2]. In these works, reading is considered as a type of speech activity that should be formed purposefully, considering psycholinguistic features, based on the real and predicted needs of students.

Consciously developing skills and abilities in reading, we form the cognitive base of the learners. According to scientists, it includes mental operations as units of a higher, intellectual order (analysis, synthesis, comparison, systematization, etc.

It is noted in the medical literature, in particular, that students with insufficiently developed operations (analysis-synthesis) also demonstrate insufficiently developed skills to navigate the language material. As evidenced by the analysis of the literature, operations are rarely a special object of study. Without denying the effectiveness and expediency of the traditionally accepted view of teaching reading, we supplemented it with the ideas of the cognitive approach.

**Objectives of the research.** In this article we will try to substantiate the expediency of considering the cognitive nature of thinking when teaching reading, to determine ways to implement the cognitive approach in teaching foreign medical students to read.

**Results.** An analysis of the existing psychological and methodological literature indicates that the process of processing a foreign language text is a multilevel and complex process. The purpose of this process is understanding. The active development of the problems of understanding in different sciences leads to
a diversity of its interpretation, which is fully justified by the complexity of this phenomenon. Solving the problems of processing a foreign language text, they usually talk about understanding the text at two levels: the level of meaning and the level of meaning. Understanding at the first level is a prerequisite, the basis for processing information at a higher level - semantic. Understanding includes five logical-semantic levels. Comprehension skills are related to the understanding of language material, as well as understanding the content of the text and its interpretation. We believe that training in accordance with this methodology meets the real needs of first-year medical students in reading special literature. In the process of preparing for practical and seminar classes, students read literature with a mindset for a complete and accurate understanding of all the details of the text or for understanding the main content, sometimes for obtaining certain information on the topic, etc.

Teaching reading is built not only taking into account the ideas of the above methodology of interconnected and parallel teaching of different types of reading. When learning to understand the extracted information, it is also important to consider the patterns of human mental activity. Since the problem of perception and understanding is the object of study of a number of scientific disciplines, it is quite natural to look for optimal solutions at the intersection of these sciences, interpreting information from them from the angle of a certain conceptual approach. We have chosen the cognitive approach as a conceptual one, which is explained by several reasons. According to the cognitive approach all human activity in the acquisition of knowledge, skills and abilities is cognitive [1]. The set of operations creates the operational base necessary for the processing of information both at the level of meaning and interpretation. By teaching reading through operations, we thereby contribute to the development of the skills of semantic processing of information. Operations are understood as an element of activity, as an action that has its own opposition. When performing operations, the implementation of certain goals is pursued, and mental processes unfold from setting a goal to achieving it. The emphasis on the oppositions of operations corresponds to the laws of the course of cognitive processes. So, in the process of text perception, the following is carried out:
1) reception and processing of printed information and, at the same time, the synthesis of a new text structure;

2) differentiation, aimed at dividing the object into its constituent parts, and integration, aimed at combining individual components into a single whole [3].

Polish researchers identified a system of operations that are essential for the formation of reading skills [2]. We involve those of them that are necessary for the functioning, first of all, of skills common to all types of readings: operations of forecasting, semantization, comparison, evaluation, topicalization, structuring, derivation.

The realization that already in the 1st year students need to master different types of reading led to the consideration of cognitive operations against the background of skills common to different types of reading, and to the identification of how the operations underlying them correlate with skills. As the analysis showed, the involved operations underlie the skills associated with understanding at the level of meaning, at the level of meaning. To form any skill, as a rule, several operations are necessary. Almost all the involved operations function when reading in relation to different units (word, phrase, sentence, microtext, text) and represent, depending on this, more or less complex, automated or non-automated units.

The analysis of operations functioning allowed to determine their main characteristics. Operations can be generic or non-generic. The quality of the functioning of the operation itself in one or another skill in the preparation of training materials. The learning process is conditionally reduced to three courses of study.

At stage 1 (course 1), the main component is the formation of an operational base, which is necessary for the formation of reading skills.

Popular texts of a biomedical nature are selected as text material at this stage. When constructing a system of tasks, we proceeded from the need for communicative needs at this stage of learning, as well as cognitive operations associated with understanding.

The formation of operations is carried out considering the peculiarities of the functioning of individual operations in different types of reading. Task formulations focus on a certain type of reading and on the quality of operations. Some tasks are
test in nature, equipped with keys, however, their main part, aimed at checking the
depth of understanding, at interpreting what has been read, involves the control and
correction of the teacher,

The learning outcomes based on the developed educational and methodological
materials showed that the quality of completing tasks related to the processing of
information at the level of meaning and at the level of meaning has improved.

Further development of the research is seen in two main directions: on the
selection of cognitive operations necessary for teaching reading at the 2nd and 3rd
stages of learning (2nd and 3rd year); to develop exercises for mastering these
operations.

**Conclusion.** We believe that the system of work on mastering reading, which
is a synthesis of the "traditional" and cognitive approaches, can provide greater
efficiency compared to traditional methodological solutions.

**References:**