The article is aimed at studying the opportunities of implementing visual aids in teaching analytical reading methods to students at language colleges. In the first part the author analyses the category of reading technique, the tasks of teaching basic and analytical reading which are related to the object of the research. The necessity to enhance motivation and cross-cultural competence of learners due to the use of visual aids and authentic texts is being justified. The author argues the applicability of paradoxical statements for demonstration of the conceptual analysis cases. The technique of paradoxical statements’ analysis, allowing to define the key text concepts and the character of their interrelation by making up structural schemes, is being considered. In conclusion of the article examples of the analysis with interpretation and practical recommendations are provided.

**Keywords:** analysis, paradoxical statements, schemes, contradictions, interrelations.

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variant to demonstrate the technique of making up reference schemes. What differentiates paradox from other stylistic expressive means? Among the distinctive features of paradox above all is presence of a contradiction, possibility to solve the contradiction, finding common characteristics of specific notions. E.N. Zabotina points out, that the dialectical triad of paradox structure “thesis-antithesis-synthesis”, where contrasting features of an object act as thesis and antithesis and synthesis shows their interrelation, contributes to the adjustment of the differences [2, P. 38]. Consequently, the paradox is resolved with a new sense, quality and relation.

Let us present an example of schematic analysis of several paradoxical quotations in English.

«For man, autumn is a time of harvest, of gathering together. For nature, it is a time of sowing, of scattering abroad». Edwin Way Teale (an American naturalist and author) [7]

The verbs “gathering” and “scattering” alone have diametrically opposed meanings: to congregate and to disperse, being 2 poles of the unity, expressed by the notion “autumn”. That is the structural analysis of the statement:

```
man = nature
```

```
autumn
```

```
gathering = scattering
```

The illustrativeness of the chart due to the positioning ideas in two (on the scheme) or more dimensions allow language learners to find out that “autumn” is the main concept of the utterance; “man” and “nature” – two specific notions, tied with the key uniting concept of “autumn” and coordinated with each other, thus presenting equal in importance notions. Since analytical reading focuses on structural analysis of language units and exact understanding of the author’s idea, it is worthwhile to search for the covert question to the answer given by the statement. For the above given phrase the implied question is:

- What is autumn for man and nature?

   OR

- What is appropriate to do for man and nature in autumn?

Man as a part of nature displays opposite characteristics in a particular season, namely in autumn. Nevertheless the utterance is true, reflecting the eternal course of nature. The following components of paradoxical utterances’ analysis may be singled out:

1) Statement = The text and its meaning
2) Structure = The ties between general and specific concepts; coordination and subordination.
3) Strategies = Revealing the relations between ideas; questions to the answers given in the text.
4) Underlying idea = What is implied but not announced.
5) Analogy = Metaphoric, figurative likeness of elements, not literally resembling.

6) Conclusion = Deductions based on facts (and implications)
7) Metaphors = True figurative statement.
8) Size = Small texts consist of the same elements as bigger ones.

To prove with reasons we will provide the schematic analysis of additional 2 quotes:

1. «More than kisses, letters mingle souls». John Donne. (an English poet and preacher)[8]

```
man      =     nature
```

```
letters         <        kisses
```

```
dialogues
```

```
Life
```

```
living for a long time
```

```
getting old
```

Thus the concepts “kisses” and “letters” are on the same level of generalization, as shown in the chart, “letters” is a stronger factor, influencing the idea of “mingling souls” (joining souls together). Besides, such elements as analogy and metaphor are vividly demonstrated in the utterance. Thus “kisses” and “letters” are being figuratively compared as two analogous notions contributing to the same process of “bringing souls together”. The poetic assumption of the mingling effect of kissing and correspondence for people is true being a genuine metaphor.

2. «It’s paradoxical, that the idea of living a long life appeals to everyone, but the idea of getting old doesn’t appeal to anyone». Andy Rooney. (famous American journalist). [9]

```
Life
```

```
living for a long time
```

```
-     shifting
```

```
getting old
```

One more paradox: “living for a long life” is unthinkable without “getting old”, being two equal in importance manifestations of “life”; positioned on the same level in the scheme. Though, by all means, longevity is a positive one and ageing is a negative aspect of life. The passage with “appealing to everyone or no one” is compressed in two simple notions with opposite signs which repeatedly illustrates the summarizing options of the schemes as a means of working on the text.

In conclusion of the article we would give some practical recommendations referring to the implementation of the method in its different variations. We suggest that it should be used in groups with Intermediate (and higher) level of English during Home Reading lessons in order to minimize possible lexical difficulties and allow a substantial amount of time for preparation activities at home and in class. The individual analysis of English proverbs, catchphrases, poems and prosaic texts using the scheme technique, comparing English texts with Russian analogues and according reference charts, writing essays based on the suggested conceptual charts may serve as examples of tasks for language students.

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