Issue of improving student’s reading culture

ABSTRACT
The article explores scientific principles, the principles of historicism, ethnic, unity of form and content, systematic and balanced development, the role of teachers, accessibility, clarity, strength and effectiveness of the studying results.

Purpose: The purpose of this article is to define the specifics of teaching literature in Kazakh schools, enhance reading culture (of students first of all, it is related to the selection of material and ethnical diversity of students in Kazakh schools) and evaluate the ways of literary works analysis at school: reading and analysis, reader’s perception and ways of determining it, “following-the-author” analysis; to study the system of literary images, problem analysis as a way of survey at school.

Methods: During the study of this article the research method was used as the most efficient. The article also emphasizes the special significance of accounting the knowledge and skills. In this article we consider the attitude to literature as a kind of illustration, a particular way of understanding reality.

Results: The ultimate goal of educational activity is formation of the student as subject, who have reached the level of development to carry out educational activities by itself; plan and adjust their actions to correlate the result with the intended purpose.

Keywords: teaching methodology, Kazakh school, fiction literature, reader interest, reader culture, analysis, principles, interest to reading, teaching process.

Introduction
An important role in the comprehension of educational material plays an ability to select material and classify it regarding ethnic identity of the Kazakh
school students: “One should be able to choose the appropriate material, which is connected to the chosen theme. It is necessary to learn main lines of theme’s development, basic concepts and facts, putting more detailed analysis on the next steps to use it later as needed. Each text should be approached critically, evaluating the views of the author on certain contentious issues in the light of their own ideas and experience” (Argumov, Eromkina, 1972, p. 7).

Purpose: The purpose of this article is to define the specifics of teaching literature in Kazakh schools, enhance reading culture (of students first of all, it is related to the selection of material and ethnical diversity of students in Kazakh schools) and evaluate the ways of literary works analysis at school: reading and analysis, reader’s perception and ways of determining it, “following-the-author” analysis; to study the system of literary images, problem analysis as a way of survey at school.

Research methods: Teaching literature suggests enhancing of the students’ reader culture. Moreover, it is necessary to take into account other features of students in Kazakh schools during the educational process at the literature lessons, because these special features may influence the efficiency of material comprehension: “During the selection and presentation of text for reading it is necessary to consider linguistic skills of students and their social, psychological and ethnical characteristics, interests and individual capabilities. “(Lihatina, 2008, p. 57). The most important aspect is the ability of students in general and in Kazakh schools in particular to think independently, to select the material, classify it and draw conclusions, independence of students is considered to be the highest achievement of the educational process, and the end result is the following: “The ultimate goal of educational activity is formation of the student as subject, who have reached the level of development to carry out educational activities by itself; plan and adjust their actions to correlate the result with the intended purpose. Thus, independent work is the highest form of educational activity “(Dzhankaraeva, 2008, p. 137).

Conditions required to creading culture

During the study of this theme the research method was used as the most efficient. Many researchers focus on educational material not only as
information and cognitive substance, but also emphasize its educational value: “Educational text is a perfect material for pedagogic tasks during the educational process, therefore it is difficult to overestimate the importance of the text as a unit of learning and education”.

Z.Ya. Rez believes that the key to successful education of literature in school is that teacher should take into account age characteristics of students, their ability of perception and comprehension of educational material: “Teacher should know which psychological features characterize the students of IV-VI, VII-VIII and senior grades and how this features are reflected in their attitude to art: “Teacher will allow to act pliably, tactfully and skillfully on moral development of the students in the teaching of literature.” (Rez, 1985, p. 95). But at the same time Z.Ya. Rez did not take into account individual characteristics of students, because all children are different, they cannot be at the same level of intelligence and natural ability. It is very important to identify talented children and deal with them in greater depth in a special program. Unfortunately, such averaging during educational process is equal to gifted students and those who have problems with education. Many parents disapprove differentiation of the students by their abilities, since they believe that can hurt self-esteem of the kids that show no special talent, but still it is good for the children themselves when they are taught taking into account their ability and pace of comprehension of educational material. Individual approach to each student requires more time, which teachers do not have, and what is more, the number of promising students in the class does not dependent on teachers and these two factors negative impact on the effectiveness and final result of the educational process. Overcrowded classes where gifted students and underachievers are mixed together only harm the process.

Z.Ya. Rez offers the following ways of analyzing a piece of literature at school: reading and analysis as the types of student activities, the reader perception and its development, “following the author” analysis, system of studying the literary images, problem analysis as a way for review at school. But all these ways do not include the main current problem which is setting students to read belles-lettres, because without knowing the text it is impossible to analyze the work and determine its identity. Computerization
has given students an opportunity not to read a piece as a whole, but only get acquainted with its synopsis, plot and main events. The main goal of the modern teachers is to interest students, inspire them to read, show the advantages of reading a book as a whole, rather than a substitute. Z.Ya. Rez offers introductory classes to the study of literary works: “At introductory classes it is necessary to raise questions and offer tasks, establishing a connection with the previously studied and read literary works”. But in order to establish this relationship, you need a certain amount of knowledge in the fiction literature, which is also problematic in the current environment of weak interest in reading. Z.Ya. Rez claims that reading of a piece as the basis of study is a prerequisite for comprehension of the text of literary work: “Reading of the literary work is the most important condition and basis for all learning classes on literature. Success of the work on a literary theme largely depends on the organization of reading.” (Rez, 1985, p. 134).

To do this, teachers in any case have to turn to parents for help, who need to supervise homework such as reading of the literary works included in the curriculum as well as extra-curricular reading to form and broaden an outlook of the students, enhance their literacy. It is difficult for teachers to achieve this goal by themselves, one cannot lay all the responsibility on teachers. Improvement of the reading culture of students depends on the active extracurricular reading.

Z.Ya. Rez emphasizes special role of monitoring knowledge and skills in the educational process: “In addition to control, monitoring has an educational function” (Mayman, 1985, p. 289).

To awake the interest of students in reading literary works it is important to have visual and technical means of learning at the lessons of literature, which also helps to improve the reading culture of students. M.A. Rybnikova claims that for philologists the “primary” form of visual is literary works. (Rybnikova, 1963, p. 44). But this is the main difficulty of inspiring students to read literature. To do this it is necessary, to raise reading culture, the habit of reading books, from an early age and from pre-school period, when illustrations are as important as the text itself. As children grow up craving for reading should increase in line with the development of intelligence. The
process of thinking and comprehension of belles-lettres works are connected and complement each other.

V.P. Ostrogorsky considers that to stimulate an interest in reading it is necessary to attend literary and artistic interest groups, electives, exhibitions, competitions. We should note the benefits of competitions: only the most capable students will participate; for the rest of the students this competition will also be interesting, and it will pull in a little many others, and, finally, it is useful, as an example of at least relatively decent reading. Discussion of the same competition under the guidance of a teacher can bring the whole class together, so it will attract an interest of the students even more. (Ostrogorsky, 1911, p. 63-64).

This method is designed primarily for the students who have certain abilities for literature. But the other students in imitation of an enthusiastic reading will repeat it and, in turn, will be interested in reading literary works.

R.R. Mayman wondered: “Why school drama groups are run, as a rule, by literature teachers?” (Mayman, 1985, p. 188). The answer lies in the question itself, because philologists know the dramatic material, they know how to put the correct accents, allocate roles between students. It is hard to overestimate the acting time in educational process, since when playing a role, children experience the world, comprehend the curriculum, embody in the images of literary characters, get into the spirit of the work and author purposes.

The complexity of the literature perception by children lies in its multiplicity, philosophical depth, complexity of reality interpretation: “Works of literature reflect the essential characteristics of natural and social world, concentrate typical characteristics in phenomena and events, acting as a “small world”, a kind of “microcosm”. The emotional aesthetic compassion and co-creativity makes us connecting a part with the whole: individual fates – with world-historical process of human improvement and with the progress of society “But it also is aimed at the reader culture of students (Fiction literature in the teaching of philosophy, 1984, p. 5.).

To develop the skills of the literary text analysis, it is necessary to understand the text as a whole, on the one hand, and as part of one piece on the other: “Each part of the text contains thoughts, that reveal the main thought itself in need of clarification, refinement, proving” (Gorodilova, Etskov, 1985, p. 49).
At literature lessons teacher can give assignments to students and divide text into pieces, giving them names. This may be a part of students’ creative work, an ability to think independently and analyze literary works, it also contributes to the reader culture of students.

The question on appropriateness of teaching literature at school, and on the need of literature perception only as a source of information about past times was often raised, that in itself deny the spiritual and aesthetic value of artistic expression and its didactic significance: „In 1974, in newspaper „Komsomolskaya Pravda” we had another debate on the teaching of literature in general and whether it should be excluded from the curriculum, while others said to keep literature in the curriculum. However, the dispute was going from one point of view. According to some people, the literature should be studied in school, but only because modern writers cannot write about what happened in Russia a good century and a half ago. „Another point of view was the following: „Literature must... contain a maximum of useful information” (Teplinsky, 1983, p. 86).

But on the other hand, an informative approach may attract a certain interest of students and encourage them to read literary texts, which in itself is not bad, since involving students in the process of reading, understanding and further reflection and analysis is a part of reader culture.

D.T. Chirov promotes the study of literary criticism in the school as one of the aspects for awakening interest of the children to read: “School also encourages interest in literary criticism as a wise and good mentor for the reader, and together with it brings their pupils beyond literature lessons on wide expanses of extracurricular activities that find their expression in literary nights, in readers’ conferences and debates” (Chirov, 1983, p. 19).

Introducing Kazakh schools to literary criticism before reading Russian literary works will prepare students in the right direction and prepare them for perception and understanding of the text. Reading of criticism after reading literary work helps students to make the right conclusions and to formulate a holistic view of images, ideas, work, author’s position and uniqueness of the era, described by the author, which undoubtedly increases the reader culture.
According to the researchers an important aspect of engaging students in literature is not only entertainment, didacticism, but also cognition, forming natural and scientific view of the world, and objective relation to reality and its philosophical problems: “Fiction literature is an immediate source of augmentation, enrichment and deepening of philosophical knowledge. This is due to the fact that philosophical ideas have the property of polymorphism. Transferable philosophical content can be embodied by a variety of symbolical form, including artistic and literary forms. Handling with the latest is very beneficial for didactic reasons, for figurative language of fiction not only strengthens an emotional side of educational process, but also greatly facilitates perception of abstract philosophical propositions” (Slemneva, 1986, p. 132-133).

The role of teacher

This imagery of belles-lettres is able to specifically affect consciousness of the students as a specific feature, helping them in an accessible way to realize complex philosophical problems, their depth and ambiguity. Without this, educational process is not possible during reading the classics, penetrated with important philosophical problems of existence. The development of students’ thinking is directly related to the ability to select and classify the main problems of literary works and their ideological importance. The role of teacher is very important in the terms of guidance of students’ mental activities in the right direction by asking the right questions and giving creative tasks both in oral and written forms in literature classes. An ability to think independently and express one’s point of view clearly is one of the main problems in reading and comprehension of literary works. And the main result of education at the literature lessons in Kazakh schools is education, formation of a spiritually developed and balanced personality, who is able to analyze and draw their own conclusions, with a sense of internationalism. And here we need role-playing games such as reading by roles, so that students can transform into the literary characters, feel them from the inside, get into the questions that torment them and try to solve them in their own and original way, investing their own meaning in all this. This is especially effective for increasing reader culture of students.
Along with the other methods to attract interest in Kazakh schools for studying and reading the works of Russian literature goes integration as an effective form of educational process organization: „The relationship between academic subjects must be meaningful and must reflect in the curriculum, textbooks, manuals, procedures, extra-curricular activities“ (Sarieva, 2002, p. 30).

Interdisciplinary relationships are certainly necessary in the course of studying Russian literature in Kazakh schools, since these relationships attract students’ attention, give them ideas about the relationship of various phenomena of life, reflected in literary works, create in the minds of children a single picture of the world where events happen connected between each other due to the different cause and effect actions. The world of literary works is able to combine the most incredible things to achieve the main ideas of the author, embodied in the most sophisticated form. Mosaic interdisciplinary relationships serve as a kind of life encyclopedia for children, that excite their imagination, and fictional characters by the author, that is one of the ways to enhance reader culture.

Some researchers refer to literature as a kind of illustration: “The role of literature is a complex one. Location and value of its relief can be traced through the analysis of the main functions: cognitive, educational, illustrative” And the idea is explained further: “The art in general, and literature in particular, is a form of social consciousness, a form of knowledge of the objective world, art -shaped reflection of it. In the terms of objective world cognition the science and art go hand in hand. But each of these forms of social consciousness reflects the world in their own way, their own specific methods and approaches” (Fiction literature in the teaching of scientific communism, 1976, p. 5–6).

An understanding of literary work as an illustrative material in the study of other disciplines shapes interdisciplinary relationships that emphasize interdependence of life phenomena, their social and personal significance. It is an integral part of formation of outlook, an attitude to society, understanding of other people, as well as the demonstration of reader culture.

D.A. Klumbite emphasizes the interdisciplinary relationship in the process of attracting students to reading: “Interdisciplinary relationships play a significant role in organizing, deepening and consolidation of knowledge, form-
tion of a students’ scientific and natural outlook, and foundation of dialectical-materialistic point of view, and also expansion of outlook and development of stable cognitive interests. “(Kiumbite, 1984, p. 33). D.A. Klumbite specifies synchronous connections, which are used together with the other facts in the related disciplines, and asynchronous connections, which can be useful when being covered in other disciplines.

But teacher should not be carried away from his main goal, which is the study of artistic originality of literary works, stylistic features that make them recognizable and unique. Interdisciplinary relationship is one of the aspects for attracting attention of students to the reading and analysis of literary works, understanding of aesthetic value, improving reader culture.

A.D. Zhizhina claims: “The methods of literature are based on literature studies (history and theory of literature). Without deep and serious knowledge of all that has been done in literature studies, the methods of literature cannot exist as a science” (Zhizhina, 1984, p. 6).

In addition, A.D. Zhizhina convincingly proves the inextricable connection of teaching methods with pedagogy, psychology, aesthetics, which are unthinkable without the process of literature study and high culture of reading.

It is hard not to agree with the researcher, who believes that to overcome the difficulties in the process of teaching Russian literature at national school it should be based on the principle of community such as national identity of Russian and native literature. There is no doubt that the lack of knowledge of Russian language complicates the reading and perception of Russian literary works. But herein we have common teaching methods such as: explanatory and illustrative, reproductive (conversation, paraphrase), heuristic, etc. It is important to use research method, the most difficult, but at the same time most effective when students act as researchers and express their independent thoughts. This is one of the main manifestations of the reading culture.

K.F. Kurdyumova offers the following principles that in her opinion are necessary for teaching literature: scientism, historicism, nationality, unity of form and content, systematic and planned teaching, leading role of the teachers, accessibility, clarity, strength and effectiveness of the learning results, connection with life, principle of community and national identity of Russian and
native literary works. (Kurdyumova, 1984, p. 38–47). T.F. Kurdyumova emphasizes the special importance on the principle of demonstrativeness. One has to agree with the requirements to involve educational films, fragments of films based on the literary works included in school curriculum, slides, handouts, albums, reading books etc.

But it is necessary to comment on these films and paintings explaining to students that all these films and paintings are based on literary works are only interpretations of on literary works by directors and actors, through the prism of their personal attitude, which may differ from the original tasks and attitude of the author. Reader culture contributes to an ability of distinguishing between an original work and its interpretation.

V. Todorov wrote the following about the specifics of teaching Russian literature at national school: “Considering the diversity of functions and self-manifestation methods of teaching Russian literature at national school, it is advisable to consider systematization, which is not based on one or two bases, but a set of various psychological, pedagogical bases. “(Todorov. 1984, p. 49).

Russian literature should be read in the original at Kazakh schools, because any translation is misrepresentation for better or worse. Of course, the translation of Russian literature to Kazakh language has its advantages, as the students will have no difficulties associated with language. But just reading the original Russian literature at Kazakh schools improves the knowledge of Russian language and expand the vocabulary of students, giving them an idea of the unique authors’ style, richness of language, originality of historical era, national traditions and psychological characteristics of Russian people. Russia is the main economic partner of Kazakhstan, so it is important to know Russian language from literature.

L.A. Sheyman claims that main classification aspects of Russian literature teaching methods at national school are binary division into teaching methods and methods of learning, which, however, may be enclosed within a single method in its organizational and substantive boundaries. (Sheyman, 1981, p. 53).

To improve reader culture of students at lessons of literature in Kazakh schools it is necessary to have the ability to select the material and classify it, taking into account ethnic identity of the Kazakh school students, their knowl-
edge of language, age. To improve reader culture of students we also need problem analysis of literary works, as well as the use of demonstrativness and technical means of education.

A special role in improving reader culture play literary and artistic groups, electives, exhibitions, competitions. Exercising the skills of literary works analysis also improve reader culture, which implies a relative division of work into parts with their own names. Reader culture of school students will be improved by informative approach to literary work, entertainment and didacticism of this work, as well as development of thinking. Reader culture improvement depends on interdisciplinary relationships, that extend outlook of students.

Conclusions

Thus the uniqueness of teaching and study literary works in Kazakh schools, development of interest in literature, improving reading culture have similarities with the teaching and study of literature in schools with specific features associated with language difficulties, but literature in original language in a certain way eliminates the problem, improving the knowledge of language. The study of literature in Kazakh schools should be based on the principle of common national identity of native literature, taking into account age characteristics of students during formation of their artistic taste and aesthetic criteria, and high reading culture as a manifestation of spirituality.

References


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