METHODS OF FORMING THE READER'S COMPETENCE IN LITERATURE LESSONS

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Article history:		Abstract:
		The article is devoted to the actual problem of the formation of reading competence in future teachers (on the example of foreign literature). The methods used are the analysis of foreign literature and the practical study of the formation of the reader's competence in teaching literature to future teachers. The main task of studying the reading of students is to form a reader who not only has strong reading abilities, but also to use the textbook independently in subsequent training and self-education.

Future teachers do not read enough, and speech development classes become boring for them. What is the reason? A decline in attention to learning, a wealth of sources of information other than reading. The first reason is the imperfection of the study of reading, the inaccessibility of the system of purposeful formation of reading work for future teachers.

The main task of studying the reading of students is to form a reader who not only has strong reading abilities, but also to use the textbook independently in subsequent training and self-education.

Readers 'professionalism is guided by" possession of reading techniques, techniques of awareness of the read and listened works, knowledge of books and the ability to choose them". This study is closely connected with the implementation of the activity alignment in training, with the conclusion of the task of self-development, the transformation of the student from an object to a type of work. A textbook and a workbook are considered to be the literary material for students ' work. For reading, different genres of works are used, different in volume; both artistic and scientific-educational.

This allows us to take into account age characteristics, to develop attention to both folklore and traditional literature; to implement the consideration of different values of reading skills and different reading experiences. The textbook highlights a number of categories:

"Pay attention" - the task of this section is to briefly, in an accessible form, reveal literary opinions.

"Hint" - not clear texts, expressions are explained, i.e. dictionary work is carried out. Recommendations on the expressiveness of reading are provided, bibliographic information about the creator or information about his work is offered.

"Remember" - can help you remember what the students actually studied before.

"Bookshelf" - a recommendation list of books is offered. From the list, students choose books for the development of speech in the studied section. The category provides tasks-reference points that guide the reader's work.

"Check yourself" - connects control and verification tasks : creative and generalizing character. Students get an idea of the" genera " of literature, the connection between fiction and the situation, the impact of folklore on the work of writers, and the opinion "the author's position of the writer".How is the work done with the work?

The leading form of research of a literary work is considered to be reading. It is possible to mark the primary reading of the work and the analytical reading. Analytical reading at the university is based on the plot of the work.

While reading, students comment on the word, interpret the actions, reason, express their own opinions, justify, argue their own answers, confirming them with the texts of the work (the method of proofreading).

Before reading, it is recommended to ask questions about the word, in order to aim students at meaningful reading. Primary independent reading of a small word by students. Primary reading by the teacher and repeated by all students. Primary reading on a call and repeated by all "about yourself".

Independent reading of students with a specific assignment. Development of students ' speech .
1. Reading behind the speaker. The student reads aloud, and the others repeat after him in a low voice .
2. Reading, finding the passage to the picture.
3. Reading, answering questions.
4. Reading the most interesting things in a story or poem.
5. Reading up to a certain paragraph.

6. Reading the passage to which you need to choose a proverb.
7. Finding a sentence or passage that reflects a key idea.
8. The expression of their own specific judgments about the reading listened to later by the teacher or the student.
9. Reading, telling about what you liked the work, or what you remembered.
10. Establishing causal relationships by reading
11. Reading the title of the story (How else can you call it?)
12. Reading by roles.
13. Reading by dialog roles.
14. Finding a passage that should be read expressively, sternly, with supplication, annoyance, indignation, mockery, gratifying, funny, sad, etc.
15. Competitive reading of poems .
16. Finding and reading figurative texts and descriptions.
17. Reading a poem, placing pauses, accents.
18. Expressive reading of a passage of personal choice.
19. Reading a passage.
20. Reading with writing out texts for a practical dictionary, for example, on the topic "Human qualities", "Proverbs" , etc.

Reading a foreign work is considered to comprehend the spirit of authorship expressed in the text. The ability to read, according to these researchers, is an integrative personal characteristic, manifested in the ability of a person to read and use the information extracted from the text in practical activities.

A qualified reader performs a twofold act: "getting used" to the world developed by the creator, he tries to see everything that happens "through the eyes of the author", finds the proper author's " milestones "and" pointers", and recreates the author's"model".

This peculiar conversation between the creator and the reader, mediated by the artistic text, M.M. Bakhtin called "the co-quality of understanding." The most serious obstacle to the awareness of the author's position is considered to be the difference between the system of moral values, the current and reading skill (V.V. Prozorov, M.M. Kedrov, A.I. Beletsky, M.B. Strapchenko et al.).

The above leads to adoption, in fact, that the present "the creation of understanding" will happen only if it is possible to organize the greatest involvement of a student reader with a topical, cultural and artistic "context" of the writer's creativity.

Decisible in the culture of communication of the reader with an artistic word, takes the absolute or practically absolute effort of the reader, his right to freedom of perception of the poetic work, free from the Creator (V. Gumboldt, E. Ennecgen, A.A. Plebenza, A.G. Gornfeld , N.A. Rubakin, Yu.I. Ayhenwald, R. Bart, etc.). A.G. Hornfeld declared a proper theory of foreign work: "The artist's work we need just because it is the answer to our questions, ours, because the artist did not make them for himself and failed to predict them ...".

Yu.I. Ayhenwald advanced his own point of view: "Never read the reader as one such, actually wrote a writer."

Roland Bart declared the word zone of language interests that could give the reader a gaming pleasure: "... The birth of the reader has to pay for the author's death."

The provided communication concept with an artistic word is principled for the conclusion of the difficulty of forming reader competence.

Based on the main provisions of all sorts of concepts of literary science, we define elements of reader competence.

Cognition: - Content of artistic works, features and patterns of the Writer's path; - changes of the analyzed foreign text; - the cultural and historical context of the writer's creativity; - close contexts of creativity (creator biography, creative situation of work, personality qualities, family-related, friendly and competent microenvironment, etc.); - literary sources (writing writer, diaries, personal libraries, censorship materials, correspondence, memoirs, danger notes, scientific studies, reference publications, artistic interpretations, etc.); - systems of opinions and definitions characterizing various sides of the content and forms of the literary work; - remote contexts of the writer's creativity (literary usages, an extra homosexial skill (term V.E. Khalizheva) of the past generations, etc.

Skills: - integrally understand the overseas work, taking into account the author's position; Open the specific historical and universal title of foreign work with a support for the cultural and historical context of the writer's creativity; - interpret foreign works on the basis of personal perception with a support for the nailest and remote contexts of the writer's creativity, the system of the component of the word participating in the formation of aesthetic impression; - apply all sorts of literary informants, the system of opinions and definitions in the process of analyzing the artwork, which is considered an important condition for the science of interpretation;   - Disassemble and regard the artwork with a support for proper operating skills: detect intrathext links, allocate the value of the structure of the work.

According to Z.I. In the process of reading the level of understanding, the perception of individual words and phrases is suggested at first, then individual offers, as well as message plans: logical, emotional and motivating [1, p. 98-99].

These categories reflect the nature of the literary text: the relationship between characters, their manner behavior, copyright and reveal in the language characteristics, which are indicators of these relations.

Consequently, they fulfill the function of extracting information from the literary text. These actions contribute to the formation of the skills of semantic prediction: allocate pronounced semantic information; establish events in the sequence occurring; distinguish the basic facts from the secondary; By the context, the grammatical structure, the word-forming elements to identify the supports-prompts on the meaning of the "meaning milestone".

These skills are common to read texts of various genre supplies. The characteristic features for reading literary texts are the skills of language forecasting: identify the benchmarks that determine the relationship of literary text, as well as the ability to find landmarks using "strong positions" that allow you to penetrate the actual content of the text.

This skill group is the starting point for penetration into the semantic content of the artistic text. The formation of these skills contributes to relief and overcoming the difficulties that the reader is experiencing when perceiving text.

There are special techniques for the development of the skills of the skills that take into account the features of the literary text and the estimated difficulties that students may face with the "entry" into the content and meaning of the text.

For example, techniques aimed at identifying modal words and phrases, which express the semantic relationships of the text, is permissible to use when working with texts with the difficulty prevailing in them caused by their complexity of content. Receptions aimed at identifying "strong positions" of literary text, objectively relate to a group of texts that cause difficulties in connection with their genre conditional.

In the texts where difficulties prevail due to the presence of episodes, copyright and lyrical digresses in them, i.e., branches from the main narrative line, it is important to use techniques aimed at searching and finding supports (signal words and phrases reflecting the topic of statements) [five].

The process of forming reader competence of students consists of several consecutive stages [7, c. 17-21] and is implemented under the following pedagogical conditions: - a preliminary diagnosis of the level of formation of reader's competence is carried out (taking into account the experience of their reading activities); - The educational process is carried out on the basis of a personal differentiated approach, which is developed by a system of multi-level tasks, which allows individualization of the selection of tasks, depending on the degree of formation of one or another component of reader competence and from individual personality characteristics of students (type of temperament, the nature of cognitive processes and etc.); - the teacher organizes the future work, which is aimed at updating the knowledge of the knowledge necessary for deep and complete penetration into readable text and expanding the overall horizons of students; - Text materials include texts of different genre or articrafts: artistic, scientific and technical, official-business, petty; and different types: instructions, ads, menu, schedules, advertising; - The reflexive position of students in relation to readership is provided by the system of proposed tasks and the management of the reader diary, which allows students to develop a trajectory of formation of their reader competence.

The assessment of the formation of reader competence is carried out in the following five indicators, the presence of which implies a complete understanding of the text: orientation in the content of the text and understanding of its general meaning; Elementing information; Improving (development) of interpretation; reflection of text content; Text form reflection. All dedicated indicators are interrelated: the successful formation of one depends on the formation of the other.

A complete understanding of the text involves the achievement of a certain level of the competence of a student for each of the indicators. The level of competence is determined using the issues of the teacher and installations for assignments.

The orientation in the content of the text and the understanding of its general meaning is detected when determining the lead theme, a single goal or destination of the text. To do this, the following tasks are offered: come up with a header to the text, express the general meaning of the text in one sentence, explain the meaning of the prescriptions offered in the text, select the main components of the table or graphics, determine the purpose of the drawing or card, the type of book publication and the nature of the texts included in it etc.

To determine the general understanding of the text, it is possible to offer students to find a ratio between the text and the specific footnote given to it by the author, part of the text and its common idea.

From the key ideas of the text, you can suggest choose the most common, dominant, which will demonstrate the skill of the student to distinguish the main ideas from the minor or find them in the header of the text and the wording of its main topic.

The ability to find information in the text is advisable to determine with the help of specific questions, for which the student will need to "run" the text with the eyes, understand its general content and begin searching for the necessary junit of information, which in the text itself is sometimes expressed in another (synonymous) form than in the question .

The ability to interpret the text, to determine its hidden meaning it is possible to identify if you offer students to compare and oppose the information prisoner in the text, find in it arguments to confirm the assumptions put forward, make certain conclusions and formulate a conclusion about the author's intention or the conceptual idea of the text.

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Speaking about determining the reflection of the text content, you can offer a student to associate information obtained from text with existing knowledge gained from other sources, assess the conclusions made by the author, based on our own ideas about the world around, find arguments in defense of your point of view.

Determining the reflection of the form of the text, the student needs to evaluate not only the content and meaning of the text, but also its form. A sufficient development of the criticality of thinking and self-judgment is necessary to comprehend this aspect of the understanding of the text.

The student needs knowledge of the text structure, features of the genre, the ability to recognize in the text Humor, Irony, hidden meaning, copyright to the problem presented in the text.

For this purpose, tasks are suitable for a critical analysis of text, to match the text of its intended purpose, the stylistic comment and a number of others. Thus, the indicators of formation of reader competence.

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