

Effective techniques for the formation of reader competence and their application in the classroom

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Abstract: In this article, we consider a number of basic principles that underlie the development of techniques for the formation of reader competence among students in the lessons of the Russian language and literature.

Keywords: learning, principle of visibility, principle of culture, lesson-excursion, literary game

Currently, it is very difficult to attract students to reading and studying the Russian language of a foreign language. But despite this, students can and should be interested. According to N.Yu.Rusova, “the lesson of literature must be made integrative: it is desirable that it includes not only literary, but more general, cultural commentary.”

A number of basic principles should be considered, which should underlie the development of techniques for the formation of reader competence among students in the lessons of the Russian language and literature.

1. The principle of visibility is the basic principle on which the entire process of training and education is built and which we distinguish as the main thing in the development of teaching methods in literature lessons. However, this principle should be used with caution, as it can lead students from solving the problems of the lesson, replace the target with a means. According to the psychologist A.N.Leontyeva, “in some cases, visualization is generally useless, sometimes even harmful to training.”

For the first time as the basic principle of didactics, the principle of clarity was introduced by Ya.A.Komensky. He considered the sensual experience of the child as the basis of learning and, in his opinion, “training should not begin with verbal interpretation of things, but with real observation of them.” It was this well-known teacher that was nominated by the principle of the “golden rule of didactics”: “... everything that is possible to provide, for perception by feelings, namely: visible - for vision, heard by hearing, smells - smell, which is subject to taste, accessible to touch - by touching. If any items can immediately be perceived by several feelings, even if they immediately grasp several feelings.”

The opinion of Komensky was divided by I.G.Pestalozzi, K.D.Ushinsky, and then developed it in their works. According to Ushinsky, “visual training is such a

learning that is built not on abstract ideas and words, but in specific images directly perceived by the child: will these images be perceived in the very learning, under the guidance of a mentor, or before the student's independent observation, so That the mentor finds a ready-made image in the soul and builds a teaching on it. This course of teaching from the concreted to the abstract, from representation to the idea is so natural and based on such clear mental laws that only one who generally rejects the need to considerate in training with the requirements of human nature in general and the nursery in particular."

2. The basis of the principle of culture is the assertion that "education should be based on the universal values of culture and build in accordance with the values and norms of certain national cultures, specific characteristics, inherent in the traditions of certain regions and not contradictory universal values."

3. The principle of communication with the student's life experience. If we correctly organize the practice of students, subordinate to the educational tasks of the university, this will contribute to the awakening of the need for knowledge from students, will make the teachings more meaningful and fascinating, create the opportunity for conscious and durable mastery of knowledge, will give great persuasiveness to scientific conclusions and generalizations, and will accustom consciously Apply them in practice and give them an effective character.

4. The principle of aesthetic significance involves the development of aesthetic culture among students, develops a conscious attitude to art and an understanding of its sociocultural significance.

5. The principle of consciousness and actualization of the personal creativity of students. In the process of conscious assimilation of knowledge, a creative attitude is formed to the study and application of knowledge, the logical thinking of students and their worldview. We can talk about the personal creative perception of the studied.

We correlated the designated principles with the most effective, in our opinion, interesting for students by methodological techniques for the formation of reader competence, choosing them from the literature in the literature programs V.Ya.Korovina, T.F.Kurdyumova and V.G.Maantsman.

Consider examples of the implementation of these methodological techniques.

1. A lesson-excursion.

For students studying at universities, it would be very useful to organize an excursion to the village of Snestka, where you can plunge into the atmosphere of childhood of the writer, visiting his house-museum, as well as for the purpose of studying the work of our writer, actor V.M.Shukshin. Students should visit his works in the park of wooden sculptures made according to the works of Vasily Makarovich.

As a result of such a lesson, the student's work of the student will be perceived not abstractly, but vice versa, close to life and modernity. Thanks to the principle of clarity, the teenager is a picture of the work in real fullness. A feature of the principle of consciousness and personal creativity is that the student tries to put himself in the place of the character, to feel everything that the hero of the work felt in this situation and the situation.

In addition, teachers should take their students to the performance according to the work just studied, for example, in the Biysk Drama Theater this year on May 9, the performance "Vasily Terkin" was held, as well as the performances according to A.N.Ostrovsky (in May-April of this For years, the Biysk Drama Theater presented the audience with the play "Rich Brides"). Such an event will not only help revive the images, but will also introduce the guys to other types of art.

2. Literary living rooms and salons.

This idea was described in detail by the associate professor of the school of philology of the Faculty of Humanities of the Higher School of Foreign Affairs M.G.Pavlovets in his article "Literary salon of a pedagogical university as an innovative form of popularization of reading." According to the researcher, "the problem of non-fiction can be solved if you free the reading from the burden of binding." One of these "unobtrusive" techniques for the popularization of reading is the creation of a literary salon, because Attending the interior events is perceived by students as entertainment, a pleasant pastime. An important element of such meetings is the ability to communicate in an informal setting of guests of the salon and representatives of the "literary public". In our city, you can visit the literary salon based on the Sailry literary art association, where literature lovers can share their creations, discuss their favorite works, discover a lot of new and interesting in the field of literature.

Such literary salons help to develop a conscious attitude to cultural values and art, and also develop an understanding of their sociocultural importance.

3. A lesson in the clash of ideas.

I would like to recall the words of the famous Soviet linguist B.A.Larina: "As a literary work has been done once - we will never know, but you can play guesses here. But why and how it acts, it means something for us can be explored." In this regard, it is important to consider the work not unilaterally, but try to look at it from several points of view. Similar lessons in the analysis of works position the student not as a passive listener, but as a researcher, a co-crew. The work passes through the teenager's own consciousness, while the teenager's creative gaze is formed on the problem that the student in the future tries to substantiate him. This lesson is based on the principle of consciousness and updating the student's own creativity.

A similar type of lesson implies creation different from the usual formulation of the point of view on the studied work. For example, when studying the novel by I.A.Goncharova "Oblomov" can be represented by such an idea that perhaps Olga Ilyinskaya and Stolz initially loved each other. And it was Stolz who asked her to fall in love with Oblomov, who, perhaps in this way, could be eliminated from "Oblomovism". Schoolchildren will be interested to move away from the usual point of view and try to develop this idea, try to give assumptions, arguments to confirm this theory.

4. Literary game.

It is quite difficult for modern students to study Russian literature. Its psychologism, philosophical, its superficial consideration cannot give the teenager a complete picture of the work, the possibility of a deep understanding of the text. In order to solve this problem, the student needs to become not only the reader and third-party observer of the actions of the characters, but at the same time the work of the work: the student must learn to put himself in the hero's place, try to understand his actions and motives.

For example, in 1 courses in the framework of such a literary game, you can include the study of the story of M.A.Bulgakova "Dog heart". The role of the main characters of the work should be given to students in advance, to explain how best you can prepare for the lesson. Students should try to get used to this role for a while, feel what the characters of the work were experiencing, understand their philosophy and worldview. The main in such a lesson is the motivation for the actions and relationships of characters.

A similar lesson suggests that students should sit so that they must see each other (for example, in a circle or oval). The game begins with the introductory word of the teacher. Further, those students who did not receive a role retell the work by chapters in turn. The retelling also includes questions to heroes, who in most cases remain rhetorical in literature lessons. In the process of the lesson, firstly, the work is studied by students not superficially, but deeply, felt, meaningful. Secondly, the images are worked out with the direct presence of the subjective assessment of the student, that is, in some way, the speculation of the image occurs. Thirdly, at present, students are not familiar with such a format for conducting lessons, so holding such an event for them will be, on the one hand, interestingly, unusual, clearly (because the lesson is a game), and on the other, such a lesson contains in For itself a detailed, deep, meaningful study of images, plot, plot.

5. Quoting classics.

Currently, often on the Internet you can find the "reposts" of the thoughts of great people, including writers. Undoubtedly, this is good, because the classic was awarded the attention of youth. Modern students project the thoughts of great writers

of past centuries to today, their lives. This trend is increasingly coming into fashion, strengthening. Students try from a huge number of aphorisms to choose those that their friends will appreciate. But at the same time, quotes remain only quotes in the head of youth. Those who then take the book from which this or that quote is taken, and then reads it completely, very little. But now quite often on the Web will "repost" not only quotes, but also the cover of books, often attaching annotations to them. Young people who read the book leaves comments under such "reposts", some adolescents leave recommendations, and other users of the network respond to this. In this case, we can talk about a peculiar popularization of reading- about taking "transcoding."

In the VKontakte social network popular among the youth, a large number of groups can be found on the wall of which are regularly placed quotes of famous literature figures, as well as quotes from literary works. One of these groups is the group "Quotes of Russian classics" (https://vk.com/citati_klassikov). It includes more than 11 thousand participants. On its "Wall" we can see the poems of famous Russian poets, excerpts from literary works, and quotes of writers. Each "post" is accompanied by a large number of "likes" and "reposts." In the comments to some posts, we can find discussions of a work. Thanks to the constant update of the "tape" of the group, participants can recall or get acquainted with a large number of works, and thanks to the "reposts", friends of the group members can also join the world of literature who interested in any quote.

Another ways to arouse interest in the book are the reading or brief retelling of the plot tie or climax; Acquaintance with an unusual literary hero; attracting attention to the book using the cover, illustrations; A brief story about an interesting history of creation, the fate of the writer; message of the readership from the book of the teacher himself; attracting attention to an important, relevant, exciting students to a problem or the hero of the work; The message of polar opinions about the book expressed by literary critics, the students themselves. Classics by modern realities, based, in turn, on the principle of consciousness and actualization of personal creativity and on the principle of communication with the student's life experience.

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