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READING AND ASSEMBLY OF THE CONTENT OF THE LITERARY TEXT OF ENGLISH LITERATURE

ЧТЕНИЕ И СБОРКА СОДЕРЖАНИЯ ХУДОЖЕСТВЕННОГО ТЕКСТА АНГЛИЙСКОЙ ЛИТЕРАТУРЫ

АҒЫЛШЫН ӘДЕБИЕТІНІҢ КӨРКЕМ МӘТІНІНІҢ МАЗМҰНЫН ОҚУ ЖӘНЕ ҚҰРАСТЫРУ

Abstract. This article deals with the problem of using a literary text for teaching different types of reading and using it in the educational process as a whole, foreign methods of teaching a foreign language is still an ongoing debate about the appropriateness of this type of activity.

Keywords: language skills - lexical and grammatical, linguistic and cultural aspect, social, cultural, structure of a foreign language society, process semantic information, systematize and analyze what has been read, work with a dictionary.

Аңдатпа. Бұл мақалада әр түрлі оқуды үйрету үшін көркем мәтінді қолдану және оны оқу үрдісінде тұтастай қолдану мәселесі талқыланады; Шетел тілін оқытудың шетелдік әдістемесінде әлі де осы қызмет түрінің орындылығы туралы даулар бар.

Түйін сөздер: тілдік дағдылар - лексикалық және грамматикалық, лингвистикалық және мәдени аспект, әлеуметтік, мәдени, шет тілді қоғамның құрылымы, семантикалық ақпаратты өңдейді, оқылғанды жүйелеу және талдау, сөздікпен жұмыс.

Аннотация. В данной статье рассматривается проблема использования художественного текста для обучения различным видам чтения и использования его в учебном процессе в целом, в зарубежной методике преподавания иностранного языка все еще идут споры по поводу целесообразности данного вида деятельности.

Ключевые слова: языковые навыки – лексические и грамматические, лингвострановедческий аспект, социальном, культурном, устройстве иноязычного общества, перерабатывать смысловую информацию, систематизировать и анализировать прочитанное, работать со словарем.

Traditionally, the domestic teaching methodology is quite favorable to the inclusion of a fiction text in the foreign language teaching programs. The subject "Home Reading", which allows additional attention to the aspect of reading fiction, is often included in the programs of schools with profound study of a foreign language and institutions of higher education.

The ability to read foreign-language literature is one of the key skills acquired in the process of teaching a foreign language. Nowadays the choice of teaching materials before a foreign language teacher is quite large from readymade methodological developments and teaching aids to available authentic publicist materials and fiction. However, when choosing a strategy for teaching specific students the question arises about the appropriateness of using fiction texts in the curriculum, as well as the degree of their authenticity or adaptation.

Domestic methodologists see the following merits in it:

1. Reading fiction allows you to move away from standardized academic texts and introduce students to modern "living" language.

2. Work on a fiction text allows developing language skills lexical and grammatical. It allows overcoming the language barrier by giving students the opportunity to express their opinion about what they have read, evaluating situations, characters, and events. Thus, reading a fiction text stimulates speech activity.

3. Reading a work of fiction covers the linguistic and cultural aspect - gives information about the social, cultural, structure of a foreign speaking society, allows expanding the general outlook of students and instilling an aesthetic taste.

4. Reading a fiction text develops skills of independent work - to process semantic information, to systematize and analyze what they have read, to work with a dictionary.

5. Fiction is a means of forming a secondary linguistic personality, which "implies a person's ability to communicate in a foreign language, to actively interact with representatives of other cultures, to represent their culture at the international level".

As you know, when working on reading a fiction text, students may be faced with a variety of tasks. For example, in sight reading, they are required to determine the topic and the range of issues addressed in the text in order to decide whether it is of any interest to the reader. It is also widespread to do exploratory reading, in which the reader tries to find out what is being reported on a particular issue. However, he does not pursue the goal - to fully and accurately understand the meaning and the main idea of the text. It is difficult to study the information in a text as fully and accurately as possible and, moreover, to comprehend and interpret this information critically. This can only be accomplished through exploratory reading, the goal of which is deep analysis and full mastery of the content of the text.

• When analyzing any, E.I. Tsvirko singles out the improving communication between readers of fiction, art of imparting knowledge and training the passage when teaching coherent reading:

- Fiction passage is purposed at the basic comprehension of person, therefore, it corresponds to the aspirations and demands of young people.

- Fiction texts are broad in scope and do not need exclusive basic comprehension, unlike popular science and other nonfiction texts.

- The compositional structure of the fiction text.

- The quality of being scarcely noticeable of division, fabulism.

- Give you permission to fix one's attention at all the components of the story to resolve the contention, which give you permission to DEFEND interest throughout the reading procedure.

Regardless of this consentaneous acceptance of using a fiction text to teach different sorts of describing and its use in the learning process in general, there is still a debate in foreign language teaching methodology about the appropriateness of this sort of task. A. Maley, writer of the book "Literature in the Language Classroom" explicates a circumstance as succeed. Realistically, composition is long the chief the language that is to be translated a statistic in teaching a foreign language. Even so, with the evolution of practical, foreign language teaching methods and the availability of language material, the role of works of fiction in foreign language teaching started to diminish. The developing of foreign language need mass training of "functionally competent customers". The procedure, the utilize of describe written and sometimes spoken material and fiction was irrelevant, and dangerous. The debate connecting proponents of the "mature" and "up to date" perspectives continues to this time, but "not long ago developing little by little reformation of literature and its value in the training procedure.

Learning to read in all stages is folded into the development of identifying the main idea and summarization: Reading skills in English:

- what kind of devices the author use;

- have the ability to guess the meaning of words from the initial letters;

- guess the meaning of words based on similarities to combinations in the mother tongue;
- **forecast** satisfied on titles **graphic** illustrations, etc;
- pass over unknown lexics which affect understanding of the head satisfied;
- the potential to make a judgment, to describe the meaning, the meaning of the text;
- capability to assess the reality expressed;
- capability to translate;
- catch the connotation;
- to return to what has been read concerning make clear and remember it greater;
- to use literal supports (cards, charts, schemes) to catch the meaning;
- work with different types of dictionaries.

So, supporters of literature in teaching practice describe the working on a literature writings for the following reasons:

1. Linguistic, which is the following concept: authentic material, which is literature and partly a source used for educational purposes of models of "unchanged" language, such as syntactic, lexical and grammatical.

2. Cognitive, in which literature guides the development of critical thinking skills, which, in turn, encourages students to share and express their opinions and defend their points of view. It should also be noted that it contributes to the formation of cooperation between students, when using the read material in further discussion and debate.

3. Aesthetic implies the opportunity to reveal the beauty of the language of translation in all its charm while reading a literary text. In particular, the authors describe the characters, the beauty of places, bright episodes of happenings and the vicissitudes of relationships.

4. In general education, however, reading is used to improve performance and nurture relationships with the world around us.

5. Literary text can also be as motivating. It represents a fascination in the study of extracurricular hours of sociocultural factors.

6. The concept of psychological includes meeting the needs of students, which makes the learning process more imaginative and exciting, thereby positively affecting the mental health of students.

Lindsay Clenfield identifies three main approaches to the study of literary text, combining them into three models:

1. Cultural model, when a literary text is viewed as a product, a source of information about the culture under study. The main emphasis is placed on the social, political, historical context, the belonging of the text to literary trends and genres. This model is more focused on the teacher and is widespread in the university teaching practice.

2. Linguistic model, when in the study of the text much attention is paid to lexical and grammatical structures or stylistic analysis, which allows you to consciously interpret the text. This model is more student-centered, improves general proficiency in a foreign language and makes the approach to literature more competent.

3. The personal growth model is focused on students and the process of studying the text itself. With this approach, students are encouraged to express their opinion, describe their own experience, and express their attitude to what they read. This model facilitates the interaction in the middle of the learner and the narrative, making language learning more memorable and personalized.

Regardless of the chosen model and type of reading, foreign practicing teachers observe a positive attitude of students towards reading fiction in the lessons of

English as a foreign language. Teachers report increased motivation, improved reading skills, and increased general interest in the activity.

Summing up the above, we note that both domestic and foreign methodologists observe the positive impact of using the literary text in the classroom in English as a foreign language, noting the

undoubted advantages of the artistic word for the linguistic and aesthetic development of students. Despite some disagreements on this issue, the change in the vector in relation to the literary text in foreign teaching practice cannot but rejoice. In addition to such obvious advantages of using literature as authentic and natural language, the development of language skills, the enrichment and development of oral speech, as well as emotional and psychological benefits, there is another one that is directly related to the academic nature of the learning process. Reading a literary text provides general literacy and allows you to develop the skills of critical thinking, the ability to analyze, and independence, which are necessary for the formation of a competent specialist in any field.

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