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THE FORMATION OF THE READER'S CULTURE AS CONDITION FOR THE DEVELOPMENT OF THE EDUCATOR'S COGNITIVE PERSONALITY

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ABSTRACT

This article deals with the problem of declining interest and quality of reading among students in Russia and the world, actualizarea the issue of development of the reading culture of today's youth. The article discussed effective methods and technologies of formation of reading culture as a condition of development of the cognitive personality of the teacher. This paper analyzes the results of empirical research of the level of development of reading culture of students of Kalmyk state University of Russia, summarized the first results of the practice of introducing future teachers to the reading that was used in the classroom of a foreign language. The article noted a fairly high need for reading among the students not only the academic literature but also art. The authors have proved that the development of reading culture of future teachers can be considered as one of the objectives of professional training at the University. The article can be recommended to specialists of the education system.

INTRODUCTION

KEY WORDS

education, teacher, cognitive, reading, culture, books, university, professional, personality.

There is a frightening and growing change in the attitude of the young generation to reading in the world. This process is countered by the cultural and educational policies of most developed countries in the field of reading. This policy is characterized by an understanding of the role of reading as an essential factor of social development; increasing the activity of public organizations in supporting reading; a high degree of diversity in the objectives, scope, content of tasks, the composition of the partners involved and the means they use.

Reading is a complex mental process and, above all, a process of the semantic perception of written speech and its understanding. The complexity of this process is due primarily to its heterogeneity: on the one hand, reading is the process of direct sensory cognition, and on the other, it is a mediated reflection of reality. Reading cannot be regarded as a simple action; it is a complex activity, including such higher mental functions as sense perception and attention, memory and thinking [1].

Cognitive development of the personality is an important component of the person's overall intellectual development in the conditions of modern relations. It is put forward as a particularly significant one, because it socializes the personality and becomes the basis of its active life. The formation of a creative personality, striving for knowledge of the world is impossible without the purposeful development of cognitive processes (attention, memory, thinking), which are the basis of man's intelligence. The study of cognitive abilities is becoming relevant at the present time in connection with the significant changes in society associated with the current level of production and its technotization. The educational process has also tasks for the development of the intellectual capabilities of the personality. It is quite evident that without a high level of intelligence, productive professional activity is impossible.

The purpose of the study. The purpose of the article is to analyze the socio-psychological aspects the reader's personality and to reveal the place that the reader's culture takes in shaping the personality. It is significant to study the level of development of the reader's culture. International experts consider reading as a problem of the entire educational system, as for the educators and psychologists, they note not only the lack of interest in the books for schoolchildren, but also the low level of perception of the text, the poor possession of reading technique, the drop in verbal literacy, which undoubtedly affects the general level of communicative and speech culture.

The task of the modern education system in the context of implementation and implementation of the Federal State Educational System (FSES) is not only the development of specific subject knowledge and skills within individual disciplines, but also a set of universal educational activities. One of such universal

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learning activities is reading. The UNO considers reading as an index to the life expectancy of the population.

MATERIALS AND METHODS

The problem of development of readers' culture in higher educational institutions has been actively discussed since the beginning of the twenty first century by Bogdanova R.U., Vershlovskiy S.G., Galactinova T.G., Kazakova E.I., Klarin M.V., Lebedev O.E., Rogovzeva N.I., Tugov U.M. and others. Conceptual apparatus of pedagogics of reading was defined (culture of reading, reader's activity, reading abilities). European research shows correlations between reading initiation and success not only in education field, but in life in general.

Tatyana Vladimirovna Chernigovskaya [2007], a psychologist and linguist, suggests that hypertext should soon lead to readers' stratification based on her research. Humanity increasingly relies on external storage media, and this trend has an effect on our memory and attention [2]. This leads to distributed cognition: various electronic devices join the cognitive processes and personalities are shifted. The invention of external memory is an extremely important event in the history of humanity, which in practice means that information is going beyond the biological substrate. Information has become potentially immortal.

This is the goal (saving the information for posterity) that humanity tried to accomplish, inventing tricks to put memory in someplace more reliable than human brain. This is why writing is priceless and we should remember that everything we have now, the civilization and the technology, exists thanks to writing and texts.

Reading is connected with a variety of cognitive processes, with organization of attention and memory. And memory is now organized differently in human brain as well. We seek information outside of ourselves instead of within ourselves.

Instead of digging deeper into my brain and trying to remember the information, I try to remember the place where it is stored.

In the future, there will be elitist literature that few will be able to read, yet alone understand. Reading will eventually become (and is already becoming) a criteria for social stratification. Domination and development of abilities of speech communication in cyberspace requires significant change in methods of teaching to read and write. Gavriluk notes that literary preferences are mostly linked to professional activities [3]. Scientific literature by specialty is read by 56.7%. Around one fifth of teachers choose detectives, adventures, Russian and foreign classics, fiction, historic literature. An alarming symptom is that about one tenth of them said that they read very rarely and in small amounts. For the group where the basis of professional activities is reading, it's an evaluation index of general cultural potential.

Students' reasons for reading are most often compensatory, less often educational. Readers' expectations are various. Studentship is a sensitive period of readers' culture formation.

Transfer to Federal State Educational System in Higher Education System under professional conditions actualizes reading as a special extracurricular activity of students – bachelors and especially masters. The main students' reasons for reading include: joy from reading; special readers' expectations; the requirements of educational system; formation of reading tastes under the influence of peers [4; 5].

The paradoxes of training a reading pedagogue stem from the fact that youth's values are significantly different from older generation's values. The experience of an older pedagogue is not enough to solve relevant problems of initiation of reading as a source of cognition in kids. Youth adapts better and faster than adults, they are more resilient to stress and have an easier time navigating the constantly changing world. Free-for-all reading means availability, alternativeness, variability and continuity.

Reading is often seen as a significant condition in accomplishing social success and personal development. Decreasing interest in reading among the younger generation has a worldwide scale. Good readers have a big memory capacity and an active creative imagination. They have better speech skills, more precise formulation and more fluent writing. These people are more critical and independent in their thinking and behavior. Teaching kids to love reading is a matter of pedagogic honor of Amonashvili Sh. A. (1986) [6]. In international practice there are various solutions to this problem – teaching love of reading, the development of reading culture, continuous education.

In New Zealand, USA and Finland there is a position in schools – reading teacher – a specialist who helps kids to overcome the difficulties associated with reading process. Sukhomlinskiy V.A. suggested that "school should become a true cultural center only when there are four cults: cult of homeland, cult of person, cult of books and cult of mother tongue" [7].

In the National Curriculum of "Primary education" and "Preschool education" bachelors there are subjects "Children's literature" and "Library science". Students complete creative tasks such as describing pictures, telling stories and fairytales based on a plot picture, writing essays based on proverbs, writing book reviews, analyzing literary works of various genres, poetry readings.

In the first semester the goal was to form and improve reading abilities of future primary education teachers, to widen and elaborate their literary horizons. There is a special block that consists of practical work on expressive reading and storytelling.

The main exercise of analytic-synthetic nature was an interpretation of stories, fairytales, poetry and diverse folklore. Students actively used their school experience while writing essays and it was difficult to overcome its schematism: more than 80 % of students conveyed the information about the story and then quickly proceeding to the ideological conclusions. In school they were taught to write essays in three parts: introduction (theme), main part (retelling of the story and information about heroes) and conclusion (the main idea of the story as understood by the reader). This school pattern is probably known to a lot of philologists.

As a result of the survey we came to the conclusion: a teacher with formed creative expertise ("meaningful adult") is able to actively influence the training and development of reading pedagogues' culture. 50 students (1 – 2 year, bachelors) participated in our survey.

RESULTS

The results of the survey suggest that a significant part of respondents like to read. 50 % of the first year students prefer paper books and 23 % prefer e-books. 62 % of the second year students prefer paper books and 30% prefer e-books. It's useful to note that 54 % of students like to read every day.

However, at the same time only 49 % of the students of the 1st course of respondents visit the library systematically and 76.5 % of the students of the 2nd courses recognize the importance of the book in the life and professional activity of the teacher.

"Do you read?" – the question was answered by 15 % of respondents in the way that they cannot imagine their lives without reading; 30 % – that they do not really like reading; 55 % – that they do not have time to read. The second question revealed how the modern youth spend their leisure time: "Is reading one of the ways of spending your leisure time?" – 40 % of the respondents said that reading is one of the ways to spend their leisure time; 55 % - that reading is not one of the ways of spending their leisure time and 5 % answered that reading is one of the ways of spending their leisure time but only if the literature is included in the curriculum. The third question determined which genre or repertoire of readable literature is most preferable: "What exactly do you prefer to read?" – 75 % of the respondents answered that they read newspapers or magazines; 30 % read fiction and 20 % read scientific literature. The fourth question made it clear what motivates young people to read: "What is the reason for your reading?" – 55 % of the respondents answered that the motive for their reading is personal interest, or hobby; 25% have cognitive interest; 20 % have educational tasks and 10 % just want to pass the time, they often read because they are bored. The fifth question helped to understand the reasons for lowering the interest in reading: "Why do you think the desire for reading has decreased now?" – 45 % of the respondents said that the book and reading are becoming obsolete under the pressure of the Internet; 40 % believe that there is no active reading advertising and 15 % think that parents read less themselves, and they read far less to their children.

The cognitive component of the professional mobility of the teacher ensures the sensitivity of the specialist to the system analysis of the whole educational process allows us to state, observe, and study the permanently arising contradictions at different stages in the organization of subject-subject interaction, the constructive resolution of which ensures the quality of the pedagogical result. In particular, they appear to be relevant and fairly common.

Cognitive mobility as an integrative dynamic characteristic of the cognitive sphere of the teacher; it determines the efficiency, competence and productivity of professional and pedagogical activity, represents the unity of the three components – motivation (the need for professional development, creativity, self-actualization), style (range, awareness and adequacy of choice in the conditions of professional and pedagogical activity), reflexive component (management of professional behavior, processes of development and self-development) [5, p.5 – 6]. Cognitive mobility of the teacher is the basis of the professional mobility of the specialist, as it ensures the quality of performing professional functions, and also determines the readiness and the ability of the individual to realize them in productive creative work. In this regard, the main goal of innovative educational programs in the system of adult education is the application of new mobile strategies, effective technologies, the introduction of intensive ways of including listeners in active cognitive activities, and also determining the forms, content and means of organizing this activity on this basis. Traditionally, an important place in the educational process of the adult supplementary education system is occupied by: lectures (presentation by the teacher of one of the topics of the course for the purpose of setting and highlighting a specific problem, and creating conditions for students to understand the information provided and stimulating interest in the subject); seminar classes (interactive form of the analysis of teaching materials, allowing listeners to develop the ability to independently navigate, interpret information on the stated topic, form their own points of view).

At the present stage, practitioners in the field of adult education are increasingly conscious in giving preference to intensive ways of organizing pedagogical interaction with listeners, which to a greater extent allow students to take subjective position with respect to their own education.

DISCUSSION

The next stage in the development of the readers' culture of teachers is the research reading of the text, its interpretation of using knowledge on the theory of literature on the principle of inseparable connection between the content and form of the work of art. It is necessary to study children's books as special forms of publication and art, their reference apparatus, which helps the teacher in the work of forming the junior reader. Students remember their favorite books of their childhood, prepare their presentations, and write essays, recommendations and reviews. The task is given to observe the effectiveness of this work in the children's room or in individual communication with the child, to establish the characteristics of children's perception of books and works, to draw conclusions about their pedagogical skills in fostering interest in reading and literature.

A special block of teaching material is a workshop on expressive reading and telling. The students are offered to study voice technique, pronouncing norms of intonation, some ways of memorizing the text, methods of performing the analysis, get acquainted with national character and language. For example, the slogans and mottoes are well positioned in the British culture and language. The students were offered to make a research on the British mottoes, which represent some of the most important traits, for example, justice, honesty, responsibility and diligence:

“Work supports all”	“Nothing without labour”
“Honesty is the best policy”	“Freedom and justice”.

The students were supposed to make speech scores of expressive reading of mottoes and improvise in classes of extracurricular reading with children. The reader's culture of the schoolchildren is formed precisely in complex exercises, in the interaction of listening and speaking, reading and writing. The students of the “Primary Education” profile know the laws of drawing up a preschooler's library, a junior schoolchild and a teenager; they learn how to recommend works from the circle of children's reading so that listeners would become keen readers.

SUMMARY

The students make a personal repertoire of reading list for schoolchildren, based on the typology of the reader groups. By the end of the study, the future teachers called the laws of the reader's formation in primary classes, formulated by Professor N.N. Svetlovskaya [8]. This researcher formulated the stages of the development of the reader's independence of younger schoolchildren.

CONCLUSION

The students also prepare talks for parents about family reading and development of the motivation for children's reading, knowing the components of reading activity and the main actions of a qualified and competent reader [9]. Most students subsequently know how to apply knowledge in pedagogical practice: they organize extra-curricular work with books and lessons in literary reading in accordance with in-depth literary and methodological training. Reading books promotes self-awareness and personal development.

CONFLICT OF INTEREST

There is no conflict of interest.

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