



Extra-Class Reading at the Lessons of Literature in the Middle Classes

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Abstract: the article discusses the feasibility of extracurricular reading in literature lessons in the middle school. The problem of the fact that teenagers began to read less due to computerization, and ways to solve this issue are analyzed.

Thoughts are expressed that in the methodology of teaching literature, the position that literature lessons associated with extracurricular reading more actively contribute to the development of reading independence of students is firmly established.

Key words: out-of-class reading, methods, techniques, debate, culture of reading, reader's interests.

Literature acquires a special role in the formation of personality - in the education of the younger generation, in its development and upbringing. Currently, more and more often "the first acquaintance with modern literature occurs through TV, computers and the media" [5] "raising the prestige of children's literature" is becoming one of the main tasks of the school. Modern Russian literature, with its increased emotionality, timely response to the events taking place in the country, is focused on the creative imagination of the younger generation. In this case, mastering the basics of teaching the reading of schoolchildren becomes one of the most important tasks of teacher training.

The question of whether it is necessary to acquaint schoolchildren with modern literature nowadays goes beyond the scope of a discussion that affects only the compilers of programs, authors of textbooks and teachers-wordsmiths. In the age of television and computers, children, especially teenagers, read less and less, and society does not try to correct the situation, sometimes even exacerbates it.

In the methodology of teaching literature, the position is firmly established that literature lessons related to extracurricular reading more actively contribute to the development of students' reading independence, the formation of their reading interests, stimulate interest in reading, which, in turn, is the support of the school course.

The purpose of extracurricular reading in literature is to acquaint students with fiction included in the reading circle of a modern schoolchild, to form an interest in the book and a positive attitude to independent reading.

In the content of the program of extracurricular reading lessons at each stage of training, two main sections are distinguished:



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1) reading circle - an indication of which books and in what order should be introduced to children at this stage of work;

2) knowledge, skills and abilities that are formed on this educational material.

A lesson of extracurricular reading or a conversation on modern literature is the result of a lot of independent work of students.

The object of the study is the influence of extracurricular reading on literature on the formation of the student's worldview, interests, on the process of development and formation of the personality.

The subject of the study is extracurricular reading lessons on literature as one of the ways of personal development of schoolchildren.

The purpose of the study is to identify the features of the preparation and conduct of extracurricular reading lessons in high school.

Tasks:

- to consider the scientific literature on the methodology of extracurricular reading;
- to reveal the features of the preparation and conduct of extracurricular reading in literature lessons.

Extracurricular literature reading in middle grades.

Lessons of extracurricular reading have long been included in the practice of teaching literature. They were organized by many teachers. A noticeable revival of extracurricular reading lessons was observed in the late 80s, when additional hours were introduced in middle classes to discuss books independently read by students. It became possible to conduct entire cycles of extracurricular reading lessons. The methods of extracurricular work (games, quizzes, crossword puzzles, concerts, performances, competitions, etc.) began to be used more widely in the classroom.

Psychologist A.A. Leontiev identifies the following main directions of reading guidance from a socio-psychological point of view:

- Education of the need for reading;
- expansion of the content of reading and the orientation of readers' interests; improving the culture of reading;
- organization of information flow, the target orientation of a certain type of book to a certain category of readers.

At each stage of literary education, all these areas are implemented, but each stage has its own specific tasks [3]. In the middle classes, the task of developing a personal approach to a literary work, the independence of aesthetic assessments, becomes especially important. The interests of schoolchildren, including readers' interests, have already been formed. Underestimating this fact in the planning of extracurricular reading lessons, the choice of works for discussion and the forms of conducting lessons can lead as a result to alienation between the student and the teacher.

Extracurricular reading, if it is competently pedagogically and aesthetically oriented, opens up special opportunities for the realization of regional and individual needs, general tasks of education. It gives freedom to choose a work, contributes to its holistic aesthetic perception and subsequent individual creative interpretation.



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Extracurricular reading is a system of active various creative extracurricular activities. It includes a keen personal interest in visiting the library, classes in circles, studios, various reading clubs, literary, theatrical studios.

An extracurricular reading lesson is a lesson held within the allotted time, with the participation of the whole class, and each participant must do some work. But this name can be considered conditional, because in addition to the methods of an ordinary lesson, methods and techniques of extracurricular work on literature are widely used here.

Thus, it is possible to distinguish the tasks of extracurricular reading in literature:

to introduce students to the riches of fiction;

to cultivate a love and habit of reading;

to form in schoolchildren knowledge and skills that ensure the independent development of artistic values;

to form ideas about literature as a socio-cultural phenomenon that occupies a specific place in the life of mankind;

to develop artistic and creative abilities, imagination, aesthetic sense of schoolchildren;

develop the skills of competent and fluency in literary speech.

In the general system of extracurricular reading lessons and in the methodology of constructing each lesson, some patterns have been identified that make it possible to identify several types of lessons, in accordance with the goals and objectives that they solve, as well as to determine the place of each lesson in the general system of extracurricular work on literature.

Introductory lessons.

These are lessons devoted to general reading issues, elementary bibliographic training of students, education of reading culture. N. K. Krupskaya spoke about the need for such lessons, calling them "library lessons". Students get acquainted with the history of the book, the structure of libraries, acquire the skills of using the catalog, get advice on how to choose a book, how to read, which system to follow in reading.

In middle classes, you should learn how to use various kinds of bibliographic indexes. This would largely free students from wasting time reading books of little and no substance.

The introductory lesson should be carefully prepared so that it is a celebration of the book, its celebration. Preparation should begin from the very first days of the school year, if possible, with a short questionnaire survey: what students read over the summer, what they especially liked, what books they would like to read and discuss during the year. This allows the teacher to take into account the interests of students when planning extracurricular reading lessons for the school year.

Lessons recommendation books.

The purpose of these lessons is to promote a good book among schoolchildren. In recent years, lessons and conferences devoted to the recommendation of the book have become widespread in the guidance of independent reading of students. They are often conducted orally, which allows the teacher to attract music, painting, photography and drawing. Such lessons and conferences have become not only a way to promote the book, but also an effective means of aesthetic education of students.

The method of conducting such lessons requires the use of various techniques: the story of the teacher himself about the book or writer, the performance of students with a story or report, the



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artistic reading of excerpts, the dramatization of individual episodes, the accompaniment of the story with music, painting, a movie, reading annotations for new books, etc.

The first lesson of the book recommendation should be held at the beginning of the school year to point students to the best works and outline the prospect of reading for the year. These recommendations can include what some students have already read. Based on the results of the student survey, the teacher selects several of the best works read by the minority and recommends them to everyone.

The second lesson can be held in the middle of the school year. Often, book recommendation lessons should not be conducted. The abundance of information is as harmful as the lack of it.

Recommendation lessons can be devoted to works of one topic or one genre. The work of one writer or poet can also be given a separate lesson. Students' speeches should be preceded by an introductory speech by the teacher, which will prepare listeners to perceive new information and include them in the general system of knowledge.

Another means of recommending books is an exhibition of the books themselves. Beautifully designed showcases with books, posters with the image of covers attract the attention of students. Such an exhibition can be used in the lesson and serves not only as an auxiliary element of the lesson, but will also become an independent part of it. You can exhibit books on a recommendation list or on one topic.

Thus, it can be concluded that the lessons of the recommendation not only introduce a new work, but also with the widespread use of music, painting, cinema are also a means of moral, aesthetic development of students, expand their horizons.

Lessons to improve reading comprehension.

In the general system of extracurricular reading lessons, these lessons should occupy a leading place, since the main task of the teacher-wordsmith is to teach students to deeply perceive what they read. The practice of conducting such lessons is diverse. This is a lesson-conversation, a lesson-debate, a conference, a competition of readers. In these lessons, expressive reading, artistic storytelling are widely used, students prepare dramatizations, literary compositions, quizzes, scripts, independently work on the composition and language of the work, etc.

The central place among the lessons of extracurricular reading should be given to the lesson-conversation and the lesson-debate, because it is these forms of organization of reader perceptions that provide the greatest activity and independence of judgment of students.

By talking to students about what they have read, the teacher can present students with complex ethical and aesthetic problems and solve them, taking into account the degree of preparation and age characteristics of students.

The success of a conversation or dispute is determined by a number of conditions. Chief among them is the nature of the work itself chosen for discussion. The work should meet the interests of students, their spiritual aspirations. The moral questions posed by the teacher should find a lively response among young people.

The success of the conversation is also decided by the quality of preliminary preparation, how the teacher managed to prepare students for the perception of the work, how vivid the impressions of the initial reading were. "We need to help students put their initial impressions in the right



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direction" [2]. Reading will be directed if students have a clear idea of what problems of the work will be at the center of the discussion in the lesson.

The discussion should be structured in such a way that students not only check their initial impressions of reading, but also learn new things. With the help of the teacher, students must penetrate into those deep caches of the work that were inaccessible to them when reading independently, comprehend the details that they had previously unnoticed, and think about new questions posed by the teacher in the process of discussion.

Preparation for a lesson-conversation and a lesson-debate can proceed in different ways. Most often, the teacher informs students in advance of the questions that they should answer in the process of reading. During the discussion, controversial points of view are clarified, answers are clarified and deepened. Questions should be given after reading the work, shortly before the discussion. Finally, you can invite students to compose questions themselves, the answers to which would reveal the main ideological and artistic merits of the work.

Composing questions for a conversation or dispute is far from a simple matter. In the educational process, it is important for schoolchildren to learn not only to memorize and reproduce educational material, but also to master the skill of establishing a cause-and-effect relationship [1]. Questions should cause maximum activity of students, prompt the analysis of the behavior and actions of the hero, the comparison with them of their actions and thoughts. They should make students think about the main idea of the work and the position of the author, trace the plot, comprehend all the details, i.e. help students master the work from the point of view of social utility and artistic truth. To compose questions and answer them means to analyze the work. Thus, it can be concluded that the lesson-conversation and the lesson-debate are the most significant among the lessons of extracurricular reading. It is these lessons that provide high activity of students when reading and reviewing the work, moreover, they help students to clearly form their own point of view on the work and compare it with the position of the author.

Lessons in annotating and reviewing skills. Formation of such skills and abilities as recording a brief content of the work, compiling annotations and reviews. All these skills are evidence not only of reading, but also of the general culture of the student.

The ability to tell and write down the summary of the work is taught from about the fifth grade. This skill is constantly being improved in subsequent classes. In the eighth grade, there is a transition to a more complex type of work - the preparation of an annotation.

The abstract is a brief description of the work with an indication of its theme, ideological content and a brief assessment of artistic merits and shortcomings. The annotation may contain information about the time of creation of the work and about the historical era reflected in it.

Sometimes learning annotation skills is successfully linked to the practical work of students in the library. On the instructions of the library and teacher, students should read essays about outstanding writers, poets, public figures, scientists, and write an annotation on the card for a systematic catalog on the essay read. In the extracurricular reading lesson, drafts are read, after discussion and comments, they are polished and rewritten cleanly, then transferred to the library. The unity of the genre of annotated books greatly facilitates the efforts of the teacher and helps students to quickly assimilate the essence of the requirement for annotation.



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The second stage is peer review. A review is a more detailed judgment about a book, in which the reviewer's opinion must necessarily be motivated. The review requires not only an indication of the theme and ideological meaning of the work, but also a brief analysis of it, an indication of the main artistic advantages and disadvantages of the book. Peer review teaches conscious reading, helps to develop the skill of self-assessment of the merits and demerits of the work, contributes to the development of thinking and, most importantly, contributes to a deeper perception of fiction.

Students are gradually brought to peer review, in the eighth grade, focusing their attention on the excellent examples of the analysis of a work of fiction given in the articles of V. G. Belinsky and N. A. Dobrolyubov. There is an acquaintance of students with the reviews of critics about modern works of foreign literature. Then there is a selection of reviews of works known to students, reading and analyzing them in the classroom, drawing the attention of listeners to the questions that the critic raises and resolves in his article. The reviewer provides brief information about the author of the work and talks about the features of his work. Next, the main theme of the work is indicated and the main idea is revealed. Then the content is traced, the main scenes and episodes are analyzed, their ideological and artistic role is explained, the advantages and disadvantages of the work are indicated. Summing up, the critic draws the reader's attention to the social and artistic significance of the reviewed work.

The attention of students is drawn to the originality of each review, the teacher tries to convey to the students that this is a creative type of work, here the individuality of the reviewer, his personal perception of the work and his own assessment should manifest themselves [4]

Thus, it can be concluded that reasonably organized extracurricular reading lessons can largely determine the nature of students' home reading. The reader activity awakened by them, in turn, will give rise to a variety of other forms of extracurricular work - literary evenings, debates, conferences, competitions. Everything, taken together, will contribute to the formation of readers' tastes of schoolchildren.

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