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Methods and techniques of learners' teaching of sense reading in a value-sense textbook

The author argues that the main purpose of sense reading is a disclosure of the sense of the educational text of a textbook. For that a learner has to pass certain phases of activity and execute primary sense-actions, among which there are the most significant: sense perception, sense identification, sense generalization, sense analysis of the text, and sense reflection. The article reveals and describes the methods and techniques of teaching adequate to sense-actions, which are focused on the initiation of learners' sense formation in the educational process.

Keywords: *sense unity, communicative sense, sense-actions, sense perception, sense identification, sense generalization, sense analysis, sense reflection, textbook, teaching text.*

Relevance of a subject of research is caused, first of all, by the active address of the new psychological-pedagogical direction – sense didactic (I.V. Abakumova, P.N. Ermakov, K.Yu. Kolesina, L.C. Kagermazova, I.A. Rudakova, V.T. Fomenko, etc.) – to reconsideration of its basic categories, among which a considerable place is assigned to the didactic means – the textbook. Its value destination consists in procurement "switching on" of mechanisms of learners' sense formation in the educational process.

The pedagogical aspect of a problem consists in teaching of sense reading as in a specific type of educational activity. Researches in this direction on the example of junior pupils are developed rather actively. However, as student teaching and experimental psychological research shows, at teenage age, on the one hand, there arise the problems of adequacy of understanding of teaching text in the textbook; on another, the emotional and sensible perception of the content of teaching text is lost, that negatively affects the sense development of personality (I.V. Abakumova, A.A. Adaskina, N.I. Zhinkin, etc.).

In this connection it is obvious the statement of the research task, connected with search of teaching methods in sense reading in the context of a sense-centered approach; it makes the work purpose.

Sense reading as a specific kind of activity is an object of research.

Methods and techniques of teaching of sense reading in a sense-value textbook is a subject of research.

Research tasks:

1) to reveal theoretical bases of sense reading as a condition of initiation of sense-formation of learners in the educational process;

2) to reveal and to describe adequate methods of teaching of sense reading in the system of sense-actions.

Sense reading differs from any other reading. In this kind of reading the learner comprehends the value and sense content of the text of the textbook. From a brief definition of the concept "sense reading" it follows that its structural components are, on the one hand, the text, on another – the subject of reading. Disclosure of personal sense is a result of their interaction.

The textbook can be considered as a text. A.A. Sabinina writes, "Teaching text is created according to the laws of the educational process – from the known to the new, at the same time the text is noted for deductive character of an exposition, can be accompanied by examples and illustrations, questions for mastering and fixation of the knowledge, which was received during reading. Teaching text, as a rule, isn't compressed, and can include emotionally influencing elements (metaphors, hyperboles, comparisons), allowing to remove stress" [20, p. 223].

Teaching text represents a product of the author's written speech activity. a written speech differs from a verbal one by that in the very form of speech activity there is a certain reflection of a condition and a purpose of communication, for example, between the author of the textbook and the learner.

In this regard it is possible to speak about the sense of the text. Senses are only in a reflection, only in a movement, in a communication stream with the person and with the text, they show themselves through themselves, are endured not through "reflection of extra text reality", but through the feeling, awakened by a reflection in the soul of the recipient [5]. The sense of the text is "that configuration of communications and relations between various elements of a situation of activity and communication, which is created or restored by the person, understanding the text of the message" [cit. 5, p. 132]. The sense of the text is synthesized by the recipient by a reconstruction of its many sides.

In the text it is also concluded the communicative sense, fixing the relation of its content to attainable purpose of communication. Therefore the understanding of communicative sense consists in connection of extent of coincidence of the sense, put in teaching text, both the author, and learners.

V.A. Kovshikov, V.P. Pukhov introduce the concept of sense unity of the text. Substantially the concept includes, on the one hand, sense communications between all consistent fragments of the text, which are finished in the

sense relation (sub-themes, subsub-themes, microthemes, "sense-syntactical itegrity" – SSI). On the other hand, the main thought of the text forms the second "sense plan" of the displayed speech statement [9].

Describing teaching text from positions of sense, communicative sense and sense unity, we formulate thereby the main requirements to teaching of sense reading.

Sense reading from the direction of the text implies communicative inter-action between the teacher and the learner for the purpose of extraction of sense of the educational text. And the communicative field is formed by the sense unity, in which all fragments of communications are subordinated to the main idea.

Now let's consider the subject's filling of the content of the concept "sense reading".

I.G. Popova (2007) explains that comprehension of the sense of the phe-nomenon or process is closely connected with the manifestation of human activity [16]. For the disclosure of the content of activity of personality in psychology there is a concept "personal potential", which is defined as a "sys-tem of individual and psychological features, underlying the person's ability to proceed from steady internal criteria and guidelines of the activity and to keep stability of sense orientations and efficiency of activity against pressure and changing external conditions" [11, p. 56].

The success of educational communication often directly depends on, whether they pave the way for educational information. In particular, V.P. Yassman writes about that, "The process of perception, understanding of educational information is mediated by the system of representations, which the student has in the present situation. It defines the student's attitude to a subject of discussion. It defines the level and depth of understanding of a material. The formed system of representations influences the level of stu-dents' interpretation of educational information, its correct many-sided un-derstanding" [21, p. 2].

At such approach the educational text and the educational discourse are in interaction (coincidence or contradiction) of different ideas of knowledge, as a "dialogue of different pictures of the world", "exchange and interweaving of different cultures" [2, 3].

Each personality possesses features of the "personal" meanings, actualized through the subject and diagrammatical codes of internal speech, features of a used lexicon (dictionary), grammar of speech statements, features of a pros-ody (melody-prosodic and emotional-expressive registration of speech), etc.

The originality of internal speech of the subject of speech activity in many respects is also defined by the specificity of its sense structure. In the condi-

tions of internal speech there is always special, "internal dialect". Gradually each word gets new shades, sense nuances that leads to the birth of the individual word meanings, clear only in internal speech.

Many researchers (L.S. Vygotsky, AN. Sokolov, N.I. Zhinkin, etc.) emphasized special meaning of an intra-speech link in realization of written speech, proceeding, in particular, from its maximum uncoiling.

Internal speech plays a huge role in speech processes of reading. In internal speech the text contracts in a concept (representation), containing a sense clot of a whole text fragment. The concept is stored in a long-term memory and can be restored in the words, literally not coinciding with the assimilated; such words integrate the same sense which contain in lexical integral of the received statement" [8, p. 85].

From the stated above it follows, first of all, that meaning of internal speech in the process of generation and perception of all types of oral speech is huge, i.e. internal speech participates actively in the communication act.

D.A. Leontyev writes, "On the basis of psychological structure of the same word there can be formed different active dynamic systems of senses, which act as basic elements of understanding, strengthening variable nature of understanding of the text. By the sense extraction from verbal meanings the subject attracts extralinguistic information, to which there belong images of subject reality, and also actions with it. Therefore, secondly, "from the characteristic of the sense as not observed education there is a turn to a meaning of life (being) problem, which is not completely expressible in meanings" [2, p. 23].

And thirdly, the sense meaning, connected with the knowledge of all variants of the correct use of the word in different contexts, can escape. That emphasizes the importance of a problem of teaching of sense reading [12].

The following logical procedure consists in consideration of the content of the concept "sense reading as activity". Each activity meets a fixed requirement of the subject and aspires to a subject of this requirement, i.e. activity of reading aspires to understanding of sense of the reading; at the same time the active attitude of the learner to reading is possible only in the presence of the reader's motivation [15].

Sense reading is defined as a specific form of conscious activity of the person, directed on understanding of the content and sense of reading.

What is a sense text processing? Within the framework of the system and genetic approach N.V. Nizhegorodtseva, T.V. Volkova specify, that sense text processing and transformation of sense action into a speech postulate belong to interpretative operations of activity of the second level. Approximate-research (text viewing, sense forecasting, planning) actions belong to the first level [13].

Sense text processing by sense reading as the activity starts through the process of sense perception of the text. The position of D.A. Leonyev, who has connected the perception of the text with the psychological term "psychology of an image", is basic for us. The essence of perception of the text consists in the learner's creation of a dynamic image of the content of the text, formed from basic elements – images of the content of the word. And further he notes an "unconscious character of synthesis of the image of the content of the text and the possibility of direct use in such synthesis of perceptual characteristics" [14, p. 12].

In the text perception process there is curtailment and development of the content, which is as a criterion of integrity of the text [17].

D.A. Leontyev continues thought that the knowledge of features of the person's perception of one or another side of reality or his/her one-sided interpretation of objectively ambiguous events and situations, which are by-turn caused by his/her steady image of the world, in particular, by personal-sense transformations of this image, allows "to calculate" his/her life sense of people, situations, and circumstances, and on this basis to predict his/her real behavior in similar circumstances [14].

Thus, the sense perception of the text is one of the most difficult types of thinking, during which text signs turn into mental images.

Sense perception is one of understanding stages, along with identification, sense generalization (sense orientation), etc.

The sense identification of the text, according to E.N. Epishkina (2009), is a transforming process of written sequence of elements of the text in an identification of a situation, an event, a phenomenon – the picture of the world, which was described by the author. The author distinguishes two steps of sense identification, on each of which sense text processing is realized. At the first step of identification a scheme-image – a minimum sense unit – is created [8]. At the second step there are emphasized all scheme-images, by which it is created the dynamics of the development of an event in time and space. These two steps form sense composition and complete image-bearing picture of the text that provides its sense connectivity and unity of the readable text.

Sense generalization is considered as a result of sense-formative activity. If result of logical thinking is further movement from abstract to concrete, in image-symbolical thinking – from abstract the thought is directed towards sense concreteness, intrinsic essence-sense generalization. L.T. Potanina, A.N. Gusev write that construction of the generalized orientation forms peculiar "coordinate net" of reproduction [17].

The sense analysis of the text assumes establishment of sequence of events, vision of the hidden sense (A.A. Leontyev, L.F. Klimanova, O.V. Kubasova, N.G. Morozova).

The reflection is understood as the difficult multipurpose mechanism, causing understanding, rethink and correction of complete picture of the personality of itself (an image "I"), and also of it activity and behavior [4]. In other words, the reflection represents process and result of introspection by the subject of teaching activity its consciousness, behavior, internal psychical acts and conditions of own experience.

Let's generalize the aforesaid. First, the process of "switching on", "start" of sense formation is carried out in interrelation of sense structures of language and ways of emotional-image-bearing, sensual activity. Secondly, the process of "switching on", "start" of a sense formation corresponds to a sense activity, and namely to the following actions-operations: a) sense perception, sense identification, b) sense generalization as to result of sense-formative activity, c) the sense analysis as exposure of individual traits of object of studying with their subsequent synthesis in a complete structure/picture, d) to reflexive estimation of activity (sense).

It is also necessary to emphasize that in the research S.V. Borisova has offered more general criterion in a basis of formation of the strategy of sense reading – reading phases (a phase of preliminary orientation, planning, realization and control). Characterizing each phase (sense-orienting, sensory-perceptive, logic-semantic, sense-substantial), the researcher specifies that on each of phases there occurs a development of mechanisms of sense reading which include actions and operations; each phase of sense reading has to be focused on receiving result of sense reading [6].

All the designated sense-actions remain little-studied; they do not consider the processes of activization of representations of the life experience, allowing to identify the situations, the appearances, the events described in the text; features of sense generalization and sense analysis of the text are not revealed. Thereupon there emerges a problem connected with the teaching of sense reading by means of use of potential of didactic methods and ways in various age groups [6, 7].

According to the experiments realized in the pedagogical practice, there is a problem of adequacy of understanding of teaching text in the textbook. In particular, I.F. Nevolin paid attention to omissions and errors of significant fragments of the content and specifics of work with the text. So, before starting information search for the answer to the formulated question (after reproduction of the main content of the text), some examinees mentally "run through" the text, repeatedly comprehending its fragments in connection with the content of a question (retsipation process), plan possible zones of search (antitsipation process), etc., i.e. actively continue information processing, others start reading at once [16].

By studying the features of art perception of children and adults A.A. Adaskina has experimentally proved that in the conditions of traditional school teaching the majority of teenagers lose the favorable inclinations peculiar to younger children: their perception is noted for loss of emotionality and attention to sensual signs of a subject. Their descriptions are emotionally and figuratively poor. At the same time they pay attention to special teaching of development of art perception [3].

In various practices is amassed the rich experience on teaching of sense reading.

For development of adequate sense perception of sense of the text of the textbook it is necessary to use a method of keywords and key denotations because they are sense indicators, special tags [17], helping to curtail the sense. The choice of keywords is the first stage of sense curtailment, sense compression of the content of the text. The techniques of sense perception of the educational text are image-bearing and emotional memorization; creation of symbolical images, etc.

For development of sense identification (recognition) E.N. Epishkina has offered the method of visual segmentation of the written text. The essence of a method consists in widening and subsequent narrowing of quantity of marginal scheme-images for creation of an image of the content of the text. As in scheme-images there is the language and image-bearing identification of the text, the main methods of formation of its sense identification are, first, a fragmentary segmentation according to paragraphs. The paragraph in sense filling is a stanza which is a sense construction of the text and reflects the finished picture of a fragment of the text (G.A. Solganik) [7]. At the same time there are used the tasks, assuming division of the text into paragraphs – division of the continuous text into parts according to the main idea, containing in each of them, and also scheduling – reduction of information of the text to the main ideas which have been written down in the form of the plan, i.e. on points.

Secondly, there is emphasizing of the subject line or sense composition of the text. Further it is possible to pay attention to the ways of emphasizing of details of the text by means of sense intoning and pausing. One of identification ways is also image-bearing interpretation of the text: if the text shows dependence of change of any parameters – mentally to imagine the diagram of this dependence; if in the text there are compared various remarks, sizes – to imagine the diagram; if any phenomenon, process is stated – to consider them as alternating frames of the movie, etc.

By reducing the quantity of marginal images, by narrowing of the content of the text to the main characters and their actions there take place verbal and logical generalizations, the sense composition of the text comes to light [8].

The most effective and optimum development tools of sense generalization, acting as an orientation basis of actions of understanding are reference schemes of the semantic signs, allowing to submit subject, logical and intention plans of the text in the unity and interaction. At the same time it is recommended to use the following methods: exercise on addition – a working method based on a fragment of the text or a number of incomplete sentence which need to be finished, using information, received from the read text; logical regrouping/reconstruction of the sequence – redistributions of an offered material in logical sequence or according to the plan; naming – a working method based on appropriation of a name to an analyzed material (to the picture, to the diagram, to the text); compilation of the list – a working method, consisting in enumeration of objects or ideas, connected with a certain subject/situation (a choice of characters, changes in the nature description, sequence of occurring events); multiple choice – a choice of the correct answer from the offered variants.

For the sense analysis of the text there are important techniques of sense grouping of a teaching material and emphasizing of sense strong points, a sense ratio of what is learned in connection with something already known. The main techniques, which are used in textbooks, are a creation of conditions for comparison. It is comparison of the texts belonging to various kinds of literature, to various styles of speech, genres, various historical epochs, and various authors. At first the textbook offers comparisons of the manifold phenomena, obvious contrapositions. Then there are compared close phenomena and understanding of their features that assumes more thorough going-over, the fixed comparative analysis. Let's also note a significance of conversion of information – a working method, consisting in transfer of information from one form of its representation to another, for example: transformation of verbal information (the text, the sentence, the word) into a nonverbal one (the picture, the gesture and so on) or conversely; question-answer exercises – assume requesting and giving of necessary information; restoration/filling of blanks – a working method with the coherent text in which each word is purposely passed or covered by a number sign; anticipation/forecasting (anticipation techniques) – a working method directed at the development of the ability to anticipate the content of the text.

I.F. Nevolin wrote that in the textbook reflexive information, i.e. fixing in this or that sign form of the substantial attitude of the author to facts and the theory, to worried, to analyzed, to comprehended, to stated, to difficulties of reader's perception, understanding, storing can act as a specific means of communication, familiarizing of the reader with an inner world of the author [14].

Reflexive information can be interpreted in the form of making comments, explaining, directing, stimulating, emotional and estimating and other sign com-

ponents, and also system of images, comparisons, metaphorical descriptions. All this strengthens contact with the reader, intensifies the reading process.

As the didactic methods directed on initiation of a sense formation in teaching process there act the methods developed in the context of the sense-didactic direction by I.V. Abakumova, P.N. Ermakov, L.C. Kagermazova, K.Yu. Kolesina, N.N. Mironenkova, I.A. Rudakova, V.T. Fomenko, etc. [1, 18, 19]. Let's note the methods ensuring actualization of learners' subject experience; dialogue methods; methods providing self-expression of learners; methods of psychological and didactic support of learners. In this context various tasks for self-disclosure and self-expression can be offered to the student: individual tasks of an introspective orientation; tasks for a self-rating; the tasks focused on development of internal locus of control; chronotop-tasks, and also additive, compensating, disjunctive and conjunctive tasks [2].

In researches of L.S. Ter-Matiosova, N.N. Mironenkova, V.V. Sufiyanova, V.Y. Stupakova, etc. [1, 18, 19] there are investigated concrete methods providing self-disclosure conformably to sense and value barriers, to sense and value choice of the personality and so forth. In particular, it is recommended to use the methods of teaching providing conditions of increase in a resource of sense development of learners, allowing them to come out to the level of actualization of deep values and a real assessment of alternatives. There are situations which are classified by features of sense-technical influence and by features of operational structure of a choice. Interest represent the methods directed on "connection and change of the structure of alternatives" at the initial stage of the educational process for the purpose of creation of a continuum of senses (situational and steady, unconscious und conscious motives, purposes) of learners and on granting of freedom of choice of personal preferences [18, 19].

Scientific novelty and theoretic-practical importance of research consist in the following:

1) it is specified that sense reading obtains the specifics caused, on the one hand, by the features of teaching text of the textbook; on another – by features of sense development of the subject of learning;

2) it is shown that communicative sense and semantic unity are the main signs of teaching text of the textbook as didactic means of initiation of a sense-formation of learners in the educational process;

3) the subject's specifics of comprehension of sense of the text of the textbook is revealed. These are personal senses, internal speech and image-symbolical perception, etc;

4) the content of the main sense-actions of the subject of reading connected with the comprehension of sense of the text of the textbook is disclosed: sense perception, identification, generalization, analysis and reflection;

5) value of didactic methods and concrete techniques of teaching of sense reading in the system of sense-actions is emphasized.

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