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The role of the literary text as a means of forming the general regional outlook of high school students in home reading lessons

Reading literary texts enriches a person spiritually and makes it possible to better understand the world around them. Literary texts in a foreign language, as a means of teaching the language, simultaneously expand the students' regional outlook, providing a concept of the culture of other peoples. The study of the culture of another people through language is one of the most important aspects of the dialogue of cultures in the modern world. The need to conduct a dialogue of cultures in foreign language lessons is emphasized in a number of works by such methodologists and linguists as M.A. Ariyan, L.I. Aronina, B.C. Bybler, E.M. Vereshchagin, N.D. Galskova, V.G. Kostomarov, Yu.M. Lotman, N.D. Yakusheva.

In recent years, practical research has increasingly referred to the text as a methodological unit, and this attention is not surprising, since the text is the main carrier of information, the primary unit of communication. The text is a representative of communicative, linguistic and socio-cultural factors, and it is in the text that the national specifics of speech behavior are expressed [1].

The use of a literary text in foreign language lessons is legitimate due to its inherent characteristics, among which the following are mainly important in the educational process:

- * reflection of the real function of the language in the speech of its native speakers and in the natural social context;
- * thematic and genre diversity;
- * ability to arouse students' interest;
- * ability to stimulate the communication process in the classroom;

* an accessible means of introducing students to a foreign language culture.

All these characteristics are very vividly embodied in the literary text and are especially significant at the senior stage of teaching a foreign language in schools of a new type. In this educational situation, the simplification of the language form, which entails a distortion of the content, seems unjustified and unacceptable, since the level of language readiness of students requires the presentation of tasks of increased complexity. The ability to work with literary texts should be one of the final goals of training [2].

M.A. Ariyan emphasizes that by reading, students adapt to a new world for them, begin to navigate in it, learn to define universal values and, finally, enjoy the process of reading. From the researcher's point of view, "satisfaction of cognitive interest causes and develops positive intellectual feelings" [3].

Reading fiction texts at the senior stage of secondary school will contribute to the satisfaction of the cognitive interests of high school students, since as a result they will meet a completely new literature for most of them, with classical and the best modern fiction texts. This is also important because literature, as D.S. Likhachev wrote about it, gives "a colossal, vast and profound experience of life. A literary text makes a person intelligent, develops in him not only a sense of beauty, but also an understanding-an understanding of life, all its complexities, serves as a guide to other epochs and to other peoples, countries, opens the hearts of people to him. In a word, it makes people wise" [4].

Based on this, literary texts from the golden fund of literature of the country of the studied language are a counterweight to the mass culture surrounding high school students and a means of forming and expanding their regional outlook [5].

Horizon - the amount of knowledge, interests, ideas of someone. The regional outlook of a high school student is the scope of his interests, knowledge and ideas about literature, which allows him to build a system of concepts about the reality around him and characterizes the level of his intellectual, psychological and cultural development. The regional outlook of a high school student is formed in connection with his knowledge of the country of the language being studied through language and fiction.

It is known that modern high school students do not always realize the importance of reading, they read little, often only popular and educational literature, and they do not always choose really good samples from their native and world literature. Often this is just an entertaining reading, orienting young people to facilitate the perception of what is being read. This forces the teacher of a foreign language to take a different look at the problem of forming a regional outlook, to understand more deeply the educational potential of the art of the word. Solving this problem, the teacher of a foreign language, firstly, needs to introduce the high school student to the true values of world literature on the basis of the formation of the need for personal communication with it; secondly, it is necessary to promote the full perception of what is being read, cultivating creative reading, developing the student's personality; thirdly, to significantly deepen his communicative competence [3].

Therefore, the formation of the regional outlook of high school students by means of the literature of the country of the studied language is a purposeful influence on the content and nature of reading with the help of various forms and methods of working on literary texts in a foreign language or literature lesson, contributing to their comprehensive development and deeper penetration into the language and culture of the country of the studied language.

In addition, at the present stage, methodologists and teachers are faced with the task of teaching high school students to conduct a dialogue of cultures, which is possible only if it is necessary to get acquainted with these cultures. Developing the regional outlook of high school students, literary texts of the literature of the country of the studied language will help to solve this problem, as they will significantly enrich the background knowledge of high school students, their knowledge of non-equivalent vocabulary and language phraseology, reflecting the national culture and national character [1]. The dialogue of cultures is also born in the process of comparing literary texts with literary texts known to students from literature and in the course of comparing the socio-cultural experience of the people who speak the language being studied with their personal socio-cultural experience [6]. As a result of a student's encounter with a foreign culture, his personality will develop and his cultural potential

will grow, which is especially significant, since it is the level of cultural and personal development of current high school students that will determine the degree of success of mutual understanding and cooperation between different countries in the new century.

The goal of the teacher in home reading lessons is not to achieve "reading and only", not to put the reading of the volume at the forefront, its task is to develop the student's fundamental qualities of an artist, a thinker, the ability to understand and feel the deep meaning of the work [5]. The student needs to develop the skill of interpreting the text based on its analysis as a series of analytical operations, it is necessary to be able, based on personal experience, to deduce the true meaning of the work, embedded in it by the author, it is necessary to have the courage to interpret the text as it seems correct, and not to approach the text with a template set by the teacher. The teacher's goal is to teach the student the "right" dialogue, to show the naturalness and beauty of the surrounding world of the studied country.

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