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Function Of Reading Fictions In Language Development

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Abstract: *In current time, it can be noticed that literature plays such a small role in the life of modern society. The new generation departs from the literary and educational tradition, which was very strong, developing over several centuries. The reading circle has changed significantly under the influence of the demand for special literature and books containing all sorts of practical advice, and not on those that educate a person morally.*

Reading literature serves as a reflection of reality, a product of art, and acknowledgment with nations' culture. It occupies a special place in the philosophy of language learning, enriching vocabulary, improving aesthetic taste and humor. Each nation can collect its historical memory and historical consciousness through literature with hundreds of fictions, describing the traditional culture of ancestors.

Additionally, the reading of fiction has a beneficial effect on the mind, developing and improving its quality. It plays an important role to understand the richness of the language and to expand the vocabulary in the language learning process. The reading of fictions arouse people's keen interest in the culture of other nations, the understanding of their worldviews. In any language, there are polysemy of words, synonyms, antonyms, homonyms, etc. For perfect mastery of the language, it is necessary to understand the expression of words. In fictions, the word is used in various meanings. Therefore, when learning a language, it is very useful to work with literary texts. Today, the student has his /her own peculiarities in the choice of text, that is, in the choice of fictions. In this article, based on experience of teaching literature, the effectiveness of the use of fictions in language learning and the methods of its use will be considered, as well as the effective aspects of the development of a language through fiction will be analyzed.

Key words: fiction, language development, literature, culture.

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INTRODUCTION

In the innovationally and industrially intensively developing 21st century when human resource has become the main capital, the values are also changing. Nowadays, the interest in reading fictions has declined. As the new eras come, people's opinions about reading books have changed as well. What we can do to correct this drawback? For that, we need to develop mechanisms that enhance the readers' reading skills. Reading is regarded as the basic component of developing education, bringing up and culture, and given a specific role. Reading is an effort which functionally forms and develops an individual, his/her reading literacy and new literacy.

Wilhelm von Humboldt said: "The nation's language is its spirit and its spirit is its language. There is not any phenomenon in the world which is in balance as they are". We need to refer to his words while teaching language (Humboldt, n.d.). The richness of any nation's language is revealed through the literature. Fiction has a crucial role in widening the learner's worldview and thinking abilities, enriching vocabulary, improving aesthetic taste and teaching to humanity. Each nation can collect its historical memory and historical consciousness through literature and hundreds of fictions describing its ancestor's traditional culture.

Fictions play a major role in expanding the vocabulary and explaining the richness of the language while learning a language. The learner focuses on the richness of language and demonstrates interest in understanding the nation's ideological properties by deeply learning its culture and literature and reading fictions. Any language has such properties as polysemy, figurative meaning, synonyms, antonyms, homonyms, and so on. Unless you understand them thoroughly, you can not understand the language perfectly. In this context, the word comes in a variety of ways in the fictions. Therefore, it is useful to work with fictions while studying the language.

It is important for students to know professional vocabulary, special terms in their field of study, and commonly used phrases. It's important for them to have professional communication and to use the language. But in real life, a person does not build only professional relationships. He/she has to communicate, make discussions, share his thoughts with people of different professions. It is natural for someone to attempt to learn the nation's culture, literature and study its ideological properties and linguistic richness by reading fictions. The language of a specialized branch requires precision and accuracy. There are no proverbs, aphorisms and phraseological phrases. Therefore, in the professional field the words are mainly used in their literal or terminological meaning. However, in fictions the words can be used differently and for their full potentiality. The fictional works illustrate their different meanings, meaningful tones and combination techniques properly. Hence, it is important to read fictions while teaching any language. The process of teaching to read fictions is closely related to science. Because any sphere of science has both theoretical and applied practical sides. It is necessary to have a student read fictions though teaching literature by considering theoretical and applied systems together and to take into account that it is an art.

The student feels emotional attachment and thinks deeply, if the concept that needs to be mastered, its meaning and the idea can influence him/her. Besides, the effect influences the

consciousness exclusively. On one hand, its result forces an individual to act, on the other hand, increases an interest in the course (literature) and encourages to read fictions.

Teaching is a mutual process. Therefore, its quality directly depends on the students' viewpoint about the course, level of their cognitive activity and didactic improvement of the teacher's work.

If students with high level of Kazakh language read the short stories of Kazakh writers, it will be effective and efficient in working with fictions. Because along with having the same structural patterns as general texts fictions have own peculiarities. This uniqueness is formed by several factors. A scientist K. E. Yesenova claims that, the properties of the fiction are its historical, political, cultural and social environment, literary orientation, style and genre of the text, author's outlook, artistic-linguistic skill, uniqueness, general communicative project and textual modality. "The peculiarity of fictions is in its centrality to humans (anthropocentricity), which means the outlook and its manifestation are initially directed to the person's cognitivity and the given artistic events are considered as the methods of its comprehensive manifestations. For example, in fairy-tales everything is modelled according to human laws and is given through humanic "I". In fictions the writer uses language units that will be useful to understand and interpret while delivering his ideas and point of view. This helps to identify pragmatic aspects such as discourse, hidden meaning, and subtle importance." (Yesenova, 2011:136). Everything is structurally organized into a linguistic unit of the fiction and strictly maintains a communicatively organized integrity. That's why the teacher and scientist Kazhym Zhumaliyev says: "Fictions are like the gold of literature. Teaching fictions is the way of developing the student's creative thinking, enriching spiritually, developing his/her aesthetic taste and forming a human morality." But for the learners of Kazakh language there are very few materials and manuals for teaching fictions. It is worth mentioning Gaukhar Alimbek's book "Kazakh language for learning language through fictions" written in recent years. In her book the author mentions about the scarcity of works in this field. "It is important to work with fictions while teaching any language. For now, this issue is not rightly considered while teaching a language. There are almost no textbooks designed to work with fictions. Taking this into consideration, we took the responsibility to prepare the textbook" (G. Alimbek, 2014: 4). This article is also a small portion of our work in this sphere.

Any reading material is a reading for the language learner. In this article, we aimed to share our ideas about the results the student may achieve by reading fictions and the techniques that we use.

MAIN BODY

Methodologies frequently argue that, reading plays a leading role in language learning process.

"Students learn to understand text and the types of learning strategies, to define the main idea and the structural parts, style and type of the text, to make a question regarding the covered material, to define the additional information from different sources and to use comparative analysis of the texts" (Teacher's Training Program. Nazarbayev Intellectual schools, Center for Pedagogical Excellence, 2016). Because reading is an act that many can perform in comparison to other speaking skills.

The scientist F.Orazbaeva classifies the essence of reading as follows:

- 1) The language learner will be aware of all the information required for language relationship and will use it in communication.
- 2) As a result of the reading, the accumulated human experiences in literary, cultural, and social spheres pass from one stage to another and improve people's relationship and develop their inner thinking. A person with a strong sense of thinking also acquires remarkable speaking skill.
- 3) Language learner gathers, sorts and formulates what he/she understood during the reading process (Orazbayeva F, 2005: 96).

During the study of artistic creativity, the language learner undergoes these processes. We also need to take into account the fact that reading is accompanied by other activities. The language learner can achieve a result only if reading-listening, reading-speaking, reading-writing activities are closely interconnected.

The scientists divide the reading into several types and describe each of them. For example, the Russian scientist Folomkina S.K. classifies reading as follows: 1. Introductory reading aimed at obtaining basic information; 2. Study reading, which aims to get complete information about the content of the text; 3. Reading aimed at finding real data and facts (Folomkina S.K., 1987).

The scientist Orazbayeva classifies reading as informative, conscious, exploratory and demonstrative. Now, let us discuss some of the above mentioned reading types.

Basically, methodologists claim that, informative reading is a type of reading that is organized according to the students' age and cognitivity. Here, the student is not required to memorize the full text, but needs to understand the most important information and apply to real life. This is a kind of reading that allows you to discover the main idea of reading.

In the conscious reading, the student should read the text carefully and fully understand the text. He should be able to master all given information and analyze the text. This type of reading is prioritized while reading a fiction.

In demonstrative reading the student can systematically review the text and learn about the main idea and problem of the text.

One of the most important types of readings is analytical reading. Here, along with the content the student analyzes the linguistic peculiarities of the work. In this type of reading the student learns to read, compare and analyze the language units and forms. This type of reading has a great impact on improving the student's philological knowledge.

Generally, reading skills are not limited to these. During the lesson, they will be supplemented according to the pedagogical search of the instructor. It indicates that reading is a comprehensive speaking act. Also, there is not any principle that only one type of reading should be used while working with the fiction. While working with the fiction you can easily switch from one type of reading to another, depending on the purpose of the task. Since our target is to illustrate the types of working with fiction, selecting a relevant text is a responsibility work for the instructor. Nowadays, when the short text is in high demand, there are several principles of choosing a text to the language learner.

Recently, the short stories genre is in high demand by the readers. In our “Kazakh stories” course, we teach Kazakh writers’ stories which were written at different periods of time. Generally, prose genre in Kazakh literature was formed in the beginning of the 20th century. While selecting the stories for students, attention is paid to their cognitive meaning, artistic peculiarity, historical significance and ability to give public opinion at each period of time. This is because Kazakh history is fully reflected in Kazakh literature. Hence, it is crucial to teach fictions. Teaching a student to historical events is also beneficial in the formation of his/her historical cognitivity. The students acquire the ability to analyze literary-theoretical and to make scientific conclusions based on their aesthetic tastes by reading fictions. They learn the properties of this literary genre, its development and formation processes by getting acquainted with the stories of the Kazakh writers written in different periods. Furthermore, most importantly, they increase their vocabulary.

Classes are taught partially as a lecture and partially as a practice. The lectures give students the latest information about the life and works of writers. It uses their research papers, scientific articles and monographs to get the information about the writer's individuality and works. Also, the instructors use historical, documentary and feature films corresponding to the theme of the lesson and prepare tasks.

Beimbet Mailin was a great writer, who has worked on the development of Kazakh prose in the beginning of the twentieth century and has made a great effort in the development of its small genres. Maylin's works are about the essence and life of the nation in the 1920s and 1930s and the tragedy of hard times. His proeses contain a distinctive parable, despite some people argue that the realist writer’s proeses are close to naturalism.

During the lecture the instructor presents the period of Maylin's life, his environment and his works.

During the practical lesson, students will be able to analyze and express their own critical thoughts. According to the topic of the lesson, students will work in groups and pairs. There will be held different debates and discussions depending on the thematic, problematic features of the work. The assignment is performed either verbally or in writing.

Overall, reading is an integral part of the student's literacy. It is impossible to develop writing skills without improving reading skills.

F.Orazbaeva in her research on the fuctions of reading draws attention to the importance of “not only understanding the material, but also of knowing the meaning of each linguistic-attributing object, recognizing it and using it in communication”. In the course of reading the reader gets acquainted with the necessary information, which can be used in practice. By reading, the worldview of the learner expands and thinking system develops. Using the reading mechanisms, the learner will get the information he/she needs in the text (Orazbayeva F., 2005: 96).

The reading process is based on four main components: vision, thinking, symbolic system of language and communicational relationship.

Improving reading does not involve void reading. There are systematic ways to improve it. We will focus on three stages of reading methods.

1. "During the pre-reading period, students learn how to use pictures, learn to find and explore the content of the text. These activities help them to read more effectively. For example, students will be given a video clip, pictures or photos, so that they can anticipate the content of the subject.

A lecture material to Beimbet Mailin's "Black Bucket" story is given as an example. For example, an excerpt from a documentary film or pictures about collective farming in the early XX century will be given as a preparation for reading Bayimbet Mailin's "Black Bucket" story, which describes how collective farming policy was enforced in the Kazakh steppe in the early 20th century. This is an effective way for the reader to make predictions and prepare. This documentary gives the scientific conclusions based on historical facts about the political events of the 20th century such as the confiscation campaign of the 1928 and collectivization policy in Kazakhstan. After watching the documentary, the student becomes more interested in reading the story and it will be easier for him/her to understand the idea of the work.

Pre-reading period:

1. What was the purpose of the collectivization of agriculture policy in Kazakhstan?
 2. What is your opinion about the advantages and disadvantages of collectivization?
 3. What were the consequences of the collectivization campaign?
- Students will be able to share their thoughts, ideas, and opinions about the documentary films they have watched.

While reading period:

While reading the text, the students learn how to find out important information, learn how to read faster and to interpret unfamiliar words.
For example, a student works with unfamiliar words in the story "Black Bucket".

Working with the explanatory vocabulary

Read through the unfamiliar words in the text and write them down using dictionary.

Maiyp boldy

Died, became disabled or was injured. (Dictionary of Kazakh literary language, 2011: 15).

Batyraqtar

A group of hired workers within the social network, known as abused ones by the rich in the Soviet era until October Revolution. (Dictionary of Kazakh literary language, 2011: 107).

Sholaq belsendi

To go to far, those who go too far

Auynai

At the beginning of the 20th century, he was the local government official, dealing with management issues and land division in Kazakh villages. A man in the lowest position of the tsarist regime in Kazakhstan.
(Dictionary of Kazakh literary language, 2011:65).

Bezildeu

Jogging. (Dictionary of Kazakh literary language. 2011: 196).

Working with the phraseological vocabulary

Find the idioms in the text and write down their meaning from phrasebook.

Qytygyna tiyu

Humiliating, making angry

Tagy awu jamady

Was very angry.

Qany qainady

Was very angry

Qas qaraidy, qas qaraiyp, ymyrt jabyldy

Dusk, twilight

(Phraseological dictionary of the Kazakh language.2007).

You can ask a question, analyze and ask to make a conclusion about the content of the work while working with the text.

The students are given control questions prepared by the plot of the text in order to determine to what extent they understood the text.

CONTROL QUESTIONS

1. How is the picture of Aisha described in the story?
2. Where is Aisha's husband Birmagambet?
3. Who were Aisha and Birmagambet before?
4. Where does Birmagambet get cattle from?
5. What was the purpose of the delegate in coming to the village?
6. Why did Kayralap and Ydyrys were driven out of the assembly?
7. What question was raised in the assembly?
8. What was the result of the assembly?
9. Why did Aisha give a bucket which she kept thoroughly to Khojagul's wife?
10. What happened to the bucket given to Khozhagul's wife?

The classroom assignments are performed in a group, pairs and individually.

Tasks for analysis according to the thematic-ideological properties of the work

1. Talk about the important issues raised in the story.
2. Talk about the image of the era in the story.
3. How do people understand the collective campaign in the story?
4. Why is the story called "Black bucket"?

Post-reading period

Students will be able to critically analyze the text after reading it.

1. Can the author's position be viewed from the text?
2. In your opinion, what is the author's position? Why?
3. What is your opinion regarding the issue mentioned in the text?

Students will share their critical opinions and discuss them.

4. They speak up their viewpoints on literary critics' thoughts.

For example, the scientist Aisulu Shakenova's commentary is given about B. Mailin's "Black Bucket" story.

"As we read the story deeply, we see a great philosophical problem. The "Black bucket" discloses criminal, authoritarian activity which violated human rights, repressed nomadic and semi-nomadic Kazakh peasants, left them in a hunger and forced them to join kolkhoz. At the end of the story, we see a "bent bucket without the bottom". This is the result of the intervention in the person's private property".
(Shaikenova. 2010: 3)

What is your opinion on scientist Aisulu Shakenova's commentary? The students analyze by answering the questions which form critical thinking skills.

Tasks to check whether the work was read

1. Put the required word in a sentence.

You are not than me, and if necessary, to say it.

- A) Richer, merchant
- B) Poorer, buy
- C) Smarter, find

2. Find the required word in the sentence.

- Do you know who is Kozhagul? He is ..., he is ...

- A) Foolish, silly
- B) Poor, slave
- C) Communist, batyraq
- D) Trader, mullah

Find homonyms in the story.

Model:

Number, face, hand, look, part

- 1. Hundred
- 2. A word representing the number of one hundred books.
- 3. Someone's face. A noun representing the face.
- 4. A knife' face. The word representing the sharp edge of the knife.
- 5. Swimming in the water. Word representing a verb.

Find the synonyms in the text.

Model:

People, nation, public

Here are some examples of exercises that can be done during the class with fictions. The types of exercises are not limited to these, they are updated and completed during the class. Each instructor can adopt them according to the student's level and creativity skills.

Effective ways to use multimedia technologies in teaching fictions

It is important to use multimedia technologies in teaching fictions. In the age when modern technology is developed, it is very effective to use it during lessons. Generally, we can achieve the following results by using multimedia technologies: deep understanding of the learning material, long-lasting memorization of the knowledge, increased motivation for learning and saving teaching time. Of course, multimedia technologies will be used according to the purpose of the lesson. During the lesson, we have access to Thinglink

(<https://www.thinglink.com/>), Socrative (<https://socrative.com/>), Kahoot (<https://kahoot.it/>), quizizz (<http://quizizz.com/>), quizalize (<http://quizalize.com/>), which are used depending on the subject and target of the lesson.

Thinglink is an effective technological method of collecting and using all materials, resources in the classroom.

Socrative is a technology-based way to summarize and evaluate the lesson. This technology allows to evaluate the lesson indifferent forms like (Test (multiple choice), True-False questions and open questions). This assessment technology is efficient in saving time and identifying to what extent the subject was understood. There are several ways to assess the student such as cumulative assessment and formative assessment. An instructor can use these methods in regards with his/her target. We usually use formative assessment during classes. This is performed along with the teaching process. It aims to improve and develop reading. Assessment criteria of the task are done in advance. The student's knowledge is assessed according to those criteria.

Kahoot is also an online program that checks how well you understood the lesson. This technology allows to test the students' knowledge through test questions based on the content, plot and compositional structure of the story.

The use of these technologies in the classroom is an effective way of evaluating the students' knowledge, determining how well they understood the topic, saving time and identifying indulgence.

CONCLUSION

In this article, we have focused on the development of language through fictions, their mechanisms and the types of tasks that the learners get after reading the fictions.

During the learning process, it is often observed that a substantial portion of language learners who understand the meaning of the common vocabulary were not aware of their other meanings. Also, it is known that, since language learners use only the words they know, their own very scarce vocabulary. The fiction will allow them to witness those words' usage in different context. In addition, fictions can help language learners to understand the meaning of synonyms, to distinguish the meaning of homonyms and to learn the meanings of idioms and enlarge their vocabulary.

Overall, a student can reach the following results by reading fictions:

- A student develops his literary language and enlarges his worldview by reading fictions;
- Reading fictions helps to understand the socio-political nature of each epoch, the process of the event progression at that time;
- Understanding the development directions of the literature at each stage and genre-thematic search;
- A student critically analyzes, discusses and summarizes (synthesizes) the knowledge gained from Kazakh literature and culture;
- Newly interprets the work;
- Students learn to make scientific conclusions by correctly using the vocabulary;

- Most importantly, students learn the main Kazakh literary heritage and its distinctive forms and learn how to use them in their life and work.

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