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FORMATION OF STUDENTS' TEXT READING COMPETENCE IN GERMAN LANGUAGE LESSONS

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Abstract. The scientific article discusses the experience of working on an authentic text in the German language class at the Karaganda University named after academician E.A. Buketov on the example of the textbook «Menschen (Niveau B1)» of the German publishing house «Hueber Verlag». We studied some of the possibilities for the formation and development of the competence of reading texts in the classroom, tested them and revealed the positive effect of the productive reading technology and the method of dialogue with the text that we used in the classroom. We can say about the increased interest of students in new forms of work, the manifestation of activity in the classroom. At the beginning of the lesson the students were quite passive, then gradually everyone tried its extra part show their knowledge and thinking, express their opinion and defend their point of view by participating in the stages of processing and discussing the text. Such interest in the topic under discussion and the activity of students opened up the prospect of creating debate platforms and discussions right during class in the classroom. Applying these technologies in the processing and analysis of authentic text, we noticed that students have increased the volume of statements, they have become

more confident in using various speech turns in their speech, their vocabulary has not only increased, but has become much richer and more diverse. The analysis of the problems and situations presented in the texts has become more complex and comprehensive. Thus, we can argue about the positive impact of technology on the formation of reading competence in students in the German language classes.

Key words: authentic text, stages of working with text, educational process, state compulsory education standards, dialogue with the text, productive reading technology, situations, educational competencies.

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НЕМІС ТІЛІ САБАҚТАРЫНДА СТУДЕНТТЕРДІҢ МӘТІНДІ ОҚУ ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУ

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Аннотация. Ғылыми мақалада академик Е.А.Бөкетов атындағы Қарағанды университетінде неміс тілі сабағында «Hueber Verlag» неміс баспасының «Menschen (Niveau B1)» оқулығының мысалында түпнұсқа мәтінмен жұмыс жасау тәжірибесі қарастырылған. Сабақта мәтіндерді оқу құзыреттілігін қалыптастыру мен дамытудың кейбір мүмкіндіктерін зерттеп, оларды сынақтан өткізіп, сабақта қолданып жүрген өнімді оқу технологиясы және мәтінмен диалог әдісінің оң әсерін анықтадық. Студенттердің жұмыстың жаңа түрлеріне қызығушылығының артуы, сабақтағы белсенділіктің көрінісі туралы айтуға болады. Егер сабақтың басында студенттер біршама енжар болса, сабақ өте келе бірте-бірте әркім өзін жақсы жағынан көрсетуге, білімі мен ой-өрісін көрсетуге, мәтінді талқылау кезеңдеріне қатысу арқылы өз пікірін білдіруге және өз көзқарасын қорғауға тырысты. Талқыланатын тақырыпқа және студенттердің белсенділігіне деген қызығушылық тікелей сабақ үстінде пікірталас алаңдары мен пікірталастарды құру перспективасын ашты. Осы технологияларды түпнұсқалық мәтінді өңдеу мен талдауда қолдана отырып, біз студенттердің мәлімдеме көлемінің ұлғайғанын, сөйлеу барысында әртүрлі

сөйлеу айналымдарын қолдануға сенімділігі артқанын, сөздік қорларының көбейіп қана қоймай, анағұрлым байығанын байқадық. Мәтіндерде берілген мәселелер мен жағдаяттарды талдау күрделеніп, жан-жақты бола түсті. Сонымен, неміс тілі сабағында студенттердің оқу құзиреттілігін қалыптастыруға технологияның оң ықпалы бар екендігін айтуға болады.

Түйін сөздер: түпнұсқа мәтін, мәтінмен жұмыс кезеңдері, оқу процесі, мемлекеттік жалпыға міндетті білім беру стандарттары, мәтінмен диалог, өнімді оқу технологиясы, жағдаяттар, оқу құзыреттілігі.

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ФОРМИРОВАНИЕ КОМПЕТЕНЦИИ ЧТЕНИЯ ТЕКСТОВ СТУДЕНТАМИ НА ЗАНЯТИЯХ НЕМЕЦКОГО ЯЗЫКА

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Аннотация. В научной статье рассматривается опыт работы над аутентичным текстом на занятии немецкого языка в Карагандинском университете имени академика Е.А. Букетова на примере учебника «Menschen (Niveau B1)» немецкого издательства «Hueber Verlag». Мы изучили некоторые возможности формирования и развития компетенции чтения текстов на занятии, апробировали их и выявили положительный эффект применявшейся нами на занятии технологии продуктивного чтения и метода диалога с текстом. После работы с текстом мы можем сказать о повышении заинтересованности обучающихся к новым формам работы, проявлении активности на занятии. Если к началу занятия обучающиеся были достаточно пассивны, то постепенно каждый стремился проявить себя с хорошей стороны, показать свое знание и мышление, высказывал свое мнение и защищал свою точку зрения, участвуя в этапах обработки и обсуждения текста. Такой интерес к обсуждаемой теме и активность студентов открыла перед нами перспективу создания дебатных площадок и дискуссии прямо во время занятия в аудитории. Применяя эти

технологии при обработке и анализе аутентичного текста мы заметили, что у студентов увеличился объем высказываний, они стали более уверенно использовать различные речевые обороты в своей речи, их словарный запас не только увеличился, а стал значительно богаче и разнообразнее. Анализ проблем и ситуации, изложенных в текстах, стали более комплексными и всесторонними. Таким образом, мы можем утверждать о положительном влиянии технологии на формирование компетенции чтения у студентов на занятиях немецкого языка.

Ключевые слова: аутентичный текст, этапы работы с текстом, образовательный процесс, государственные общеобязательные стандарты образования, диалог с текстом, технология продуктивного чтения, ситуации, учебные компетенции

Introduction. Every citizen of the Republic of Kazakhstan has the right to use his or her native language, to freely choose the language of communication, education, learning, and creativity (Law of the Republic of Kazakhstan «On Languages», 1997). This is evidenced by the Law of the Republic of Kazakhstan on Languages in our country, which provides for equal respect for all the languages used in the Republic of Kazakhstan without exception. This concept of language policy determined the main difficulty in creating an optimal linguistic space of the state - a clear definition of the ratio of languages. In one of his speeches on language policy, the First President of the country, N.A. Nazarbayev, said: «We must make every effort to further the development of languages in Kazakhstan, which is the main factor uniting all the people of Kazakhstan. At the same time to create favorable conditions for representatives of all nationalities living in the country to freely speak, learn in their native language and develop it» (Law of the Republic of Kazakhstan «On Languages», 1997).

Today changes are now taking place in education around the world, due to the progress of all mankind. The world is changing rapidly and dynamically. Technology is changing, sustainable development is going on, demographic changes in society, security in the world - all of these factors are global. The educational system is also changing. Consequently, functioning educational systems must also change. In the modern era of intensive integration and modernization processes, each country is trying to adapt, to find its own way of development in the world community. Our state also annually masters new technologies, participates in international organizations and has made significant progress in foreign policy and economic relations. The process of building knowledge and related practical skills is now recognized as equally important. International experts have found that students turn more often to Internet resources than to printed textbooks and books in search of necessary information and knowledge (On approval of the State program for 2020-2025, 2019) Teachers seek to organize learning activities and, above all, independent work with the textbook and additional literature. But how to achieve the highest productivity of independent reading in the classroom, how to make it so that for a minimum of

the allotted time to achieve the most effective result? This is especially important nowadays, when textbooks are overloaded with information, when students sit for long and unproductive hours at school and at home (Selyaeva, 2015: 82). Therefore, before teaching students to the mysteries of reading we need to awaken their interest in this activity, so that they were drawn to the printed editions and books independently and at ease. The earlier the teacher will motivate children to read, the better the learner's mind will adapt to the new influences. In motivation distinguish incentives, motives, needs, interests. The term «motivation», as applied to reading, directs a person to engage with a book. «Reading is the best learning!», - A.S. Pushkin wrote. He was right to write these lines in his diary. Nothing and nothing leaves a trace in a person's memory like reading good books. In our fleeting time, the book is a faithful companion and good friend, which teaches reflection, multiplies knowledge, awakens curiosity, helps to think and act independently. After all, truly wise words, «He who reads a lot, knows a lot!». Reading is a technology of intellectual development, a way of acquiring culture, a mediator in communication, a means for solving the problems of life. Without reading, intellectual development and self-education, which continues throughout life, is impossible. The content of the text always has many degrees of freedom: different people understand the same text differently due to their individual characteristics and life experience (L. Vygotsky) (Rozhdestvenskaya, et al, 2012: 57). But, today in our scientific article we want to discuss not only reading fiction, but also to direct the people motivated to reading, whether they are schoolchildren or students, to apply their direction to reading authentic texts in order to obtain information, enrich their vocabulary, develop their mental and thinking abilities, develop their speech and learning good manners, above all getting a decent education and knowledge for the fight to take a worthy place in the world's labor market. Only in this way can a graduate student with no work experience can find his place in the sun, to which a competitive knowledge will open the way!

Materials and Methods. The priority in education is the readiness of students to use the available knowledge in practice. «Education is a continuous process of education and training carried out for the purpose of moral, intellectual, cultural, physical development and formation of professional competence» (Law of the Republic of Kazakhstan on education, 2007). The use of languages in Kazakhstan is regularly discussed and often at the highest level. Kazakhstan today seeks to integrate into the world community and the world educational space. And it causes consideration of questions of studying foreign languages. In many states, the use of English opens up new opportunities for national interests in such important areas as economic integration and access to new technologies. Linguistic innovations are changes and innovations in the language, formed in connection with the conditions of life of the linguistic and cultural community (Law of the Republic of Kazakhstan on education, 2007).

The state compulsory standards of education require new emphases in the goals of foreign language teaching:

- 1) educational content with a focus on learning outcomes;
- 2) the maximum amount of students' and pupils' learning load;
- 3) the level of training of students in general educational institutions (Law of the Republic of Kazakhstan «On Languages», 1997).

In today's world, educational institutions have high expectations and requirements; they must teach how to learn, teach how to live, teach how to live together and with perspective, teach how to work and earn their potential and knowledge. That is why the problem of students' independent successful assimilation of new knowledge, skills and competencies, including the ability to learn, is acute and remains acute at the present time. Independent learning activity becomes the most important component of the educational process when teaching a foreign language. In this regard, an approach to teaching a foreign language, based on the management of the formation of independent learning activity is necessary. Only by mastering different types of reading students learn to navigate in the amount of existing information at the moment, learn to separate the main from the secondary, to distinguish the main idea of the text and what the author wanted to say. After reading the entire text, students express their opinions, their views of what happened, and draw conclusions from what they have read. And teachers must teach their students reading comprehension strategies so that they will be able to use them independently later, no matter what topic the text is about or what language it is in. The development of universal learning activities offers great opportunities for this. The concept of universal learning activities (A.G. Asmolov, G.V. Burmenskaya, I.A. Volodarskaya) distinguishes the actions of meaningful reading connected with understanding the purpose and choosing the type of reading depending on the communicative task; identification of primary and secondary information; formulation of the problem and the main idea of the text (Asmolov, et.al, 2011: 105).

The purpose of teaching a foreign language is to develop a linguistic personality capable of working independently to learn the language, maintain and enrich their knowledge, the development of communicative and informational culture. The great German writer J.W. Goethe said: «What a man does not understand, he does not own». This thought can be continued: «What a man does not understand does not belong to him and what he does not love». School practice confirms that dislike of reading and related learning difficulties, up to and including loss of interest in learning, often arise from the student's inability to understand what is being read, which means that educational organizations need to intensify work to motivate students to read authentic texts. Reading occupies a significant place in a person's life. It not only enriches a person spiritually, but also allows him to better understand the world around him. To do this, they usually choose authentic texts, that is, texts that, when translated into another language, invariably retain the meaning and content of the original. Visual texts are presented in compliance with the norms of spelling and authentic text translation (Asmolov, et.al, 2011: 136). For semantic understanding it is not enough just to read the text, it is necessary to evaluate the information, to react to the content. Since reading is a meta-disciplinary result, its components will

be in the structure of the entire universal learning activity. In all academic subjects, students improve their information handling skills and replenish them. Learning to read in a foreign language is no exception in this regard, as it has almost as much importance for the learner of that language. One of the main problems of teaching reading is the problem of clear organization of work with them. It is no secret that quite often university students work with texts, the content of which is beyond their interests and needs. This leads not only to a decrease in learning motivation, but also to the loss of the meaning of reading itself as a type of speech activity.

In the practice of work there are ways to ensure the development of skills of meaningful reading, mastery of different reading mechanisms by students:

- Systematic work on parsing learning tasks, instructions, aimed at developing the ability to read the task, highlight key words, develop understanding of the meaning of the task, «translate» the task, the instruction into an algorithm of actions.

- Active use of written assignments: answering questions; expressing one's point of view; giving arguments, both in support of the statement made and in refutation of it; explaining various situations with the help of the text; proving someone's point of view on the basis of the text read.

- Reading different types of texts.

Results. Practice shows that in the new conditions of teaching foreign languages more attention is paid to oral speech. Let us consider the practice of working on the text, where modern pedagogical technologies are used and speech practice is required.

The method of «conducting a dialogue with the text». Dialogue with the text occurs as a result of active reading of text information in order to understand the «secrets» of the text, discern the author's position, realize one's attitude toward this position. This method is known in hermeneutics, the science of interpreting texts. The use of this method in German classes allows students to form the ability to draw conclusions about the author's intentions or the main idea of the text. Psychologists who have used the «slow reading» technique (text presented in sentences) have described how an experienced reader, when dealing with a book, «talks» to it: he or she has questions, various assumptions, the correctness of which he or she checks with the help of the text. This dialogue often begins already when familiarizing with the title of the work, and ends with the independent search for answers to the questions left unresolved in the text (Antipina, 2015: 16).

The method of «dialogue with the text» is most significant at the before reading stage (work with the title) and in the process of reading the text, as it activates the processes involved in comprehension. After the dialogue with the text, it is much easier for the student to proceed to the analysis of the thoughts and feelings that the author wanted to share with him/her when creating his/her work. Using this method, the teacher relies on the students' skills formed during introductory study, browsing, searching, and selective reading. The dialogue with the text proceeds so quickly that it is not realized by the experienced reader (Antipina, 2015: 22). Understanding the events of the text is much more intense than the work of the creative imagination

(Buneeva, et al, 2014: 21). As students master the methods of comprehension of the text, they develop the ability to deeply comprehend the text and without performing them in expanded form. In the course of reading there are «barely perceptible» thoughts of this kind: «it is necessary to understand, I will read very carefully», «further there should be an explanation, it is necessary to understand well», «it is something important», i.e. «a state of internal tension and readiness», based on mastering the methods of understanding the text (Sapa, 2014: 5).

Let's consider the practical part of this method of work in the «Lesemagazin» section on the example of the text «Der Freundefinder - alte Freunde finden per Internet» of the textbook «Menschen (Niveau B1)», p. 27, several stages of dialogue with the text (Braun-Podeschwa, et al., 2014: 27). The experiment of work on the text was conducted in a German language class in the group KA-36 (11 students) of the Karaganda University named after Academician E. A. Buketov.

In the beginning a plan of work with the text was made (table 1):

Table 1

Before reading	Stages in the course of reading		After reading
	Search reading	Independent reading	
Work with the title to determine the main idea of the text.	Highlight what you don't understand, ask questions to the incomprehensible.	Search in the text for hidden copyright issues. What questions would you ask the author? Suggest your continuation of the topic.	Check your guesses against the text.

In order to save time, the instructor, as homework, can let students read the whole text at home and write down all their emotions and states related to the text in their notebooks. Students should especially pay attention to the title. In class, they should talk about their thoughts about the title. In class, student Zamira strongly objected to the title, stating that it did not reflect what was going on in the text at all. According to the text in reference with that in the text of an elderly man looking for his childhood friends, succumbing to the nostalgia of the past. Since he can not know where to look for them, he uses the World Wide Web. This action on the part of the main character of the text on the one hand delighted the students, but on the other hand saddened them because, according to student Aidana, the main character could have gone to his native village, where he spent his childhood and could have found the rest of his companions there. According to most of the students who supported Aidana, a person should not forget his native land, his native place where he was born.

As they read, the students highlighted what they did not understand: Why did the main character remember his childhood friends in his old age? What prompted him to take this step? There were many versions of answers from the students: maybe he decided to see them before he died, maybe he wanted to ask their forgiveness for the mistakes of the past years, maybe the human soul is looking for long-forgotten outlines and images of his childhood friends in real life? There were many thoughts.... Students drew conclusions, emphasizing the rightness of the proverb «where one is born, there one comes in handy!». In the class the students were asked to activate

their imagination about the appearance of the hero and about his state of mind. At first the students «activated» their imagination only when the age and health of the hero were described, i.e., in the initial paragraphs containing 1-2 pictorial elements that were easy to recreate. Gradually, reading paragraph after paragraph, the number of such elements increased, moving on to reproducing pictures in their entirety. Students described pictures of the hero in the native expanse, walking along the dusty road with the hope of seeing a familiar face.... Ayazhan, a student who was deeply affected by the picture, said she wanted to see the hero in the car, with her son or grandson at the wheel, who wanted to help the hero realize his long-held dream by lending a helping hand to a native. According to the student's words, relatives and friends should always pay attention and be there for them. During the class the work was done not only educational, but also educational. Discussing such scenes students made harsh remarks to some «callous» people for their callousness, remembered movies with a similar script and meaning. Even one student found in a famous movie similar in the imagination of the main character of the text - an old man with a similar appearance. I would like to say that the discussion in class took place in German.

Conclusions on the «dialogue with the text» methodology. The students' imagination after reading the text helped them to do the following:

a) Express their thoughts orally and in writing, in words and colors, attitudes and feelings;

b) Finding answers to key questions;

c) Creating verbal and graphic images, especially on the material of those works that do not directly generate visual images of space and time, portrait characteristics, descriptions of characters' behavior, which could be missed, «not seen» during the first reading.

Imagination is more often expressed in words in foreign language classes. We use: key questions, descriptions, drawing words. For example: Describe the appearance of the characters, what pictures you imagined after reading the text, how the characters spoke, illustrate a scene from the story, prepare a scenario, analyze the pictures to the text on page 27, compare these drawings with what you managed to draw orally. It is important to ask students: Does your mental image match the picture drawn in the text? The answers will vary.

This was one of the works on the «dialogue with the text» method. If the instructor does not have time, it is possible to work with a text that is unfamiliar in content in class. Students run through the text with their eyes without reading the details. The purpose of such reading is to understand the general meaning or to find an answer to a brief question. They don't need to read all of the text, looking at every word and understanding every word. It is just a matter of running through the text with your eyes. Such review reading is very useful because students will try to «catch» the essence of the text «on the fly» to prepare for questions and assignments to discuss the text. Such short-term discussions can be conducted by:

(a) Reviewing film and book reviews with students to see if they should read them in their entirety or not;

b) by looking at articles before reading into the details;

c) looking at short stories and texts to understand what they are about in general, to get the big picture before going into detail, etc.

This skill is very useful because once you are familiar with a text in general terms first, it is much easier to read and understand it again, in more detail. To get students used to this skill, in addition to explaining what it is and why, the following tasks should be given:

1. Read the text and pick the most appropriate title; 2. Read the text and connect it to the correct picture; 3. Read the text and check your assumptions, etc.

This type of reading (review reading) is usually timed (1-2 minutes) and during the text assignment, it is important to tell students that they do not need to understand every word and read the text from the first word to the last. In this case, the text is read in order to find more detailed information in it and to answer more detailed questions. Because answering a question involves navigating the details, this type of reading usually comes second to the «text-to-speech» method described above. In this case, the text is read in its entirety, searching for details and deeper understanding (Bredikhina, 2018: 108).

The second type of text-based method that was used with the above text during the class is called «Productive Reading Technology». It differs sharply from the traditional technology of transferring ready-made knowledge to the student. The main methods of work with the text in this technology are commented reading and dialogue with the author. The entire work can be divided into three stages (table 2):

Table 2

Stage one: before reading	Stage two: while reading	Stage three: after reading
Students read the name of the author, the title of the work, consider the illustration that precedes the text, then express their assumptions about the characters, theme, content.	After the text is read for the first time, during re-reading («slow reading»), the storyline of the text is clarified.	Meaningful conversation in the text. Collective discussion of the read, discussion. Formulation of the main idea of the text or the totality of its main meanings. Work with the title, illustrations. Discussing the meaning of the title.
They read and translate the text and comment on the content in parallel. What did the author want to say? Who are childhood friends? Description of a person's feelings (Memories, pleasant moments, annoyance, hope, anticipation of joy). Description of a person's appearance (health, playfulness, old age, illness, fading strength). Description of others (look at the meeting of childhood friends, follow emotions, listen to life situations).	Collective discussion of the read, discussion. Students are asked questions: Question: Are childhood friends positive or negative? Answer: There are both positive and negative ones. Question: Why does a person look for childhood friends? Answer: When a person reaches old age, this is often done. Question: What do you think, is it right to stir up the memory of the past days? Answer: Yes. A person wants to find answers to questions that have been tormenting him for a long time or ask for forgiveness from those whom he offended / hurt in his youth, realizing his mistake in old age. Questioner: Don't you think that the remembrance of days long past will have a negative effect on the health of seekers?	

Consequences (promises no longer lost, keep in touch, long separation) Reason for meeting childhood friends (nostalgia for childhood, longing for childhood friends, memories of past years, search for answers to questions that have long tormented the soul).	Answer: It depends on the person himself. Question: So that there is no remorse in front of childhood friends who have long gone into another world, what should be done now? Answer: It is necessary to protect, respect, appreciate each of them. Realize that what has been done cannot be undone. Therefore, before you say / do something you need to think slowly. Question: Do you value your friends yourself? Answer: I can answer this question only after thinking and analyzing my words and actions in relation to my friends. It would be better if my friends answered this question. Question: What is your impression of this text? Answer: I was shocked by the content of this text and its presentation of information. I didn't think my friends were very important to me. Question: What advice would you give to your peers based on this text? Answer: Never betray your current and childhood friends.
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Applying this technology in class to work with a text, I found that this technology complements the previous method, because there is a second stage of discussion of what is happening, the students come to a long-awaited conclusion and draw a conclusion. And here I made different conclusions, which I was very happy about. According to the productive reading technology, the following conclusion was made:

1. The whole process of working on the text is done by the students independently;
2. The teacher plays a guiding role;
3. The students' imagination of the picture from the text is increased;
4. The students' desire to express their opinions and express their perceptions grows;
5. Understanding of the mental state of people in old age increases;
6. Increasing responsibility for family and friends increases;
7. The value of kinship, friendship, and moral origins grows.
8. The attitude to life changes.

Relying on technique during the lesson does not mean that in foreign language classes the work with text should be homogeneous in structure and organization. Each teacher or foreign language teacher can choose his or her own methods of working with text at his or her own discretion, based on the interest and level of knowledge of the students. In general, the learning process should contribute to the achievement of educational goals and correspond to the capabilities and needs of children in activity, in learning the world around them, in transformative activity, in independence, in respect and recognition, in creative self-realization and development (Liz, 2014: 116).

Discussion and conclusion. In this research paper we have considered the appropriate technologies and methods of formation of reading competence of students. Competence is a set of issues in which the subject has knowledge and experience of their own activities (Prantsova, et al., 2016: 254). This technology

helps to improve the effectiveness of the educational process and achieve the results specified in the new standards. First, at school it is necessary to lay the foundation for the formation of a literate reader, then at the university to continue the started work going even deeper, ensuring a strong habit of reading, knowing books and being able to choose them independently. Achieving this goal involves solving the following tasks:

1. Formation of techniques of reading, understanding and analysis of the text;
2. Developing an interest in the process of reading itself and awakening the need for reading.
3. Introducing students through reading texts to the world of human relationships, moral and ethical values and formation of aesthetic taste.
4. Development of oral and written speech, mastering of speech and communicative culture; development of students' creative abilities.

The main thing in this technology is to understand the meaning, to extract information, to have one's own opinion, to prove one's right about what is happening in the text and to say the opposite, to be able to draw conclusions. The teacher should get students interested in reading the text so that they feel like characters in the text and can feel all the emotion, the action of the character in the text. And observe their reactions. Only then can the instructor have a conversation with them about what they have read, discuss problems, share emotions, and give life advice at the same time. At the end of the class, the teacher should write down three talking points: a) The most important idea of the class; b) The most controversial idea of the class; c) An idea I would like to discuss in the next class (Kasyanenko, 2018: 6). Thus, thoughtful and purposeful work with the text allows the student to choose from a large amount of information the necessary and useful, acquiring social and moral experience. It makes the student think, draw conclusions, make decisions on the basis of independently obtained information to acquire the primary experience of critical attitude to the received information, comparing it with information from other sources and the available life experience (Eremenko, 2021: 4). This experience gives native speakers of a foreign language the statutory benefits, will increase both the number of learners and the quality of language learning. Where there is quality, there is always reliability, perspective and achieved peaks.

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