

Pedagogical Conditions Of Forming Reading Interest Of Schoolchildren By Means Of The Kazakh National Pedagogy

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Abstract: The article deals with the theoretical development and experimental checking of the system of forming reading interest at schoolchildren taking into account pedagogical conditions it's forming and developing by means of the Kazakh national pedagogy. The authors state that the upbringing potential of the Kazakh national pedagogy means in combination with the traditional practice of upbringing provides effectiveness and productivity of the process of forming reading interest of pupils in the content of ethno-cultural educational paradigm. In the work were used the following methods: theoretical analysis and studying philosophic, psychological-pedagogical literature, studying and synthesis of the advanced school experience of schools and libraries; organization and carrying out of the pedagogical experiment, comparative analysis; purposeful studying of activities of teachers, librarians, parents, pupils; questioning; statistic-mathematical methods of processing of the experimental work results.

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Key words: forming reading interest, national pedagogy, upbringing potential, comprehensive school, age and individual features, pedagogical conditions, joint work of teachers and families.

Introduction.

One of the defining ideas of "The comprehensive program of upbringing in the educational organizations of the Republic of Kazakhstan" consists that "in the conditions of today's humane-moral deficiency the

National pedagogy as a part of upbringing of the complete personality has to become one of the directions of upbringing of the trainee". From this it follows that the essence of the modern upbringing consists in strengthening of moral, spirituality, intellectual qualities of younger generation through revival of progressive traditions of a family.

The theme of revival of national traditions is now of a particular importance and in relation to various aspects of intellectual upbringing, forming mental, intellectual culture of the personality that assumes development of informative motives, interests, skills of a cogitative activity, forming a steady aspiration of the person to acquisition of modern scientific knowledge. Each child has to know the sources, language, to love the native land. In the course of comprehension by the identity of a chain "from national to universal" the essential role is played by the book as a source and means of information. The book still remains the most perfect form of information storage and processing, it is a basis of spiritual culture of the people. And therefore it will be not replaced by any other means of transmitting information. But its role the book only performs when its contents becomes people's property, in the course of reading there is a familiarizing of the person with new ideas, purposes, artistic images, historical roots of the people. From here the familiarizing process from early age of young people to reading, forming at them a steady reader's interest is of so great importance.

The analysis of literature and researches on the problem of forming and developing of reader's interest showed that all its

manifestations have the general theoretical justification which least developed component is the problem of forming reader's interests in a context of new requirements to use of ideas and means of national pedagogy in the complete process of forming the personality [1].

Interviews conducted by us, conversations with comprehensive schools teachers, higher education institutions teachers, scientists, employees of public and school libraries allowed to find out that for effective formation and further development of reader's interests it is necessary to create a complete educational-methodical system of training in the native language supporting on ideas and means of national pedagogy, with use of scientific, methodical, educational and art literature on the principles of unity of national and world spiritual, cultural values according to a modern level of development of science and scientific and technical progress. In a word, in the modern conditions the process of forming reader's interests of schoolchildren is defined by the new purposes and problems of the general secondary education, the principles of its implementation - democratization, humanization, differentiation, variety of development forms, etc. The special attention to use of national pedagogy in forming reader's interests of comprehensive schools pupils is connected with that at school age starts being shown an initiative, it is been developing those internal processes which at the end of the teenage period lead to formation of already rather independent and steady views, estimates, rather steady system of the relation of teenagers to people around and to himself. Familiarizing of schoolchildren with progressive national traditions, customs, culture in many respects defines their further formation and development.

Main part. The current state of forming and developing of reader's interest of schoolchildren by means of the Kazakh ethno-pedagogy can't be considered as satisfactory that is directly connected

with inability of pedagogical staff use them as methods of upbringing impact on the growing generation.

Most often forming reading interest by means of national pedagogy has a casual, incidental character: many teachers, librarians underestimate the potential opportunities of national pedagogy [2].

The other reason is absence of scientifically based recommendations developed taking into account pedagogical conditions which it is necessary to follow when forming reader's interests at schoolchildren by means of national pedagogy.

Thus the article is aimed to:

1. Clear up the theoretical basis of the process of forming the person's interest to reading, clarify the essence and content of the notion 'reading interest of schoolchildren'.
2. Determine the pedagogical conditions of forming reading interest of schoolchildren by means of the Kazakh national pedagogy.
3. Theoretically ground and develop the structural model of forming reading interest of teenagers by means of the Kazakh national pedagogy taking into account the revealed pedagogical conditions and basic groups of factors stipulated this process.

Nowadays the republic of Kazakhstan faces the tasks which being great on their significance and scope. They are important due to their role in rethinking and rebuilding all the life spheres. The driving force of the carried out changes is a human. The decision of these tasks and further country's well-being depends on knowing by the human of his significance, his influence on the made changes.

The new national politics of Kazakhstan has defined the upbringing of the growing generation on the best achievements of the cultural heritage of the Kazakh people as one of the foreground directions of the modern school. Familiarizing of young citizens of our state with its spiritual values has become a real social necessity for the modern society [3].

Speaking about the future of the state growing generation the state's head N.Nazarbaev emphasized: "... When upbringing a new generation it is advisable to apply the simplest, most understandable and at the same time deeply moral and spiritual in the life of each people – traditions. Their role in the people life is undeniable. The cultural traditions were always a source of social revival. ... Traditions exactly allow the person "not being lost" but adapt his lifestyle to darting changes of the modern world."

In the connection with the above-mentioned as a public institute being responsible for forming the growing generation's world view the education system of the republic has a special responsibility.

A new education philosophy formed by the scientific and organizational activity of philosophers, teachers, psychologists, culturologists, organizers of education implies becoming not only such traits as competence, erudition, creative potential, but also – in the great degree – spiritual-moral qualities of the person. The problem's solution is in realization of principles of humanization and humanitarization of schooling when the priority is the spiritual-moral relations, human values.

Among many problems directed to improving the modern system of education, teaching process the problem of forming cognitive interests is one of the leading. It involves search of such ways of training, self-training which would attract pupils. The interest drives both external

and internal forces of the educational process of the researched discipline, field of knowledge.

The cognitive interest being a personal education actualizes objective values of the education; gives personal meaning to the cognitive activity; facilitates its productivity, removes negative state of the activity participants (fatigue, passivity, indifference). While developing the interest the becoming of such valuable person's traits as watchfulness, diligence, perseverance, ability to overcome difficulties, aspiration to search, self-support and others. Under influence of the interest cognition makes a personal sense. Thanks to cognitive interest the pupil's activity becomes productive, has a long character. The cognitive interest – the important factor of not only learning, it is a vital necessary factor of person's becoming and developing. It is natural that the cognitive interest allows the person seeing joy of intellectual satisfaction in any man's activity as long as he is able to efficiently satisfy. In our research we consider the pupils' interest in reading [4].

When analyzing the theoretical-methodological aspect of the problem of reader's interest of schoolchildren we found out that reader's interest represents the selective-positive attitude of any social subject (person, group, society) to reading printing works possessed for it the importance and emotional significant in the extent of compliance to his spiritual needs and individual features. As a rather steady property of the personality, reader's interest is formed and shown by means of repeated emergence and generalization of temporary conditions of interest. In reader's interest it is expressed the relation not so much to books in general, but to selective sent to reading as activity. As the main signs of reader's interest it is expedient to mark out the importance of a certain literature for the subject and its positive emotional relation to literature.

It is found out that the person has not one, but some reader's interest which are internally interconnected, form a certain structure, although they are shown at different times and with various frequency. Reader's interests in the set can be wide or narrow, and among themselves they differ from each other on stability, depth and activity. The last characteristic of interest to reading - activity - assumes that the reader has to also possess certain ways of the activity, allowing satisfying reader's requirement that is it is a question of close interrelation of interest to reading with bases of informative culture of the personality. The greatest volume of the knowledge, allowing satisfying interest of the personality to reading, is the share of studying various sources of information, and it assumes development of various ways of analytical-synthetic processing of information.

In training programs of comprehensive school it is concluded the broad variety of types, kinds of information sources, among them also sources of national pedagogy. The schoolchild as a reader has to own rather strong knowledge of sources of information and abilities to work with them. However in a real school practice as our research showed, pupils have an essential deficiency of this knowledge and abilities.

In our opinion, a modern pupil as a consumer of information can surely feel in a flow of information only under a condition when he has a clear idea of multidimensionality and complexity of the concept "source and means of information". Documents, by right, are carried to their number: published, unpublished, primary, secondary documents, editions, etc. Among them there is also a place for sources of national pedagogy as the means, allowing realizing interest of pupils to reading

in the defined – ethno-cultural – sphere of knowledge. This knowledge allows pupils to carry out a conscious choice of sources of information according to features of their reading interests, information demand [5].

The term "reading interest" as a pedagogical term, didn't receive a due lighting in special researches and other works published recently. In this regard at specification of the concept "reader's interest of teenage- schoolchildren" we will proceed from that it - the interconnected and interdependent process of forming and developing informative and reader's interest of the personality; there can't be a knowledge, reading without purposeful orientation to a concrete activity of the reader, just as the process of forming reader's interest can't be cut from knowledge, training. Interest to reading is considered by us as a difficult mental education representing a unity the objective (the content of activity) and subjective (selectivity of activity) starts. Interest is one of forms of the person's public orientation.

Thus, reading interest of schoolchildren is a quality of the person developing in the process of training, upbringing and developing, having an emotional-attractive and positive-selective relation of the pupil to literature sources, including literature monuments, and being expressed in aspiration to learn, seize and use in the practical activities the acquired knowledge and ways of activity, also applicable to studying and knowing national culture, customs and traditions. Interest to reading, being a kind of interest in general, is an essential trait of the person directed on mastering his needed knowledge and ways of activity. Reading interest has a strong impact on development of the major traits of the person, sharply reduces fatigue of children. The com of interest to reading as an informative interest is an approximate reflex "What is it?", and after this - active thought processes. As the main thing in interest to reading is the processing of knowledge connected with active searches of essential connections and relations in the studied phenomena acts.

Reading interest is a forming being molded and developed. When specially created certain pedagogical conditions the cognitive interest can be successfully formed at the school age. Thus it can become sufficiently differentiated, steady and effective. In the research interest is considered as the basis of the system of values, culture [6].

The variety of means of forming reading interest following from this definition demanded their logical association in separate groups: financial-technical (stating ways of storage, display and transfer of information: work, books, old times subjects, filmstrips, etc., reflecting ethno-pedagogical ideas); communicative (ways of transfer and exchange of information in groups with similar reader's interests: native word, speech, oral national creativity, song, language rules); informative-expressive (ways of information transfer and organization of knowledge of national creativity works through emotional experience: types of national creativity, customs, holidays, traditions); informative-game means (ways of motivating assimilation of social experience, moral laws, traditions by means of game competitive components in the informal environment stimulating an initiative, creative imagination and thinking: national games, competitions of singers – aytys, tartys, terme, etc.). The given groups of means aren't connected among themselves as a sort and a kind, but reflect more difficult relations: "part and whole" or "element and system". They also were one of components of the developed model of forming reading interest of the schoolchildren, introducing difficult and dynamic system of integrally connected elements: purposes, contents (monuments of

national pedagogy), methods, forms, and means.

Modeling of the system of forming reading interests of schoolchildren by means of national pedagogy provides a specification of tasks and directions of development of motivation, interests, informative literacy and actually reading as activity of pupils in unity of the contents, means, forms and methods of their formation, development and self-development in activity, directed on ethno-culture assimilation through its concrete forms: art, moral, pedagogical and other values. Under the system of forming reading interests of teenage-schoolchildren, we understand purposeful interaction of teachers, a school librarian, parents and pupils on the basis of a combination of traditional and ethno-pedagogical means, forms and methods which in the logical unity provide formation of interest to reading in a context of ethno-cultural educational environment [7].

In the analysis of interrelations between such components, as methods and purpose or means, organizational forms, it is considered the wide range of methods of training and upbringing, applied in national pedagogy: work, example, game, suggestion, belief, council, blessing - bahta - order, irony, inurement, exercise, telling and conversation, supervision, test, competition, public opinion, oath, encouragement, condemnation, punishment, reprimand, etc. It is also necessary to take into account such requirements of the people to organizing and implementing the educational process in combination with principles of scientific pedagogy, as: record of age and individual features of children; environment influence where was born and grew up the child, his parents, seniors and relatives; ability to put before the child the requirements which are a little anticipating his potential opportunities; necessity to develop in children the ability to fantasize, dream; complete approach to the upbringing process. The national pedagogy is also based on the principles of upbringing of children since the birth and throughout all life, and also the collective upbringing when in the upbringing everybody takes part: from the older children in the family to aksakals.

Besides, character of the model is defined by the coordination relations expressed in the coordinated activity of school, library and family. They belong to external factors of motivating the schoolchildren to reading, appealing to the national epos and other monuments of national pedagogy being one of the components of our model. Their value is essential as first of all under the influence of education, mastering knowledge and social experience the outlook, motives, interests is formed. As a result in hierarchy of the motives causing formation of reading interest, the main place is taken by motives of reading which express internal motives of schoolchildren and reveal the sense of his activity.

For the purpose to identify the major factors influencing on the process of forming reading interests, the method of expert evaluations was used. Its application showed that the set of factors influences on the process of forming reading interests of schoolchildren by means of national pedagogy. In total it was distinguished 21 factors from which 7 were dominating for all experts. The major factors influencing on forming reading interest of schoolchildren, belong to the area of family-related relations (parents, family), the pedagogical relations (lessons of native, Russian and literature, implementation of inside - and intersubjective connections in the educational process, a facultative course), psychological (interest, communication) relations, and also lie in the sphere of relations accompanying the joint work of schools and

library, mass media (television, radio, cinema, INTERNET, etc.) acquaintance with traditions, customs and culture of the Kazakh people [8].

Forming reading interest of schoolchildren on the basis of the revealed major factors of the upbringing potential of means of the Kazakh national pedagogy demands observance of a number of pedagogical conditions including: taking into account ethno-cultural features (national culture, customs, traditions of the Kazakh people), age and individual features of schoolchildren; use of upbringing opportunities of a family, pedagogical process of comprehensive school; purposeful organization of the joint educational work of school and library, mass media; organization of communication of participants of the pedagogical process in a context of the ethno-cultural educational environment.

Further, getting down working on activation of process of forming reading interests of schoolchildren, we leaned on these conditions and factors.

At the stage of the stating experiment we solved the problem to identify a condition of initial levels of formation of reading interests at teenage-schoolchildren. For this purpose it was necessary for us, first of all, to clarify: educational, cognitive and other interests, reader's culture, tastes, motives, demands, statements, accompanying reading of 5-9 classes' pupils. As well as it was necessary to carry out comparative-pedagogical analysis of levels of formation of reading interests of teenagers.

The most important indicator of forming reading interest of schoolchildren is covered by depth of perception of texts, literature sources, works of national pedagogy, comprehension of the public and personal importance of literary, architectural and other monuments of the Kazakh culture and expediency of the independent address to them; steady need and ability to read works at a conscious choice; knowledge of a wide range of literary monuments, sagas, legends, bylinas, etc. The higher is the degree of their perception and understanding, the higher is the level of the reading interest.

Diagnostics of a condition of formation of reading interests of schoolchildren was carried out on the basis of the revealed criteria of its formation: cognitive – availability of knowledge of the Kazakh national culture, traditions, ceremonies, customs, conscious comprehension of their value; emotional-volitional - obligatory desire and need for further development of this knowledge; activity-practical - independent, initiative and creative applications of the gained knowledge in any kind of the activity. As indicators are defined: cognitive activity; activity; independence; recess in the knowledge process; emotionality. As the general indicator of forming reading interest of pupils it is possible to consider a sign on the basis of which advance of the pupils' personality from one level of reading interest to another, higher one is established.

These indicators during the experimental work were estimated on the five score system. In order to assess by experts the levels of formation of reading interest of schoolchildren "The expert's questionnaire" was developed and applied. During the experiment research when choosing means of studying of forming reading interest of schoolchildren it was used the mathematic-statistical methods (median criterion and McNamara's criterion). Their application also gave the chance to receive an assessment to technological-pedagogical cycles. It allowed quantitatively reflecting dynamics, efficiency of the organization and content of work on forming reading interest at

schoolchildren by means of national pedagogy.

The purpose of forming the experiment consisted in approbation of the developed methodology and check of its efficiency. The following problems of the forming experiment were defined: to develop and approve the system of forming reading interest of teenagers by means of the Kazakh national pedagogy; to reveal effective forms and methods of the educational work which allow to with the greatest return use means of the Kazakh national pedagogy in order to familiarize with reading the 5-9 classes pupils of comprehensive school; to reveal the dynamics of level of formation of the reader's interests of schoolchildren during the conducted research.

During the research four levels of formation of reading interest of schoolchildren are determined.

The initial level is characterized by lack of cognitive activity of the schoolchild, his activity in studying of materials of national pedagogy is limited by his presence at the events, he doesn't show independence in studying of literature monuments of the Kazakh people, and it leads to that he poorly owns knowledge about national traditions, customs, culture. The circle of a reader's orientation is limited by fairy tales whom the teenager read at younger school age. As a rule, his emotional manifestations have a character of neutrality or indifference that extends on reading the literature connected with history, a life, lifestyle of the Kazakh people.

The average level differs with insufficient emotional reaction of the schoolchild in the course of organizing and carrying out events, his practical activity is limited and is characterized by a reproductive direction, and independence can be shown only after repeated help and explanations from the teacher, the librarian. At the schoolchild it is marked a weak aspiration to knowledge and expansion of knowledge of the Kazakh literature, customs and traditions of the people, cognitive activity is insufficiently expressed.

The sufficient level is characterized by availability of the active attitude of the schoolchild to studying and promotion of literature and material monuments of the Kazakh people, the activity in this sphere has a search character which is directed by separate councils and insignificant help from teachers and library workers. In the course of preparation and holding events it is noticed the emotional responsiveness both to the content and to the course of their holding.

The high level differs with strongly marked cognitive activity of the schoolchild; his activity in the field of acquisition and accumulation of knowledge on national pedagogy has a creative character; all problems, connected with search of literature and material monuments of the Kazakh people, are solved quite independently. Schoolchildren with this level of reader's interest are characterized by the increased manifestation of emotions, aspiration to know new about history of the people, they constantly render help to the contemporaries, and as well as younger schoolchildren. As a rule, they much read and become assistants of school librarians in promotion of books.

During the stating experiment we carried out the comparative analysis of initial levels of formation of reader's interests of teenagers, allowed to reveal the following tendencies: the steady need for the

book, for other printed materials in the free time is not formed and has a situational character. So, 45% of schoolchildren spend time watching television programs, video movies, computer games; 18% prefer to read books, magazines and other printing production; 18% of teenagers work in free time; 19% are interested in sports, music, go in for various sections. All of it substantially characterizes the present attitude of schoolchildren to reading. Reading of schoolchildren in such conditions becomes functional, i.e. is a consequence of training at school is, and isn't the end in itself directed on self-development reflected the person's demand.

Analyzing the stage of experimental research connected with the organization and content of the work on forming reading interest at schoolchildren, it is possible to state that the vocabulary of pupils considerably raised; skills of competition were created, elements of improvisatory art were mastered; art imagination was developed that is caused by acquaintance to the Kazakh national ornaments; it was stimulated the interest to studying of oral national and written literature sources, monuments of material culture, objects of national applied art that was expressed in replenishment of reader's forms of pupils and had a dynamic impact on reading interests of schoolchildren.

The mentioned forms the basis to state that use in the educational work of material, informative-expressive, communicative and informative-game means of the Kazakh national pedagogy - only in a complex and interrelation - gives positive shift in forming the reading interests of schoolchildren.

In the research are formulated the following pedagogical regularities of forming the reading interests: interconditionality and unity of reading interest with customs, traditions of the Kazakh people; interconditionality and unity of reproductive and creative activity of schoolchildren in this process; interconditionality and unity of the process of forming reading interest with the process of assimilation of knowledge, reading skills; interconditionality and unity of development of reading interest with the content of upbringing and education of schoolchildren; interconditionality and unity of the process of forming reading interest with age features of schoolchildren.

All of it allowed determining such sequence of stages of forming reading interest of 5-9 grade schoolchildren by means of national pedagogy: the initial; the intermediate; the final.

The initial stage (the V class) is characterized by availability at schoolchildren of curiosity, inquisitiveness, at this stage they are influenced not the event itself or object of national pedagogy, but their purely external manifestations. At this stage everything for the schoolchild seems special, unusual, children have a desire "to touch" national applied art works, the wish to know, "what is this", "how is it made", "when is it made", "where is it from", etc. As a result of pedagogical influence from teachers, library workers, families, friends, at the schoolchild, in process of enrichment by knowledge in the field of national pedagogy, occurs objective overvalue of the belief, motives. He has an aspiration to learn more deeply history, customs and traditions of the Kazakh people.

The intermediate stage (the VI-VII classes) is sated with emotional experience; the schoolchild likes to learn something new, unknown, he has a fancy for the process of preparing and holding events directed on forming the reading interest. These events help the school student to comprehend acts, deeds, in their correlation with those customs and traditions which developed in a family, a life.

Schoolchildren more consciously choose books in which the history of the Kazakh people is reflected, at visit of exhibitions, museums they have interest, desire to understand the beauty of arts-and-crafts, to find natural connections obtained the reflection in material and literature monuments of the Kazakh people. At the same time the research showed that if at this stage not to create the positive-emotional atmosphere, reading interest dies away.

The final stage (VIII-IX classes) is characterized by the activity approach of schoolchildren to the process of its forming and developing. During this period they have a desire to independently determine a circle of the reading on the questions of history, culture, customs and traditions of the Kazakh people, to understand the family tree. Schoolchildren are more susceptible to the process of holding events directed on forming the reading interest; it is provided with a bigger saturation of events that promotes tense intellectual and practical activities of schoolchildren. Pupils can independently operate with historic facts, events, material and spiritual monuments of the Kazakh people. The abilities received during this stage promote their application in life situations, in a house, school situation. Schoolchildren of these grades willingly help younger schoolchildren to obtain special knowledge, skills in the field of reading activity.

As our research showed, the process of forming reading interest has a purposeful stage-by-stage character. Exactly the stage-by-stage nature of this process gives the chance to pedagogical workers to find out the cause-effect relationships among forms, methods, means and results of this work. The carried out by us work showed that the stage-by-stage forming of reading interest of schoolchildren promotes more successful development of the reading interest, its depth and firmness.

However the effective functioning of this process requires an accurate definition of these or those means of the national pedagogy used at each stage of forming reading interest of schoolchildren. Therefore we in the research made attempt to unite various groups of means in a uniform chain which received the name "technological-pedagogical cycle" in which each separate event has the name "step".

Quantitative and thematic association of means of national pedagogy in technological-pedagogical cycles and their variable application is realized depending on the purposes, problems of each stage of forming reading interest to, and also in many respects depends on material opportunities of a concrete pedagogical staff of school, library, nonlearning institute.

For example, at the initial stage of forming reading interest association in the technological-pedagogical cycle of informative-expressive and informative-game means is more correct (story - dramatized performance - declamation; narration - quiz - competitions of readers; the quiz "Native land" - competition on knowledge of proverbs and sayings - the competition "Storyteller" - the dramatized performance of one of the epos "Alpamys" fragments); at the second stage in the technological-pedagogical cycle the combination of informative-expressive and the communicative means is possible (lecture - scoring of material monuments - excursion; declamation - debate - reader's conference); and at the final stage as a technological-pedagogical cycle association of communicative and material means is necessary (debate - tournament - studying of ancient manuscripts;

competition of improvisators - competition - writing of papers) [9].

As our research showed, such combination of various means of national pedagogy in the technological-pedagogical cycle allows pedagogical workers more purposefully to carry out work on forming reading interest of schoolchildren.

At the forming stage of the experimental work we approved the program of the facultative course "Forming Reading Interests of Comprehensive School Pupils by Means of the Kazakh National Pedagogy". This program unites initial, intermediate, final stages and assumes forming reading interests, widening of a circle of reading of 5-9 classes pupils due to inclusion of works of folklore, national creativity, nursery and youthful literature of the Kazakh writers that corresponds to age opportunities and interests of pupils, forms and widening the ethno-cultural educational environment, space. Widening of reading interests, the circle of reading also happens due to program enrichment with the texts which earlier weren't used owing to the subjective and objective reasons [10].

In middle classes the leading positions are taken by a problem of forming the ethnical consciousness of pupils, therefore the main attention in training is focused on forming at children of culture of the native speech, interest and skills of reading on the basis of folklore (national fairy tales, legends, and other works of national creativity), arts and crafts. The pedagogical process of comprehensive school is urged to solve problems of improving of mastering by pupils the native language, acquaintances to literature works and bases of national traditions.

By drawing up the "Forming Reading Interests of Teenagers by Means of National Pedagogy" program we included in it, along with the ethno - pedagogical knowledge, data on the informative culture and problem of reading interest, thematic works of the Kazakh poets and writers, folklore works taking into account age features of pupils. All the work of the Kazakh writers and poets are substantial, got by special feelings to all surrounding, written in the bright original language, inherent to those people whose feeling of the Homeland "big", Motherland, is supplemented with the feeling of the homeland "small", initial. Realization of the program of the facultative course "Forming the Reading Interests of Comprehensive School Pupils by Means of the Kazakh National Pedagogy" is stage-by-stage. Teachers

of the native language and literature, music, the fine arts, the school librarian are involved in conducting lessons.

The first stage - training of schoolchildren in reading technique; development of interest to reading fiction, works of national creativity, folklore; improvement of perception of artistic speech, feeling of a word; mastering skills of expressive reading, retelling; development of recreating and creative imagination of schoolchildren; forming of primary skills of the text analysis.

The second stage - forming the qualified reader with the defined circle of reading interests and preferences, possessing a system of the major skills of the analysis of a work of art and having a steady scale of values with use of means of the Kazakh national pedagogy. Forming the steady demand for reading narrative literature, folklore works; acquaintance of schoolchildren to the best works of domestic and world literature (prose and poetry) in interrelation of form and content; acquisition by pupils of the circle of knowledge defined by the program for history of literature, folklore works; development of ability to put the gained knowledge into practice; formation and development of esthetic taste, creative activity of readers - teenagers; formation at teenagers of ability and skills of the complete analysis of the text, the linked and argumentative exposition of thoughts in an oral and written form; training of schoolchildren in norms of literature language; enrichment of a lexicon and grammatical system of the speech; consolidation of moral - valuable reference points at younger and senior teenagers by their familiarizing with a world and domestic humanistic spiritual tradition.

The third stage - training improvement: enrichment of representations of pupils about art skill of writers, about the author's relation to the represented; synthesis of the saved up theoretical representations; formation of readiness for independent analytical reading; forming the ideas of literature as socio-ethnocultural phenomenon; development of figurative thinking art - creative abilities, esthetic taste; consolidation of skills of free holding of the literary speech. The course is constructed on the linear-chronological basis.

Questions of ethnocultural, moral-emotional and esthetic upbringing of pupils in separate sections are allocated; it is supposed that they enter each subject of the program and obligatory component.

Efficiency of the program "Forming Reading Interests of Comprehensive School Pupils by Means of the Kazakh National Pedagogy" is confirmed by the experimental data to the moment of beginning and finishing of the research (table 1).

T Table - 1 the dynamics of forming reading interests of schoolchildren

Levels	The control out					
	First (number of pupils in %)		Second (number of pupils in %)		Third (number of pupils in %)	
	The control group	The exper. group	The control group	The exper. group	The control group	The exper. group
Initial (5-13 scores)	63	47	20	0	5	0
Average (14-20 scores)	32	45	72	76	60	37
Sufficient (21-23 scores)	5	8	8	24	30	47
High (24-25 scores)	0	0	0	0	5	16

For the first stage of the experimental work the prevalence of "initial" (more) and "average" levels is characteristic; in insignificant degree the presence of "sufficient" and lack of "high" level is noted. Comparison of two groups, speaks in favor of the experimental one.

The second stage reflects the speed of changes in the experimental group: the number of pupils with the level "sufficient" considerably increases and reaches 24%; the percent of

schoolchildren of "initial" level decreases to zero; for "average" level the changes are not so fast; "high" level continues to be absent. Availability of visible changes is also at the control group, however they mention, generally "initial" and "average" levels.

At the third stage in the experimental group the number of pupils with the level "sufficient" continues to increase and becomes prevailing (47%); the percent of pupils with "average" level is sharply reduced; there are pupils with an assessment "high" level; there are no pupils with "initial" level. In the control classes available all range of

levels: in small degree the "initial" and "high" levels, "average" level generally dominates; the percent of pupils of "sufficient" level is more than one and a half times lower than the corresponding percent for the experimental group where the process is more dynamic and productive.

Conclusion. Thus, on the basis of the statistical data processing, received during the experimental research, it is possible to draw a conclusion that the offered organization and content of work on forming reading interest at schoolchildren by means of national pedagogy are effective in the sufficient degree. On the basis of the developed theoretical provisions and the data obtained during the experimental work we drew the following conclusions and recommendations:

1. Reading interests of schoolchildren are an integral component of the process of a full development of the personality, the result of socialization of the person in his context of the national revival which formation can be considered as the mechanism of preservation of original culture, customs, traditions and national creativity of Kazakhs.

2. In the research it was carried out the logical group of means of forming reading interest of teenagers with allocation of four main groups: material-technical, communicative, informative-expressive and informative-game means of the Kazakh national pedagogy. It was specified that only complex and interconnected their use in the educational work gives a guarantee of receiving positive results in forming the reader's interests of schoolchildren. In the research such association of means received the name "technological-pedagogical cycle".

3. The conducted research allowed to formulate the following conclusion: at comprehensive school when following certain pedagogical conditions the following main objectives of forming reading interest are realized by means of national pedagogy: love to national culture, history, traditions, customs and respect for monuments of material culture, spiritual value is cultivated; knowledge of them goes deep and conditions for their studying are created; it is developed educational, informative and others interests that promotes the general progress of pupils in many subjects.

4. The research determined a complex of pedagogical conditions, providing effectiveness of the system of forming the reading interests at schoolchildren by means of national pedagogy, among them: taking into account ethno-cultural features (national culture, customs, traditions of the Kazakh people), age and individual features of schoolchildren; integrated approach in use of means of national pedagogy, and also a systematic making connection between teachers, librarians and parents of schoolchildren aimed to incorporate and coordinate upbringing efforts on forming the reader's interests of pupils.

5. The offered system of stage-by-stage forming reading interest at schoolchildren by means of national pedagogy promoted increasing the efficiency activity providing:

-realization of bringing-up and training character of the reader's activity of pupils, the organization of this work in close interrelation with tasks of harmonious

development of the personality in unity with intellectual, moral, esthetic, and cultural education;

-unity of the substantial and procedural parties, combination of various factors and means of the Kazakh national pedagogy for successful forming reading interests of teenagers;

-activity orientation of reading interests of schoolchildren;

- available and conscious assimilation by schoolchildren of spiritual value and culture of the people;

- realization of personal and activity approaches in forming reading interests of pupils;

- orientation on a solution of the problem of forming the reader's interests of schoolchildren according to problems of training, upbringing on ideals of universal and national cultural values, forming of scientific outlook, information culture.

Thus, the offered technique of forming reading interests at schoolchildren by means of national pedagogy brings pupils to recognition of the importance of sources of popular wisdom and workmanship, facilitates and simplifies perception of a training material, induces to participation in disputes, competitions, debates, games and, thus, to manifestation of an active living position that is an irreplaceable factor of all-round development of the personality and his socialization in the modern society.

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