Psychological and pedagogical bases of the context and structure of the text

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Abstract: The article is about a problem of weakness of the theory of psycho-pedagogical science which results in low efficiency of educational systems. In the article are shown questions of methods of fast readingtraining of students taking into account innovative development of the Republic of Kazakhstan in the sphere of education and training. Psycho-physiological problems of training and methods of fast reading are analyzed in the article. In article are given achievements of domestic and foreign experts in the field of psychology and neurophysiology in the sphere of touch and perceptual abilities and problems of protection of intellectual potential of the nation. The special attention is paid to the psychological characteristic of possibility of achievement of reading speed by means of development of the attentiveness. Main aspects of an intellectual portrait of student's youth are designated. Using our program in the course of reading a brain of the person for development of intellectual potential step by step forms new skills of cerebration of nervous system and functional asymmetry. Physiological and mental distinctions of a problem of training fast reading taking into account domestic and foreign researches are generalized. On the basis of the conducted research by the author the obtained data can be used for the analysis of motives of respondents of studying of touch and perceptual abilities of students to problems of training of fast reading. In process of development of fast reading the obtained data allow us to recommend the studentto improve first of all in need of development of intellectual thinking. On the basis of the analysis is a conclusion that development of fast reading skills intensifies intellectual development of the person.
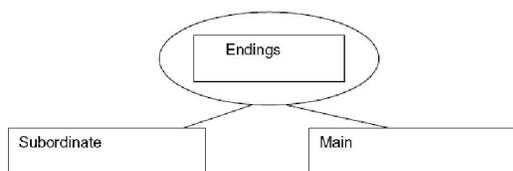
1. Introduction

It is possible to overcome problemsof unproductiveness in education only on the basis of the fundamental psycho-pedagogical theory that explainsspecial ways and types of influence, which are aimed to the socio-genetic formationof the person [1]. The compulsory general education takes many years in life of children, but in this practice is the absence of the strong explanatory principles of the nature of development on the basis of training. It is possible to assume that exactly the weakness of the theory of psycho-pedagogical science results in low efficiency of educational systems [2]. The problem of innovative development of the Republic of Kazakhstan became the central dominant in understanding of the purposes and ways of reforming of economy, science and education. "Kazakhstan is one of the most dynamically developing states, building real economic space. The ambitious task – entering of Kazakhstan in number 50 of the most competitive countries of the world.The aim set by the country leaders, compels to be engaged in development in the republic of complete policy in management of research worksand formation of strong National innovative system with effective mechanisms of interaction of the state, business, science and education that is considered as one of key priorities of all strategy of the countrydevelopment.

The studying and the training areforms of activitythey generate the meaningful subjects corresponding to personal requirements. In the modern dynamic world before Kazakhstan universities seek to raise the quality of services, offered to the users of products and services [3]. What should you learn how to understand the author? Before text perceiving, you establish goals: Without losing text content meaning and its emotional colour, learn how to select necessary information from the text. To learn how to confirm these main data (in author's version, without any changes in meaning). To choose valuable text parts (the main subject matter, subtitles, significant sides and connection between them):To define how to cope with helpful text composition in a good way. To learn how to define the text content aim (common branch meaning and goal of reading). Exercises for realizing learning objectives are presented in the next part of the course. Reminder: we don't teach you text meaning interpretation. We just teach you how to get the copy of author's ideas into your memory. And with efforts
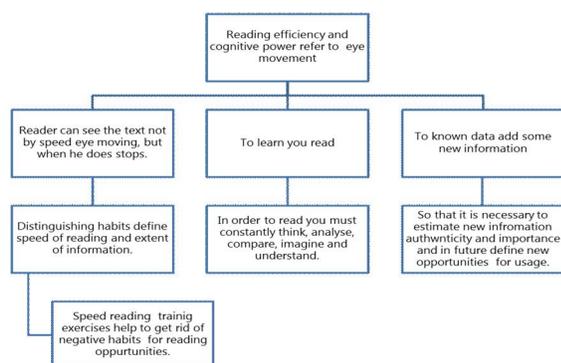
you correct the text to reveal the content. The quantity of correction and narrative branch relate to your cognitive power level. Our course includes activation of your cognitive power for particular sphere, but extending your brain is in your hands. Our idea is that you read more productively, and later, you take up reading and broaden your mind [4]. Under revealing the text content there is a logical structure represented below: Incomplete structure, so means there are no restricted parts in narrative. It is concerned with two reasons: An author finds some information familiar to a reader, so he could leave out the meaning of the text. The author can suppose himself a great writer in this sphere, but sometimes there is no skill. It could influence on the text content. There could be unnecessary thoughts of the main meaning in the train of ideas. It is concerned with two reasons: The author doubts about appropriate topic in text content objectives, so he overuse the examples and explanations. To seem a master in deal, the author could twaddle without writing skills. As a result of complication, instead of supporting text content structure makes it more difficult to understand. It is concerned with two reasons: Iiterate writer could draw from one topic to another in order to open it broadly.The author doesn't realize completely this problem. However, it is not valuable for a reader either text writing is successful or not. The obtained result in reading comprehension is reader's fascination with it. In fact, there is a need not of formula of text structure, but in own ideas and data in reading process. If a text author writes accurately and professionally, it will be always beneficial. But, we often face authors who haven't got a professional level of writing. Therefore, we give some advice to interpret the text structure in two cases. For the first place, you need to separate very important information (related to the topic) and less important information (for general perception of the text) to define clearly and fast in the text content. Also you need to put away this helpless information [5]. American scientists have contributed in theory and practice of speed reading. Teaching of speed reading started developing in the USA after the World War II. Eveline Nilson Wood, a promising future professor, brought 80 paged article review to professor called Liske. After professor Liske had read the review pointing out some remarks, E. Wood was astonished and decided to study highly- intelligent people who are able to read in such speed. For two years he has been training with approximately 50 high intelligent people who wanted to improve their reading speed. At the end of the study, they made these conclusions: they didn't read from left to right, but from the top to the bottom; they perceive not separate words but whole phrases and clauses; they

don't back to pile of unapprehended words. Twelve years later E. Wood determined these peculiarities as "dynamic reading" system. In 1961 he taught twelve senators with means of speed reading. E. Wood's investigations have shown inefficiency in different devices of speed reading. It happened because natural life conditions are not generated. Before working with device, readers have to introduce with text graphs and tables. Now compare versions of text differences: It is concerned with regime of differences of articular-sound apparatus of word spelling and reading. At moment of speech operation of word meaning turns into sound form. In history of reading there was news as well as mistakes [6]. Before discovery in experiment in reading mechanism, empiric attempts of historic Methodists consisted of simple descriptions. Indian Radgan Makhadevan is not able to remember people's appearance at all, but he learns numbers from the first time he saw them. In Guinness Record Book India representative were considered as masters who remembered in 30 000 ways to count "pi". Italian Djudi from the 16th century was known for his stunning abilities to remember numbers. 16-th century Italian student's memory abilities were astonishing. He was able to read the book of 40 000 words for about 6 hours. Text remembering guarantor is text perception. Reading the text carefully from the first time, you need to pay attention to connection between form and associative. Paragraph is a part of one way to another one. Paragraph is a unit of a little structure and text cover. Speed of reading and text syntactic structure are immediately bound to each other. In comparison with complex sentences, simple sentences are more appreciable. Factual information is given in the book's main content. In practice authors try to make their readers conclude properly about whole text. Over some time, a reader form his own thinking principles and, in general, effective communicative system. Despite common logical principles, there are also author's personal cognitive specific characteristics. In question history experienced reader look through the text quickly for short period of time, but for young reader there is a chance to perceive the text. In order to reveal text meaning authors or readers independently manage to define content groups of hierarchy structure. The most important thing is to fix a value of the main idea in terms of several parallel ideas. IInd level Let's find out an example of short text-sentence hierarchy structure. "Noun ending can be subject and possessive". In this sentence the next hierarchy is shown.

Picture 1. Text hierarchy structure

In turn, some ideas of the second level could submit other hierarchy pyramid lower levels with its ideas. Reading isn't only inherent capability. You aren't able to notice stopping at every comma and fast eye movements. Reading is not just eye movement. Reading tendency becomes thinking tendency in case of appropriate running. Through reading you get knowledge, constantly think, estimate, imagine, compare and understand. If you appreciate importance and authenticity of new information, you add more knowledge [7]. Exercises for training your speed reading and reading text extent encourage getting rid of unpleasant habits. However, fast eye movement growth doesn't improve your own reading efficiency. Productive reader is wit reader. Therefore, reading is thought tendency.

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Picture 2. Reading efficiency

Question types: What is question? According to a dictionary, question is sentence dedicated to answer and receive necessary information. This definition gives understanding to our objectives. When you read or want to identify the text meaning, you ask questions and to give information. And an author shows necessary data for you looking for answers. Every question mark answers for defining necessity: What? Question mark we use to ask about specific information. What happened? What is the main idea? What choice is the best? "What" questions are supposed to be at the beginning of the sentence. It is responsible for article topic and other tasks, main idea set. In tendency of

thought it is defined as the well-formed beginning. Who? It is used when we ask about a person or possession. Who is connected? Who can solve this problem? Who invited? Who? What question and why? If there is no respond, it is the start of tendency of thought. Where? It is used when we ask about person or thing's place, address, position. Where is it? Where is the main reason? Where was it? When? It is related to ask about time or reason. When will they come? When will we change it? When will situation without answer be? How? We use this question to ask about ways, structure, scale and other measurements. How will it be? Why? To define the situation, we use when we want to know this situation. Why is it so?

Education quality management is an innovative activity of higher educational establishments. [8]. In this chapter we put away unnecessary information and come back to worth data, which represents us significant reading skills for mastering the content. But these exercises are meant not for revealing text content, but they directed to correction. As shown from readers' examination, speed of text correction refers to given below formed skills:Logical correction (composition, examination, comparison); Simplification of element shortening through cover-to-cover form. During reading it is important to drop cover-to-cover form elements. It is a mistaken opinion to remember complete text in mind. It is just fantasy [9]. In fact, any reader forgets even simple text, and, not because of time pace, but due to being simplification evocation element. Our mind attempts to express thoughts through creativity in each level. In other words, we are going to learn this habit well. The main rule of simplification is not crossing out true text's level pecularities. If a person corrects some mistakes, it is clear that he won't solve second problem (e.i. he hasn't got enough knowledge to look for higher level.) So a time goes past, and the text is open for you. What would you do if you didn't understand some information? In fact, there some attempts are presented clearly: In this case unclear and incorrect text content sentences should be left out; To correct at any moment, you need to write down all unclear words or phrases; After avoiding parts with whole texts, it is necessary to join the extracts; After doing correcting work with left data, you back to the text. Of course, first of all, it is not so necessary to understand the text and chip in together; you need to learn to find out whole texts with content of unchangeable information. Necessity of the data is defined with these advantages: Informational text meaning level (some data can be used for simple emotional colour or reducing main problem of perception). Readers' cognitive level (information must be familiar to him). Purpose of reading (the

reason should be clear and interesting for readers, when only they need to read some sides) [10].

In "Strategy of industrial and innovative development of the Republic of Kazakhstan for 2003-2015"accepted in 2003 is saidthat "the education system in Kazakhstan has to become dynamically developing and capable adequately react to being accelerated world processes of globalization. The accurate state policyis necessary in the field of an education reform and preparation of a manpower, especially regarding professional technical education and innovative management [11].

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