

The Problem of Reading and Reading Culture Improvement of Students-Bachelors of Elementary Education in Modern High Institution

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This article is aimed to study the problems of reading and improve reading culture of students-bachelors of elementary education in modern high institutions and development of the most effective methods and techniques for improving of reading culture of students in the study of Humanities disciplines. The leading method to the study of this problem is a pedagogical experiment (ascertainment, formation and control stages of experiment), and the method of expert estimations, statistical processing of quantitative research results. The article identifies the most effective methodological techniques of reading culture improvement of undergraduate students, future specialists of elementary education in their learning process at the University; We offered the methodology of reading culture improvement for the undergraduate students of "Elementary education" profile, providing thoughtful skill of reading of the works of various styles and genre, creative reading skill, formation of reading competence of students.

Keywords: elementary education, reading skill, reading culture, personal and professional development, creative reading, means of communication

INTRODUCTION

The urgency of the problem

Over the last twenty years the reading status, its role, the attitude of Russian society to it, as in many countries around the world, has changed dramatically. The decline of interest in reading is a worldwide trend of globalization of media and the rapid development of the entertainment industry, displacing reading and as a prestigious source of information and as a pleasant and prestigious form of leisure. The latest opinion of the Russian population respondents show

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that not only pupils, but also among those categories of citizens who have higher education decreased interest in reading books significantly.

With the appearance of electronic media begins a new era of neotribalism, "global village" when the world of a human will again become common, but this time only on a global level. Means of communication and information change, the way of thinking changes, behavior and forms of Association change too", conclude foreign scientists (McLuhan, 2005).

The problem of reading among students and young people is one of the urgent problems of our time (Sadykova, Yashina & Sharafieva, 2014). Nowadays reading of students is in a state of ambiguous transformation (positive and negative), managed by the Institute of higher education, sociocultural space, subjectivity of youth, the information revolution under the systemic transformation of the late 80-ies of XX – beginning of XXI c. (Volkova, 2012; Novik & Podgórecki, 2015; Ribakova, Parfilova, Karimova & Karimova, 2015; Khuziakhmetov, Shafikova & Kapranova, 2015).

Recent studies of clinical psychologists indicate that young people gradually starts to clip the perception of information. It means that short messages, hyperlinks, clicks replace the thoughtful reading of the works. A rejection of such traditional reading is dangerous because people gradually cease to think over the read works, which leads to lower quality and reading level. Reading a paper book not only develops the human imagination, but also promotes brain function by the accumulation of acquired knowledge. However, the percentage of systematically reading young people has declined in our country from 48% in 1991 to 28% in 2005.

Literature Review

Russian scientists emphasize the importance of reading in human development. Reading contributes to the development of full intellectual and emotional person, capable to self-development and self-realization (Valeev & Baranova, 2013; Sagitova, 2014).

About the quality and level of reading culture is indicated in Russian teaching, library science, bibliology, bibliography, cultural, socio-psychological studies of the reading problems of students: A. G. Akimova (2014), E. A. Volkova (2012), And.In.Vorontsov (2012), G. G. Granik & S. M. Bondarenko & L. A. Kontsevaya (2007), D. S. Likhachev (2006), V. A. Kozyrev & V. D. Cherniak (2007), N. N. Svetly & the Peach-ool, T. S. (2007), I. I. Tikhomirova (2008), V. P. Chudinova (2008). About ways to improve the quality of reading and the culture of reading writing foreign scientists M. Adler (2014), M. McLuhan (2005), D. Pennac (2015).

According to A. V. Vorontsov, reading people differ from non-reading to the fact that: 1) they are able to think in terms of problems, to grasp the whole and to identify conflicting relations of phenomena; more adequately assess the situation and quickly find the correct decision; 2) have a large amount of memory and active imagination; 3) speak better, their speech is more expressive and more strict on the thoughts and richer in vocabulary; 4) formulate more precisely and write better; 5) more sociable; 6) have a greater need for independence and inner freedom, more critical, independent in judgments and behavior (Vorontsov, 2012). Here we are not talking about extensive reading and education, not about intelligence, not about knowledge but about the patterns of thought that has particular relevance today (Valeeva & Valeeva, 2013). It is established that the smaller the cultural experience of the person is, the poorer not only the language but also the conceptual sphere (Kozyrev & Chernyak, 2007).

The ability to read is determined by experts as the skill of reading, in the process of mastering which a person goes through the development of four stages: the first stage, one learns to put letters into words and to read; the second level is learning to read aloud; the third is to read to yourself; on the fourth stage is critically reading. To become a full-fledged, competent reader, you must master all four phases of reading skills (Vorontsov, 2012). It is established that the full perception of an artistic work does not happen without a culture of reading. Reading culture is the achievement of the individual, the level of reading development, quantitative and qualitative indicators of consciousness, activity and communication are both a product and a factor of personality development. The culture of reading includes:

- 1) the rational organization of the process of reading depending on the text, the broader context of reading and the properties of the reader;
- 2) deep, accurate, clear and complete understanding and appropriation of the content of the text, accompanied by emotional empathy, critical analysis and creative interpretation of the read work;
- 3) search, analysis and selection of text (books, electronic documents, databases, search engines on the Internet, etc.) for reading in accordance with the interests and capabilities of the reader, and also for the purpose of reading;
- 4) a variety of ways (oral, written) and language means saving read work on native and foreign languages (statement, judgment, report, plan, abstract, abstract, abstract, etc.);
- 5) the culture of reading of the reader is implemented in the actions of the reader as a manifestation of his compassion, co-thinking, co-creation with other people in society, subject to the laws of nature and society.

The culture of a qualified reader is a «slow reading, which requires diverse analytical and synthesizing work of the mind and work of the senses, serious emotional "connection". Such a reading in the 20-ies of XX century was called "feeling inside". Reading culture involves intense spiritual work, which is essentially the production of meanings. Thus the construction and expression of personal meanings inherent in the very nature of the semantic reading is an important symptom of a culture of reading. Reading culture is not formed by itself it develops in the process of formation of the person. An important condition for the development of a reading culture is the inclusion of a personal component (needs, motives, values, meanings) in the structure of educational activity.

MATERIALS AND METHODS

Research methods

With the purpose of studying of reading culture problem of undergraduate of the "Elementary education" profile students we carried out a diagnosis based on the following methods of research: theoretical (theoretical analysis of pedagogical, psychological, scientific-methodical literature on the research topic), empirical (analysis, comparison, synthesis, content selection, observation, questionnaires), pedagogical experiment (ascertainment, formation and control stages of the experiment), the method of expert evaluations, statistical processing of quantitative research results.

Implementation of brainstorming method

In practical classes of "Children's literature" course conducted by "brainstorming" technology, students worked in creative groups of 5-6 people.

Discipline tasks were focused on careful, thoughtful reading of the texts studied works by children's writers, joining the private world of the writer, search quotations, argumentation, evidence, synthesis of the read work. During practical classes on "Children's literature of 40-50-ies of XX century", the students answered questions of partial search character:

-What is the perspective of the works of L. Panteleeva, N. Konchalovskaya, V. Kataev, V. Oseeva? What are the specifics of the authors' works? What are the artistic features of creativity of each of those writers of 40-50-ies? Who is the protagonist of their works? Are the works of the writers of 40-50-ies relevant to today's schoolchildren?

During the "brainstorming practical class "Children's literature of 60-80 years of the XX century" students, working in small groups, performed the tasks of creative and reproductive character:

- What do you think about the kinds of poems for elementary school children?

- What are the themes of the poems of E. Blaginina, I. Tokmakova, R. Sefa, V. Berestov?

- Which of the poets could disclose the age and psychological characteristics of children of elementary school age in his poems?

- Determine three key words applicable to each of the poets, revealing the stylistic features of his poetry for children. Write down 5-6 of the thoughts that occurred to You during our lessons. Select the top three and make the presentation of Your creative ideas.

The implementation of "Theatrical premiere" method

"Theatrical premiere" method is focused on creative interpretation of the artwork, the opportunity to ponder the meaning of what was read, to relate the actions of the heroes with their thoughts of the author – with his own position. Theatrical premiere creates conditions for development of creative imagination, the birth of associations, their own original ideas about reading. Practical class on "the works of N. N. Nosov and V. Dragunsky" was carried out by the method of "premieres". Students were instructed to read the texts of works "The adventures of Neznayka and his friends", "Neznayka in Floral city" by N. Nosov, story of V. Dragunsky "Deniskin stories" and to make scripts for plays on their basis.

The implementation of "Group discussion method"

Group discussion is a method of organizing a joint communication in the interests of intensive and productive solutions of group task. The main object of the discussion is the exchange of opinions between participants, clarification and harmonization of their positions, development of a common approach to the problem. Method discussion contributes to the consolidation of the knowledge; broaden their horizons, increasing the reading activity, the culture of reading and the culture of dialogue. We used group discussions in the process of studying those topics that do not have an unambiguous assessment in literary studies and criticism. For example, on the topic "What should a modern children's book be?"

The implementation of "Creative uphold of the read books"

On the final training courses of "Children's literature" and "Foreign children's literature" the students prepared a creative task, aimed at a deep,

thoughtful reading of the book and took the form of creative uphold to the read books independently. The students were then given the opportunity to choose a book of Russian or foreign author to study the discipline, to read it, to present its content in an original way: to write a poem about this book, about the main character, make a script for the book, write a continuation of the chosen books, to stage the work, create a promotional video.

RESULTS

Experimental work on quality reading formation of undergraduate students was conducted during the 2013-2014 and 2014-2015 academic years in two directions. The first area is the study of the users' preferences of students. The second direction is the formation of skill of thoughtful reading of works of various genres.

During September 1, 2013-April 25, 2014, we carried an experimental work with a group of students of the 2 and 3 courses of "Pedagogical education" direction of "Elementary education" profile (bachelor).

53 students of the 2nd year and 49 of the 3rd year students a total number 102 people: 101 girl and 1 boy participated in the experiment. The experimental work took place in three stages. In the first phase of the experiment (establishing (September 2013) we carried a questionnaire to identify the reading interests and preferences of the students.

Purposes of ascertaining stage of the experiment

The purpose of the first phase of the experiment was a reading quality determining of students, to highlight the hierarchy of genres and literary works from undergraduate students of the 2 and 3 courses. The system of questionnaires served as a method of the study drawn up by us in the course of the study and included 7 blocks. The first set of questionnaires was aimed to identifying the relationship to reading, to determine the motives of reading. The second set of questionnaires revealed to the content and regularity of reading students. The third block of the questionnaire was aimed to determining of the opinions about the level of erudition of people in modern society. The fourth block of the questionnaires contained questions that determined the preferences of students in the genres of literature. The fifth block of the questionnaires was aimed to find out students' opinions about the relationship of professional activity with reading literature. The sixth block of the questionnaires contributed to the communication of personal interests of students with reading literature. The seventh block of the questionnaires helped to highlight favorite authors and favorite books of undergraduate students.

The results of ascertaining stage of the experiment

The responses of students at the stage of ascertaining experiment showed the following:

On the first set of questions: 67% of respondents did not like to go to the library; and 78% of the students used online libraries; 54% loved reading; motives for reading: leisure - 89%, science-cognitive - 45%; 86%, of respondents asked friends' advice by selecting books; 22% parents; 31% - Teachers; It was interesting fact that 41% of respondents read paper books; 59% read e-books.

On the second block of questions: preference is given to fiction by 27% of respondents; 23% chose popular science literature; 11% read textbooks; 19% read magazines and Newspapers; 62% read entertaining literature; 33% of respondents read every day regularly; 39% read once a week; 46% read 2-3 times per week; 18% read once in a month.

On the third set of questions the students answered: the level of erudition of people in modern society - 1.High - 4%; 2.Average - 47%; 3. Low - 42%;4.Difficult to rate - 7%.

On the fourth block-preferences in genres of literature -the following answers: 1. Romans - 17%; 2.Stories - 5%; 3.Novels - 12%; 4.Fictions - 62%; 5.Poems - 1%; 6.Epics - 1%; 7. Comedies - 7%; 8.Melodramas 56%; 9.Tragedies 13%, 10.Lyric poems - 5%;-11.Essays -1%; 12.Songs - 10%.;13.Detectives - 59%; 14.Fantasy - 89%.

The results of the fifth set of issues: 54% of the respondents evaluated as "close" the relationship of professional activity with literature reading ; 25% evaluated as "the need to read" ; 19% answered "I can do without reading literature; 2%- "for my professional field of reading literature has no value".

The sixth block is the relationship between personal interests and the reading of literature. Students identified that reading and personal interests are bound: 1.as "closely" - 32%; 2. "weakly" - 43%; 3. "reading has no value for my interests"- 25%.

The seventh block was "favorite authors, favorite books". Students of the 2 and 3 courses called 5 favorite writers and their books: 1.JK Rowling's "Harry Potter"; 2.Tolkien's "Lord of the rings"; 3. Antoine de Saint-Exupery "The Little Prince"; 4. Margaret Mitchell "Gone with the wind";5. S. Esenin "Black man" (see. Table 1 " Diagnosis at the first stage of the experiment showed the following results").

After the first stage (ascertainment) of the experiment the following results were obtained. 67% of students-bachelors of the 2 and 3 courses did not like to go to the library; 78% of students used online sources to supplement their knowledge; 54% of students loved to read books; 18% of students did not consider reading to be mandatory and necessary; For 62% of students the predominant motivation of reading was leisure, reading for entertainment which did not require deep intellectual work and imagination. For 27% of students Reading of artistic literature was not a primary motive in reading, as well as reading of textbooks (11%). 47% of students determined the level of erudition of people in modern society as the "average" and 42% as "low". Among literary genres, preference was given to students fiction by 89% of students, to fantasy by 62%, to detectives by 59% and to romances by 56%. Nevertheless, 54% of students believed that reading was associated with their future professional activity as "close", and 19% of students were confident that the work of elementary school teachers will not be associated with reading literature. The relationship of reading to personal interests was weakly expressed among 42% of students; closely resonated with the sphere of personal interests among 32% of the students. In the ranking of favorite authors and works of the leading positions 57% of students had J.Rowling's "Harry Potter"; Tolkien's "Lord of the rings"; Exupéry's "The Little Prince". On the basis of obtained data we can conclude that undergraduate students of the 2 and 3 courses did not establish reading culture, there was no creative reading skill.

Table 1. Diagnosis at the first stage of the experiment showed the following results

Attitude to the reading	Preferences in kinds of literature	The erudition of people in modern society	Preferences in genres of literature	Connection of reading with professional activities	The relationship of reading to personal interests	Favorite books
High level-54%	High level 62% (leisure literature)	High level -4%	Fiction – 89% Fantasy – 62% Detectives – 59% Melodramas– 56%	High level – 54% (closely connected with the future profession)	High level 43% (weakly connected)	High level 57% 1.JK Rowling's "Harry Potter"; 2.Tolkien's "Lord of the rings"; 3. Antoine de Saint-Exupery "The Little Prince"
Average level-28%	Average level-27 % (artistic literature)	Average level-47%	Average level- Romances– 17% Novels-12% Tragedies-13%	Average level- – 25% (weakly connected with the future profession)	Average level- 32% (closely connected)	Average level- - 32% Margaret Mitchell "Gone with the wind"
Low level-18%	Low level-11% (educational literature)	Low level-42% "difficult to evaluate"- 7%	Epic -1% Essay -1% Story – 5%	Low level -19% (has no connection with the profession)	Low level-25% (reading literature is irrelevant)	Low level-11% S. Esenin "Black man"

The goal of the formative stage of the experiment

The second experimental work was the formation of skill of thoughtful, creative reading of works of various genres. For realization of this direction of work we have carried out the second phase of the experiment- formative stage.

In the second phase of the experimental work (October 2013 – April 2015) we carried out individual and group work with students. The goals of this stage were: 1) changing attitudes to reading, to the book and creativity as core values in the work of the specialists of elementary education; 2) development of priority reading of classical Russian and foreign literature, thoughtful, creative reading of paper books on. Therefore, we used interactive learning technologies: discussion, brainstorming, theatrical premiere, uphold of read books.

The results of the control phase of the experiment

The third stage of the experimental work – control stage was held on 25 April 2015. Students of the 2 and 3 courses were asked to answer 10 questions of the questionnaire, containing their attitude to the book, reading, reading preferences, favorite authors (see. Table 2 " Diagnosis in the third stage of the experiment showed the following results").

Students changed their attitude to the authors of the books. Favorite authors of students are presented in table (see. Table 3 " Diagnostic readers ' preferences of students").

Table 2. Diagnosis in the third stage of the experiment showed the following results

Liked to read	Liked to read classical literature	Liked "easy reading"	Liked to read paper books	Liked to read e-books	Read by friends' advice	Read by teachers' advice	Read by parents' advice	Read every day	Read rarely (2-3 times in a month)
81%	78%	22%	75%	25%	44%	41%	15%	82%	18%

Table 3. Diagnostic readers' preferences of students

A.S. Pushkin	M.Y. Lermontov	S.A. Yesenin	A. de St-Exupery	T/Yansson	L. Carroll	V.Oseyeva	L.N.Tolstoy	H.C. Anderson	E.M. Remark
27%	34%	35%	67%	32%	44%	23%	39%	68%	14%

Thus, the control stage of the experiment revealed significant changes in the structure and content of the reading contemporary among undergraduate students of the 2 and 3 courses, changes in the quality of reading, the reading culture of undergraduate students, future specialists of elementary education. Preference is given to paper books; Russian and foreign classics replaced the entertainment reading; almost half of the students read by advice of teachers; the majority of respondents read every day; attitudes toward reading had changed during the textual study of the works during practical classes; they consider the books which they staged by creative uphold of read books as favorite books.

DISCUSSIONS

Reading is a basic component of education, training and development of culture. It is an activity of forming and developing the identity, a tool for education and the dissemination of culture, evidence of formation of communicative and professional competence of a specialist tool for achieving success in life. According to A. G. Akimova, "reading all these years was primarily entertainment; the most popular genre now is the detective and fantasy. That is what disturbs most of all: because in the Russian tradition artistic literature shaped the values and educated the younger generation for a long time"(Akimova, 2014).

The development of media culture, the rapid growth of Internet technologies "shift" the traditional structure of reading – both mass and "elitist". V. P. Chudinova describes the contemporary situation with reading in adolescence and youth so:"Reading of the younger generation is becoming more functional and utilitarian. Teenagers more often read as adults. On the one hand, reading is receiving the necessary information for their studies, on the other hand it is "easy" reading for entertainment (reading magazines, comics, books with lighter, simple and short texts, usually not of high artistic merit)" (Chudinova, 2008).

There are different definitions of the concept "reading" in modern science. Foreign scientists give the following definition of reading: "Reading is a skill (habit, practice, memorization), work with printed text". This is the Western definition. Followers of this direction, including Russia, solve the problems of careful functional reading as a set of knowledge and skills to select, understand, and organize information. The Russian definition of reading is based on the

spiritual and moral traditions, it does not deny the basic skills of literacy, but formulates the term a bit differently: "Reading is a creative recreation of written, communication with the author through the system of artistic means, it is the art of words, the ability to see beyond the word – image" (Tikhomirova, 2008).

Thus, depending on purpose and motives of people to reading, we can focus on two parallel paradigms.

1. Reading as a functional literacy - consumption of information. Skills of such reading are most essential to work with the scientific literature, to Supplement knowledge, the development of logic. Such reading must be rational.

2. Reading as creativity, a spiritual process of development of personal characteristics, of consciousness, of mental images, values under the influence of artistic literature. Such reading should be creative.

G. Granik, Bondarenko S. M. & Kontsevaya L. A. (2007) hold the view that to understand the meaning of the text means to highlight the main idea. Here is the reader's readiness to search the activities within the text and relevant technology of the search. In their book "How to learn to work with the book" they gave a system of operations in each stage, beginning with the work with the title of the book. Consequently, scientists understand reading as a process of obtaining information from a given text.

Other Russian scientists believe that reading is a creative process, in which readers encounter their own thoughts and feelings, the Association are born, the imagination develops. "Reading is a creative process", says I. Tikhomirova (2008).

According to the point of view by I. I. Tikhomirova, "the creative sense of perception is a way which leads through a system of images of artwork, to the soul of the child, is an extension of his experience of life through the experience and fate of literary characters, is the development of his creative abilities, the immersion into the inner world of people and their relationships. In individual terms, this is a creative self-realization of the reader, stimulating the need for communication" (Tikhomirova, 2008). According to the scientist, there is a way of solving the problem of reading promotion in youth environment" (Tikhomirova, 2008). As a social value it is an intellectual and spiritual resource of the nation on the way to culture, to progress.

A huge role in the formation of proper, thoughtful reading belongs to the school teacher. Elementary school is now working on the implementation of the Federal state standard of Elementary General education. There is the most important goal in front of the elementary school teachers- developing reading competence of younger students. This means that in four years of schooling at first stage children must learn to understand themselves as "competent readers are able to use the library activity as a means of self-education." Younger students should master the technique of reading, techniques of reading comprehension and listening works, knowledge of books and their ability to independent selection, the formation of spiritual need in the book and reading"(Indicative of the program on academic subjects, 2010). The result of teaching reading in the elementary school is determined by N. N. Svetly, as "the ability to think before reading, during reading and after reading" (Svetly & Peach-ool, 2007).

Teacher of Russian language and literature at the secondary school is the spiritual mentor of the younger generation. It largely depends on him what and how will children read not only studying at school, but graduating it. Erudition, intelligent of school literature teacher, his broad outlook , reading preferences,

a common culture all affect the quality of the lesson of the literature on the quality of reading his pupils, the level of their reading culture

The task of the university teacher is to form a creative reading skill, to instill the culture of reading, to educate the interested reader who loves reading and books. University lecturer, who teaches Humanities, has the opportunity to introduce students to reading and re-reading of favorite authors, favorite art works. Reading books should be a pleasure, getting aesthetic pleasure from reading, only then opens a rich inner world of the writer opens in front of the reader, becomes clear his thoughts and ideas. According to D. S. Likhachev, an educated person needs to repeatedly return to read the book: "If you first read the work not attentively read it again, the third time. The person should have favorite works to which he refers repeatedly which he knows in detail, which can be recalled in an appropriate setting that allow to lighten the mood, defuse the situation (when accumulated irritation against each other), it is possible to amuse, simply to Express their attitude to what had happened with you or with anyone else" (Likhachev, 2006).

Famous American scientist M. Adler in his work "How to read books" defines reading as a mean of communication: the book helps to establish a dialogue between the author and the reader, guiding, as Socrates said, to search of truth. Mortimer Adler believes that reading is not fun, but heavy mental work, constant training, the training of the senses and thinking that we are not aware of internally. It is the process by which the mind of man "overcomes new heights solely through his own efforts" (Adler, 2014). The man, attained the reading requires patience, habit and understanding that the best result is achieved by constant training, as in sports. "You need to be able to determine the structure of the book, to find keywords, build a chain of logical reasoning followed by the author...True reading requires intensive work of the mind. Reading usually is a hard and slow work" (Adler, 2014).

The famous French writer Dmitry Pennak believes that a careful reading of the book is like a discovery of the philosopher's stone: "Such a transformation does not go in vain. A lot of people "do not return from such a journey like as they were in the past. In any reading, no matter how it is depressed, we can find a joy to read, and it is akin to the delight of the alchemist. A joy to read is indestructible, no spectacle, even TV, even walking every day solid avalanche are not scaring for reading" (Pennak, 2015). Pedagogical competence is a product of self-education, self-improvement, self-development of the future specialist (Kamalova, 2015). In our opinion, the teacher will be successful only if he works hard on himself, follow the path of his personal growth, or, as Maslow wrote, if he is a self-actualized personality (Kamalova & Ul'yanitskaya, 2014).

Thus, the Russian and foreign scientists are unanimous in the view that you need to learn to read books, to learn this art all your entire adult life. The main thing that unites all scientists who write about the problem of reading is the idea of self-development, self-study, self-improvement through reading books.

"National program of support and development of reading" emphasizes: "Reading is the most important way of learning of basic socially significant information – professional and everyday knowledge, cultural values, past and present, information about the historically enduring and current events, regulatory submissions, component-based, system the core of a multinational and multi-layered Russian culture... Reading is the most powerful mechanism for maintaining and augmenting the wealth of the native language" (National program for support and development of reading, 2006).

Reading is the only intelligent technology studying the human knowledge; it is obvious that the Foundation of the information society's culture should be a culture of reading, the foundations of which are laid in the family, in the library,

educational institutions. The level of intelligence of the nation, the stability of its development and prosperity, the country's competitiveness are directly determined by the level and quality of reading of the young generation in the society.

The main goal in improvement of the quality of reading among students is a culture of reading, to foster interest in reading (especially classics), the development of reading and information culture. This provides major life decision problems of youth: learning, development of professional activity, self-education, formation of world Outlook, moral foundations of the individual; promotion of reading to non-reading or low reading environment for students and youth.

CONCLUSION

During the experimental work we have identified the most effective methods of improving the reading culture of undergraduate students, future specialists of elementary education in their learning process at the University. Offered method of reading culture improvement of undergraduate students of "Elementary education" profile allows creating thoughtful skill of reading the works of various styles and genres, of creative reading skill, developing reading competence of students. Reading in this case acts as the major means of preserving the intellectual and cultural potential of society, continuity of knowledge and the essential factor of the social-communicative development of man, as a way to develop moral potential of undergraduate students.

RECOMMENDATIONS

The materials of this article may be interesting for teachers, teachers of higher educational institutions, universities involved in the education and training of undergraduate students, developing reading competence of students who are interested in the problem of reading and reading culture improvement of students.

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