

EXTRACURRICULAR READING AS A TOOL OF DEVELOPMENT OF PUPILS' CREATIVE ABILITIES

Nowadays reading is singled out as one of the most important aspects of language learning in sociocultural and linguistic dimensions. Pupils can not only improve their level of knowledge in lexical sphere, but also get acquainted with the realities and traditions of the language that is their field of study. Extracurricular reading helps to give children understanding of the current English with all its dialect and slang variations. A pupil gets an opportunity to express his or her own opinion about the course of events in the book and give an assessment review to characters that contributes to the increase of the level of language proficiency.

The relevance of our research is that development of creativity and self-thinking are one of the most important directions of school functioning within the frames of "New Ukrainian school program". The involving of extracurricular reading lessons in the educational curricular and integration of English lessons with some elements of Foreign Literature lessons will help both to develop creative thinking and values in the process of exploring texts of foreign writers, and to leave national culture centrism, making a significant contribution to raising the level of education. Last item is viewed as significantly important within the process of European integration. This issue was viewed by following linguists, as J. Miao, M. Pfof, Y. Reuter, T. Cremin, J. Swann, T. Dörfler and C Artelt.

The object of the research is extracurricular reading as a tool of development of pupils' creative abilities. The subject is its main characteristics within the lessons of English language in the 9th form.

The aim of the investigation is to determine main characteristics and features of extracurricular reading and to analyze its basic stages within the lesson of English in the 9th form.

Extracurricular reading is considered as ancillary activity for work with textbook; it is used to engage students in process of active conversation and live discussion [2]. Appropriate intensity of the text is the basic requirement for extracurricular reading at English lessons. The text should be adapted and contain mostly learned lexical material. At the same time, the teacher can choose examples from both fiction and scientific literature.

Work on the text can be divided into several lessons, if it is required by volume of the text under consideration. Lessons of a foreign language can also include work of pupils with individual (home) reading. In this case, each child works with a separate book, which was chosen either independently or on advice of the teacher. The text should be chosen, taking into account individual interests of the pupil in order to give him freedom of choice and to achieve maximum effectiveness.

Following extracurricular reading functions are distinguished in methodological literature [7]:

- culture function – reading makes it possible to leave national culture centrism and to make a significant contribution to raising the level of education;
- developing function – reading helps to develop creative thinking and values in the process of exploring texts of foreign writers;
- learning function – reading helps to develop intellectual and communicative reading and to build sentences logically and correctly.

Not all the texts can be used on the lessons of extracurricular reading with equal success. Sometimes it is worthwhile to extract the most exciting culmination moments or adapted versions of printed materials. Teacher should also follow certain criteria:

1. Text should have a fascinating and vivid plot. It will interest children from the first pages and encourage them to read the book to the end, and to make their own conclusions, using critical thinking.

2. It is better to choose emotional essays or novels with figurative speech. Some paragraphs from scientific literature or historical books will be of less interest to the audience.

3. The chosen materials should be relevant. Modern schoolchildren may not understand many aspects of life descriptions which focus on the period of the last century. Although children may pay attention even to such literature, if the material is presented from the correct facet (with an emphasis on "eternal" themes: generation gap, first love, true friendship).

4. The previous point is closely related to the thematic closeness of the chosen material to the life experience of the reader. In order to get the best feedback from readers' audience, text should be of interest to readers. Children should empathize with the described events, placing themselves in characters' positions. For example, the problems to be raised in "The Nun" by Denis Diderot may seem too complicated for the 9th year students, while "Cinderella" by Grimms - too primitive and childish.

5. The best option for choosing a book for extra-curricular reading is the presence of a clearly defined collision of two opposing points of view. The conflict issue allows the audience to be involved in the discussion, especially when children see that they can freely express their opinions, even if they are different from the standard point of view.

6. Invariant interpretation of the situation is also a very important aspect. Pupils should have the opportunity to express their own views on the development of a particular situation in the book. It helps to improve not only communicative skills of children, but also their creative abilities, including creative thinking. Such an effect can be achieved by proposing to view a book paragraph that breaks at the climax. It will also be an additional motivation to read the whole work in order to find out the end of the story.

That is why fiction literature is a dominant type of literature at the lessons of extracurricular reading. It is positively perceived by the vast majority of schoolchildren. According to the European statistics portal Statista 2015 [5] novels are in the first place among favorite teenage literature - 38.7% of respondents have answered this way. Magazines follow next - 24.6%, as well as daily newspapers - 20.3%.

If the teacher correctly chooses literature for extra-curricular reading, he not only improves speaking and reading skills in English, but also completely forms literature tastes of the pupils with whom he works [6]. Due to the constant interaction in this format on the lessons of English, pupils learn to analyze and summarize the received information, and to provide arguments and counterarguments.

The analysis of literature forms and develops following skills among the students:

- the ability to work with words, especially if they are polysemic (it contributes to the fact that pupil should read the full list of possible meanings for a complete understanding of the text, and select necessary meaning, using the context and speech situation);
 - the ability to distinguish similar synonyms and use them correctly, translate such words according to the context;
 - the ability to determine meaning of the word, knowing the translation of its antonym;
 - the ability to describe or explain a particular term or concept, even if pupil fails to find its direct equivalent;
 - the ability to recognize at least the approximate meaning of the word according to its word-building elements or derivatives.

When teacher chooses scientific or publicist literature for analyzing at the lessons of English, it will not be effective, because students should have both a certain level of background knowledge and the interest in this field.

According to methodological literature recommendations, the best option will be to read a book, which consists of several paragraphs or episodes. A detailed discussion of each episode in the frames of the lesson, as well as an analysis of described situations in groups, will help to offset the lack of understanding of individual moments and facilitate further analyzing of the book.

Fiction and non-fiction literature also differs in the linguistic means using. In the scientific and publicist literature the main part of text is made up by terms, both general scientific and specialized. Speaking about fiction literature, relative simplicity of the text should be mentioned: the main vocabulary is made up of commonly used words which can be found in everyday speech.

It is important to understand that the selection of literature for extracurricular reading according to the main topic of lessons is not the best option in all situations. In this case, texts are generally perceived by pupils as illustrative materials. It does not allow children to read for their own pleasure, plunging into the plot, etc.

Having analyzed the curriculum of English lessons for 9th form pupils, we can conclude that a sufficiently limited amount of time is given for the lessons of extracurricular reading, although teacher should not only read the book with children but also analyze it.

Traditionally, three main stages of work with text for extra-curricular reading are distinguished [3]:

1. Pre-text stage – the teacher should share new information about the writer, period when he lived and worked, and also the main idea of the work, with students. This helps not only to interest students and encourage them to start reading promptly, but also minimizes the difficulties they may encounter in the process of reading. The overwhelming part of misunderstandings is connected with the ignorance of the linguistic-ethnographic aspect. In order to prevent such problems, the teacher can hold an introductory conversation with pupils. It can also include some questions to the audience in order to identify the white spots in their background knowledge of the history and culture of the country under analysis.

2. Text stage – the main goal of the teacher is complex work with the audience. Teacher must control the understanding of text and to deepen it, if necessary. It is also required to control the correctness of the student's conclusions, their ability to think critically and to express their own attitude to the climax situations of the book. The students should have their own positions, therefore, teacher should not absolutely object and reject their points of view. But this does not forbid the teacher to lead the students to the basic reasoning, using different clues. This stage also includes a discussion of the contents, doing exercises aimed at learning of lexical and grammatical material. For example, children can search words of their active vocabulary in the text, and translate sentences from Ukrainian to English and vice versa.

3. Post-text stage – this stage is required in order to repeat all studied material and to control its understanding by students. Also, at this stage, students discuss the content of the book/text in general. This stage prepares students for oral or written expressions of their thoughts and for developing of monologue speech. This stage differs from the previous one mainly because the students' attention should be concentrated not on the way of expression but on its content. Speech communication should be as close to natural as possible, but at the same time it should remain creative. If, at the first stages, the students' statements are mostly informative only with the individual elements of the subjective assessment, now they should not just retell the content. Their task consists in a comprehensive evaluation analysis of the characters' behavior, action motivation and main ideas of the book.

The reading serves as means for improving of foreign competence. The texts for extracurricular reading also serve as visualization and a peculiar tool for the improving of oral speech skills. It can be concluded that the texts serve as a written record of oral speech. Students continue to read both aloud and silently. The reading aloud helps them to improve pronunciation and reading techniques at the same time.

An English textbook for the 9th form, O. Karpyuk. *Angliiska mova, Nova Prohrama 9 klas* [4], does not provide enough examples of fiction texts for developing of these skills at the appropriate level. This investigation was conducted to determine additional opportunities for organizing extra-curricular classes in the 9th form.

The story "The Last Inch" by J. Aldridge [1] was chosen as a material for the extracurricular reading. The profound psychology and subtle sense of humor presented in the story have been attracting teenagers for many decades. The choice is also dictated by the fact that teenagers prefer to read about strong emotions and feelings.

The work with the text was divided into 5 lessons, which were equal to two weeks of studying. At the first lesson, students were provided with information about the life and work experience of J. Aldridge in the frames of the lesson subtopic "Famous People of the 19th and 20th centuries." The main tasks of the text-based stage were considered at this lesson. All children have received the text of the story, adapted for the teenagers, as well as tasks for self-studying (some questions to the text and a test for checking the understanding of the content). Basic words and phrases that could have become difficult to perceive were highlighted in bold). Their interpretation was also explained by the teacher at the first lesson of working with text.

The text stage implied that children should work at home. During the week, students worked with the text, and teacher controlled the results of their work at two lessons. Children were given 5-7 minutes for solving and discussing their individual difficulties in the perception and understanding of the text.

The post-text phase was divided into two parts. At the first lesson students discussed the main problems and characters of the story in the frames of the active discussion. Then they received a home assignment to write an essay about "How to face your fears?" There was a comprehensive examination of studied lexical units at the last lesson of the general topic; active vocabulary of the story "The last inch" was also included in the test.

There were also some negative aspects of individual work with the text. Some students had difficulties in analyzing the text at home; it was caused by the differentiation of the knowledge level. It can be summed that extracurricular reading gives a positive result in the development of pupils' abilities, but in order to minimize negative aspects, it is necessary to select the fiction texts taking into account the individual characteristics of each child.

It can be concluded that regular usage of extracurricular reading practice at the lessons of the English language allows the teacher:

- to develop different types of reading skills in complex;
- to teach schoolchildren to extract necessary information from the text and process it so that it would be adequately understood and easy learned;
- to form the basic skills of working with texts;
- to develop logical thinking among pupils;
- to teach children to improve their knowledge of the English language independently;
- to develop pupils' ability of self-esteem.

Practical value of the research is in developing a specific methodology for overcoming national culture centrism and making a significant contribution to raising the level of education, by focusing on optimizing pupils' reading skills. The quality of learning English in secondary school can be greatly improved in circumstances of selecting right criteria in choosing texts for extracurricular reading.

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