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RESEARCH OF LITERARY LITERACY OF STUDENTS

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The problem of literacy among the students of TSATU are described in the article.

У статті розглядається проблема грамотності серед студентів, роль читання у житті та навчанні студентів. Аналізуються дослідження на тему сприйняття інформації студентами в залежності від рівня їх грамотності.

Problem setting. With the advent of the Internet, books, literature and literacy have ceased to be of interest to many young people. It makes no sense to read thick books, if you can find out all the necessary information in Google. Quite a lot of people are still convinced that books are only needed to find information, but this is not so. Literacy, the ability to express one's thoughts in words, keep conversations in the intellectual circle, learn about others' experiences and understand oneself - all this is also provided by reading. Reading can expand the scope of our consciousness and increase our capabilities. And our task is to prove it.

Analysis of recent research and publications. The study of this problem involved a teacher of literature at the College Oliver Dreon, along with a professor of literacy, Jennifer Schettel. During the training Oliver was observed that many of the students after reading the literary work did not fully understand its essence. With this question, he turned to his colleague, Jennifer Schettel: «As a result of the research, six stages of reading level development were identified, which are characterized by different characteristics and abilities. Students were assigned lucubrations that were designed for their age and the highest level of understanding of the text, based on textual analysis and synthesis. But in reality, students did not reach this stage in the development of reading, as a result of which they had problems in the final understanding and analysis of the concepts of literary works» [1].

Another research shows that «reading at the university plays a huge role. Most of the information goes to self-study, so it is very important for the student to effectively study the course». A large number of students read passively, without a clear understanding of the goal, resulting in reading becomes a burdensome occupation. To avoid this, it was recommended to use «active reading». «Active reading» means reading for the purpose of understanding and collating information. «It includes thinking, choosing information relevant to the goal, as well as thinking about what is read, and not just memorizing it» [2].

The purpose of the article is to find out the level of literary education of students, interest in reading, its benefits and preferences in it.

Basic materials research. We conducted a survey among the students of Tavria State Agrotechnological University in order to find out what a role reading plays in students' lives. To the question "Do you read books?" 80% of the students answered that yes. This is a pretty good result. Analyzing the motives for their reading, we found out that 60% of students do this for self-development, the remaining percentages are evenly distributed between study and entertainment. The most preferable genres are the following : 80% - adventures, 42% - fantasy, 33% - detectives. Less than all percent have typed such genres as popular science literature and poetry. It was also revealed that almost 50% of students prefer foreign contemporary authors, while the rest are distributed between classics and modern domestic authors. The results of the survey confirmed that the level of reading is reflected in literacy of speech, 76% of students gave an affirmative answer Most students are not interested in the development of fast reading technique, proceeding from the fact that many people prefer reading for self-development, and not for speed, and try to take out the maxi-

imum amount of information for themselves. We can not leave aside those 20% of students who answered that they do not read books. We have clarified the most common reasons why some students do not read: lack of time - 70%, lack of desire - 30%. On average, students read 1-3 times a month due to lack of time, in connection with studies, although many have a desire to give it more time.

Conclusion.

In conclusion, we can say that a large number of students have a desire to read more, even those who do not currently do so. Many students are stopped by the abundance of literary genres, the problem of choice and limitation in time. As a solution to this problem, University can develop a recommendation list for different genres with a brief description. The distribution of time is the business of every student. Students should distribute their time more intelligently to allocate time for reading on a regular basis. This can contribute to improving academic performance, help develop the skills of attention, perseverance, the ability to allocate an important and concentrate on it. Reading widens our worldview, as well as an endless source of new information.

References

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2. Reading Skills for University [Електронний ресурс]. – Режим доступу до ресурсу: <http://lss.info.yorku.ca/resources/reading-skills-for-university/>