

BOOK AND THE FAMILY: CHILDREN'S READING PROBLEMS

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The relevance of this article is determined by the problem of the crisis of children's and family reading, which is caused by globalization process in the modern world, by the development of information technology, the influence of media culture on the minds of children and adolescents, decrease of interest in books and reading. The analysis of researches of Russian and foreign scientists on the problem of children's reading shows that the level of reading development, the quality of the reading preferences of children directly depend on the image and communication style with the book, which are formed in the family. One of the main factors that stimulate reading in children is a reading family. The contradiction between the need of revival of traditions of family reading and the lack of effective models, technologies, and practices of joint book reading of parents with their children was determined by the relevance of the present study. The goal of the article lies in the study and development of effective system of work with children's book in the family. Leading method to the study of this problem is pedagogical experiment (ascertaining, forming and controlling stages of experiment), and the method of expert estimations, statistical processing of quantitative results of the study. Students of 1-4 forms, parents of younger students, teachers of primary schools of the Republic of Tatarstan were involved in the pilot studies of the experiment. Developed system to work with a children's book in the family contributes to the formation of interest in reading and the book, the reader's competence of young learners, functional literacy, contributes to the overall development and spiritual and moral education of children. The article may be useful for primary school teachers, parents, and teachers of higher educational institutions for using this technique in formation of interest in reading and children's book in the family.

Keywords: family reading, children's book, parents, library, shared reading, qualified reader, independent reading, discussion.

INTRODUCTION

Pedagogical Bases of the Investigation

Spiritual culture of a person is always formed through reading. The book is not only a source of information but also food for the soul, heart, means of communication with the world, with loved ones. Reading plays an important role in the formation and moral education of the individual, enriching human knowledge. Semantic perception, attention, memory, thinking and imagination of a child develop through reading. Today's reading in Russia and foreign countries is increasingly losing its cultural and educational role, becoming a source of information and a means of entertainment. Scientists, teachers, psychologists, librarians, sociologists

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note the gradual loss of traditions of family reading. Studies show that 50% of intellectual development of children flows at the age of 0 to 4; children who are attached to reading study better at school. Reading child has a pronounced specificity for accelerated growth. Unlike the adults he can't "postpone" reading specific books because his interests have a natural ability to quick switch from one set of objects to the others. Scientists warn that if the family doesn't read the necessary books on time, then the children read other books or do not read at all. Another aspect of the problem of family reading crisis is that more than 30% of the adults in Russia do not read at all. There is forming a generation of "non-reading" parents, which entails the problem of spiritual culture transferring to children, in particular, the book (Chernyshova, 2006). A similar trend is observed in different countries.

Problems of children's reading in the scientific and educational literature

The problem of children's and youth reading was researched by L. V. Chernysheva (2006), N. Svetlovskaya (2001), S.A. Denisova (2010), I.I. Tikhomirov (2008), T. V. Stepichev (2010), T.A. Nedashkivska (2003), V.P. Chudinov (2002), T.D. Zhukov (2006), L. Zharkova (2007), D. Krupitsky (2008), V. Bilonog (2008), A. I. Kitaev (2009), A. Term (2009), V. Razumova (2010), T. Palmer (2007), M. Adler (2014), Pennak (2015).

Family reading is a conscious, continuous psychological-pedagogical process of joint book reading of children and parents, followed by a discussion, analysis in any form (oral, written, games, etc.) (Stepicheva, 2010).

In his article "To the problem of family reading" T. V. Stepicheva (2010) notes that the tradition of family reading is usually determined through reading aloud, but this characteristic is not enough. She discusses the history of traditions, paying attention to the fact that family reading includes: reading aloud; children's participation in shared reading; motives for reading; discussion.

According to S. A. Denisova (2008), the role of the family in shaping the attitudes to the book, reading is huge. If reading is an important part of life of adult family members, the child captures and absorbs that habit. The impressions received in childhood, according to the author, last a lifetime and are implemented with children already in the family. Great value, according to S. A. Denisova (2008), has a home library that reflects the taste and professional activities and interests of the parents. It also largely determines not only the book, but reading circle of the child and the adolescent.

According to I. I. Tikhomirova (2008), a children's book in the family is an indicator of care of the older generations about the upbringing and education of younger, the rate of folding of understanding between them.

Family reading as the process of modern children and teens to read has to solve the following main tasks: 1) create the ability to communicate with books, self-disclosure of the meaning of the works; 2) to enrich the vocabulary knowledge

of literature; 3) to move from the habit of reading to needs in reading; 4) to create a spiritual closeness with parents; 5) to shape the attitudes and Outlook (Denisova, 2008).

N. N. Svetlovskaya (2001) offers to use a tutorial "Teaching children to read", which provides material for training teachers and parents for teaching the younger students reading (Svetlovskaya, 2001).

Parent's reading aloud in the family is generally considered as necessary when the child can't read himself. When he is a student, then lots of people find the parents reading as unnecessary. Many experts say that this is wrong (Tikhomirov, 2008; Denisova, 2008; Chernyshev, 2006). Independent reading children need to be completed by joint reading at school age.

According to C. A. Denisova (2008), the role of the family in shaping the attitudes to the book, reading is indisputable today. The scientist notes that the decision in the professional environment, the definition of "family reading", recorded in the "Library encyclopedia", reflects almost all of the most controversial and unexamined aspects of the problem of family reading:

- understanding family reading only as reading parents with children;
- understanding of this process only as a pedagogical (educational);
- mixing the notions of "family reading" and "the tradition of family reading".

In commercial printing, the term "family reading" is used as an umbrella term that includes a range of issues related to reading of the family, not just parents with children. When considering issues of family reading, there are four groups of terms and concepts, allocated on a substantive basis:

- 1) reading (reading in the family home reading, reading aloud, shared reading, art story-telling, collective reading, reading, of parents with children, reading with family, reading for pleasure);
- 2) Library work (work with parents, guidance of children reading in the library, work with families, help in the organization of family entertainment, literary hour, summer reading);
- 3) psychology & sociology of reading (shared reading activities of family members, the reading characteristics of each family member, various kinds of reading specific to families, the scope of reading interests of the family, characteristics of family as the reader body, the reader the atmosphere of the family in General, family literacy);
- 4) A tradition (tradition of family reading, the revival of traditions of family reading) (Stepicheva, 2010).

In 2006, Russia adopted the "national program of reading support and development", it will last until 2020. In the National program of reading support

and development the phenomenon of reading is considered as a complex problem on the background of socio-cultural processes and problems. Today in the Russian society the main task is to arouse the younger generation's interest in reading and to return children and adolescents to the rank of active readers. It is necessary to create conditions for the formation of process of reading, reflection, process problems read on the websites of children's libraries. Libraries face the challenge of supporting children; improving the quality and diversity of reading literature in all fields of knowledge, exchange of opinions about what they read, increase the prestige of reading as a cultural value (Library, 2007).

The tradition of family reading is usually determined through reading aloud, T. V. Stepicheva (2010) examines the history of its formation, paying attention to the following points: reading aloud; Children's participation in shared reading; Explanation reading;.

A tradition of family reading is reading aloud for the pleasure of adults and similar to the adult members of the family, suggesting the possibility of discussion, dialogue. Systematic family reading promotes emotional and spiritual unity of the older and younger generations in the family, understanding and communication. Home reading is a mean of spiritually-moral education, it not only enriches both children and their parents with knowledge about family, purity of relationships, obedience, conscience, good and evil, but also brings all family members, blood relatives, people of different generations and different life experiences.

Joint reading activities necessary for family reading, can be thought of as consisting of four blocks (Stepichev, 2010). The first unit is a circle of reading, which outlines the following aspects:

- reading books that are based on the same interest;
- Reading of literature, specifically issued for the joint reading;
- Parents reading favorite books; reading children's literature.

The second block contains the actual process of reading, which can be divided into the following stages:

- preparatory phase;
- Semantic perception of reading.

The third block - discussion of reading - is formed out of conversations about and read various retellings of the text, and re-reading. Re-reading serves another function: in the memory of the child is delayed not so much the conversation, as the text of the artwork.

The fourth block is so-called "after reading" when it comes to the assessment of reading, enrichment the perception of the artwork. All this is manifested in various forms of creativity: poetry, sketches, drawings, sculpting etc.

Thus, the level of reading development, the quality of the reading preferences of the child reader is directly dependent on image and communication style with

the book, which is formed in the family. In order to children to want and love to read, is necessary that the parents to be active readers, set an example to children.

The process of family reading is a complex system where everything is interconnected and where it is impossible to identify the main or minor elements.

METHODOLOGICAL FRAMEWORK

Children's and family reading in Russia

Not every family realized the beneficial opportunity to promote, through joint reading holistic development of the child's personality.

According to sociologists, the number is constantly reading in our country over the last 10 years has decreased from 49% to 26%. The data testify to the crisis of children's reading: love reading - younger students – 33%, seniors – 27%; don't like reading - younger students – 28% senior - 30%. The crisis of children's reading is manifested in the fact that children have not developed interest in this field of occupations. Russian teachers say that Teens are not only reading less, but worse to understand read, including the content of textbooks.

The researchers note that over the past decade, Russia has undergone the following changes:

- the number of children who read only at school increased;
- Fewer children and adolescents spend their free time reading;
- The entry of preschool and primary schoolchildren into book culture slows down;
- As they grow, the interest in reading of the child is weakened;
- increasing impact of mass culture on the reading of children and adolescents (growing popularity of detective stories, horror stories, books, based on TV series);
- The majority of children and adolescents refer to reading only as to means of entertainment.

Tradition of family reading plays an important role in the initiation of children of primary school age to the book. A joint reading of parents and children books contributes to the socialization of the child, a smoother entry of it in the world, understanding of life, people's actions, their behavior, feelings, and emotions. When parents read to the child his first books, considering them along with pictures, experience the joy of recognition and surprise, his happiness and sorrow associated with the adventures and fate of the first favorite literary characters, they become good friends to their children, differentiating them invaluable experience in my spiritual life. Why family reading is parents talking with children about morality, the motivation of which is through works of fiction.

Family reading is both a specific form of communication of the child with the author and the world of his ideas. It is, finally, a kind of monologue of the child, in which he reflects on the moral content of works of literature, learning to identify and express his idea.

Thus, parents and family have in many respects a decisive influence on the development of a range of reading tastes and preferences of children.

The main task of parents is to create conditions for cognitive activity of the child, stimulate it, to direct his thoughts, which is determined by their leading role in the organization of family readings. Both psychological and social functions of communication are implemented in the process of family reading. The participants not only come into contact with each other and identify with each other, but socially important moral ideas enter into their spiritual world, the source of which is in the phenomena of life reflected in works of literature. The main protagonist in this dialogue is a child. Parents should only send it to the cognitive activity and encourage him to meditation. The school library can help to foster in the family a new relationship with the world, largely determine the way of life of the child, the family awareness of their cultural, social value in society.

In Russia books appear in the parks, summer camps, there are organized "reading rooms on wheels" events "With a book on a bench", with the help of children's librarians. This form of work is widely used in libraries of Germany and France for a long time. Competitions of creative works like "It is great to read!", Reading and literary marathons, readers' conferences in both traditional and online are held in Russia. Following the example of foreign countries reading groups of preschool and younger school age are created in Russia. Programs for informational and psychological support are created in Russia. Perspective forms of work with adolescents are discussion clubs, clubs friends books volunteering book culture. Russian state children's library participates in projects promoting quality reading promotes the work of children's libraries.

"Projects of children's libraries in support of reading" were published in 2006. However, despite the positive experience of libraries, interesting events held by elementary school teachers, the situation of children's and family reading in modern Russia has not changed radically.

Foreign experience organizing of children and teenagers' reading in the family

World experience shows that the greatest successes are achieved in those countries where the state policy in the field of reading and where the emphasis in this policy is made for reading children and young people. The most striking examples in this respect can serve as France, UK, Korea, where there is a coherent policy in the area of reading.

Noteworthy is foreign experience by introducing children and adults to reading books through active interaction between school libraries and public libraries with

schools and families of students. Versatile work of libraries affects the level of services to children and their parents organize various activities to engage families in the process of active reading, various forms of training parents and grandparents in the selection of books and reading and discussing with children.

In France kids and Teens are welcomed and privileged readers of the French libraries. As in Russia, in France there are about 70 specialized children's and school libraries. Paris children's library a "Fun hour" has existed since 1924. Libraries in France are developing within the concept of the library as the most promising model. Media library in France is a modern library that meets the modern world standards of service on the basis of the Fund, including a variety of types of documents (from printed to electronic and multimedia) and provides access to information networks, including the Internet. Children's Department library Public information library of National center of art and culture Georges Pompidou daily serves up to 300-350 (Nedashkovskaya, 2003).

In Scandinavian countries, the European level development libraries for children is developed, since they slim is the state policy in the field of librarianship. Municipal public library of Copenhagen in Denmark serves all categories of users. Children - a significant portion of the readership. There is a special Department for teenagers, which are in the library called "young adults".

Finland today is a country of high literary culture, and has a very slender and an extensive network of public libraries that interact with schools, other cultural institutions and bodies of information. The Helsinki city library occupies an important place among the large libraries, which is the center of public library network of the country. In this library there is a Department for children and youth.

In Norway the city library of Oslo is the main centre for maximum use by readers of book collections,. In Norwegian libraries everything is wonderful: the composition and organization of the Fund to the artfully decorated interior and design ' Department. Reading areas in the library are not separated by walls and doors. Crisp, beautiful pointers tell where what book or information is available. Modern libraries have computers everywhere. Norwegian school libraries are very interesting. Characteristic of the visiting school libraries is that the students come to take the books mostly not for study but for leisure. Educational literature is placed in the classroom.

School and public libraries in Norway are linked closely. Every major public library has a Department that helps school libraries in the acquisition, practical work, and study employees. Central library of Oslo provides such service by more than 100 school libraries, the annual turnover of the division exceeds 100 thousand copies. In Norway mobile library service is widespread.

The level of development of librarianship in Sweden is one of the advanced. In the Library law of 1997 the government put in front of all the libraries of Sweden the task of becoming the backbone of the infrastructure of information and

knowledge, and to ensure the access of children and young people to cultural heritage. The continuous broad popular education is organized in Sweden. Libraries play a significant role. Only in the last 20 years of the twentieth century the modern public library in Kalmar, Nchelenge, Adstone, Melnik, Uppsala and Lapsele are opened. The largest library belongs to Stockholm library, opened in 1928, It has multiple branches for adults and children. One of the most popular and important places in the city of Lund is the city library. At the entrance to the library on the floor painted red marks indicating child in their Department. Computers, games, literature in various languages serve to children. Here Puppet Theater is organized.

In the United States library work intensively with the family. The reading program is carried out with children of different ages and with parents, grandfathers, grandmothers. Public libraries implements a number of programs “with a child on my knees” (“lap-sit”) when the parent can bring the baby (birth to 24 months) to the library so that he could listen to the story, to move and imitate, as well as parents to have the opportunity to learn to stimulate the mental processes of the baby. One of the most famous family literacy programs are implemented in public libraries from 1987, called “the Main event”. This program was carried out by volunteers and librarians and included advice to parents on reading as a family activity, recommendations aimed at improving school performance of the child, the parents ‘ familiarity with the reading material, teaching skills to work with preschool children. Another programme “We Read together”: Tutors use children’s books as material for learning and help adult learners to read these books to children. Parent clubs reading aloud is another contemporary model for family literacy (Chudinov, 2006).

In Korea in the late 90s of the last century developed a broad and multifaceted program to support family reading through libraries. Seoul project of reading started in 2004. Its main theme was “the unity of the people of Seoul through books, the unity of Seoul with the help of books.” The concept of the project was the book as the basis of culture and art. The project was established cultural Foundation of Seoul, and carried out various activities in the framework of the program “Reading Seoul”, including “a month of reading.” In 2004, 31 public libraries participated in the Seoul project of reading. Each library held a week of readings, workshops, and special programs. Seoul project of reading includes a “family reading Project”. Based on the principle that the creation of an atmosphere of reading in families is a key to promoting reading, the project first aimed to select and encourage families who frequent the library. Selected as a “Reading family”, they receive a certificate of the chief librarian of the public library and a plaque “Reading family”. Since 2004, in Seoul, organized the project “Great grandmother”, “Workshop “Silver” storytellers”, planned and coordinated the Seoul society for children libraries and literature and supported by a grant for women in Seoul. The aim of the projects is to offer the participants, the elderly and grandmothers over the age of 50 living in

Seoul, the opportunity to participate as volunteers in storytelling in libraries, kindergartens, schools, children's centers and to develop the capacity of grandmothers (older) and grandchildren (Junior) to join together through fairytales, books, pictures, and stories.

"Project "One City – One Book" is organized by grant on socially useful projects of the Ministry of government administration and home Affairs. To attract children and adults to reading together was mainly selected children's books. Project participants could re-read favorite books of his childhood. Thus was established the experience of mutual love and understanding through communication with their children. In Korea every year since 2003, they organize a Festival of storytelling for families (presentation.) Performance – one of the best ways of family readings. The Seoul society for children's libraries and literature has a group of storytellers Chachari. Festival family story is the concept, which uses different methods of storytelling: 1) the Telling of tales and singing 30 min. 2) slide Show on the book picture (10 15 min). 3) Relax and warm up (5 10 minutes). 4) Street performance (Madang Noria) (20 25 min).5) Shared a dance after the game n the yard (5-10 min.) the story Hour begins with three fun stories and songs.

A variety of forms: storytelling, reading aloud, singing songs, reading poems, meeting with children's writers – have allowed to achieve high results in the family reading.

Thus, the experience of libraries of foreign countries with families and children suggests that the problem of family reading is solved at the state level, supported by society, educational institutions, public and school libraries. Various forms of work with the family introduction to reading, fostering a culture of reading, skills of story-telling and discussion of books contribute to increasing the motivation of children to read books, enhance interest in literature and reading.

RESULTS AND DISCUSSIONS

Phases of the research

The study was conducted in three stages:

In the first stage we created an experimental platform on the basis of the above mentioned secondary schools of the Republic of Tatarstan, we observed organization of family reading, forms of work of elementary school teachers, school libraries with parents and students in grades 1-4 in elementary school to encourage children and parents to the family reading and discussing the books, questionnaire and conversation with the primary school pupils and teachers; established the level of organization of family reading; we approved research topic at the initial stage of the experiment.

In the second stage we clarified and adjusted theoretical concept of the study, carried out mass educational experiment in primary schools of the Republic of

Tatarstan: “Gymnasium 175” of Moscow district of Kazan, “SOSH Nurlatsky” of Zelenodolsk municipal district of the RT, “Vasilevskaya SOSH 13” of Zelenodolsk municipal district, Tatarstan.

The experiment involved students of 1-4 forms (180 persons) and their parents (180 people)

At the third stage we analyzed, generalized and made a systematization of the obtained data, the design of the study; carried out testing of the research topic in publications and speeches of the author at scientific conferences.

Course and a description of the experiment

In the course of establishing stage of experimental work the aim was to examine the state of family reading students of 1-4 forms of primary schools. We set following problems: a) what are the reasons for reading in the family, b) favorite children’s genres of children’s literature, C) the opinion of parents about the importance of introducing children to reading, g) selection of books for reading in the family circle, d) forms for family reading. 180 parents participated in the survey. 165 parents answered the questions .

In the course of ascertaining phase of the study surveyed 165 parents with children of 7-10 years. Among them, 102 mothers and 63 fathers. Have higher education -47% of parents, secondary education -42% , secondary education - 11 % . Age distribution of parents is as follows: 14% - in the age of 20-25 years, 41% at the age of 25-30 years, 31% - 30-35 years old, 12% - 35-40 years, and 2% 40-45 years.

The first question of the questionnaire was aimed at determining the fraction of reading in the structure of family leisure. Analysis of the responses read was in fifth place among the 10 possible classes in the spare time that contained 32% of respondents. Most parents with children walking - 65%, like to watch TV - 57%, at the painted, molded, carved, or 21%, play educational games and 40%, read various texts on the Internet – 20%, sports - 29%. Theatres, museums visited by only 23%, creative studios, clubs, clubs - 15%. Everyone does their job, 6% of the surveyed families. Only 5% of families visit the library. Children’s library can be for a child of primary school age a place of active initiation to reading.

Many parents read their children books aloud: the first graders -86%, second – 52% of third grade students – 46%, fourth grade -only 22% of parents. The decline in parents reading aloud from grade 1 to 4th indicates the wrong point of view: know how to read – read myself now.

Mostly books reads Mom – 64%, at least – grandma – 26%, rarely dads read books - 8%, sometimes reads grandpas – 2%.

To the question “What motivates you to read aloud to your child?” they answered in the following way. For some parents this is an opportunity to “kill time” – 5%, some parents so want to soothe baby before bedtime – 19%, many

respond to the request of the child to read aloud 35% to 41% of parents motivation for reading aloud is the awareness of the importance of familiarizing the child to the book.

What more like to read/listen to children seven to ten years? According to parents, is a folk tale (magic and stories about animals) – 23%, literary tales – 35%, fantasy – 29%, horror -13%.

The research allowed studying the criteria by which parents select books for shared reading with a child.

The study reveals that parents need the advice of experts on psychology and pedagogy – 87% of respondents, in cooperation with the children's or school libraries, 54%, in the systematic work with the class teacher on the selection of reading books – 57%. Parents need interviews with experts in children's reading, to know what books to read, what authors to choose depending on the age of the child, what questions to ask the child when discussing the books.

During the formative stage of the experimental work (September 2015 – April 2016) we developed system of trainings for family reading. We worked out effective methods of introducing children to reading in family. We developed:

1. Expressive reading aloud.

Reading aloud helps to build children's visual images, influences the feelings, emotions, perception of the child; it helps to interest the child the work, the desire to read the work.

The reader needs to follow certain rules of reading: clearly pronounce the words, read quite loud, to observe the pause, to put logical stress. Reading should be emotionally charged to hold the child's attention. It is advisable to opt for expressive reading aloud of a small volume of works: the tale "Teremok", "Vasilisa the wise", "Ivan Tsarevich and the Grey wolf", the poem K. Chukovsky, S. Marshak, A. Barto, stories N. Nosov, V. Dragunsky.

2. Contests for the best reader.

Contests for the best reader among parents and children is an effective form of organization of family reading, promote interest in literature, reading, book, education of active, creative reader, development of creative abilities of children. Gift (the prize) to the best reader after holding such a competition in the family can serve as a book of this author or favorite book of the child.

3. Games about read books.

In role-playing games, the child tends to take on a major role, to lead others, not afraid to enter into competition with other children. Primary school age is characterized by the fact that, at this age, children attach great importance to the estimates given to them by adults. The child is not waiting for that assessment, and he actively seeks it, seeks praise, is trying very hard to earn it. All this suggests that the child has already entered a period of development

sensitive to the formation and strengthening of motivation of achievement of successes and a number of other useful vital personal properties.

- 1) role-play "Library" creates the conditions and atmosphere of the library. Children and adults play the librarian and readers, name the authors and their books that children want to read. The librarian asks questions to the readers about the content of the read book, about the emotional assessment of the book.
- 2) The game "Magic box".
- 3) Leader of the game pulls from the trunk a variety of subjects and invites parents to call a tale where these items are mentioned. For example: egg ("chicken-Ryaba", "the Ugly duckling"), spoon ("the Three bears", "Sweet porridge", "buzzy-wuzzy busy fly") cat ("the cat, the rooster and the Fox," "puss in boots", "skating Rink Golden pubes", "the cat animals scared"), the frog ("the frog Princess", "Teremok", "Frog-traveler"), mouse ("hen-Ryaba", "Teremok," "the Sparrow and the mouse", "mouse Pic", "Like mice with a cat fighting", "silly little mouse"), Fox ("the Fox-sister and gray wolf", "Fox-chitrita", "Zaikin" house, "Under the mushroom", "Mitten", "Teremok", "How the Fox learned to fly", "the Gingerbread man", "Fox and the goat"), pig ("Three little pigs", "Zimov'e beasts", "the Bremen town musicians"),
- 3) word games.
Word game "Say the last word".
4. Quiz.
Conducting a literary quiz after reading the book children and parents contributes to the formation of interest in reading and the book, fixing the skills of careful and thoughtful reading, ability to analyze what they read, give their own rating a book they've read.

Quiz book V. Dragoon "Deniskin stories".

1. The stories of Victor Dragunsky are funny. What stories did you like best?
2. What did Denis in the story "Secret becomes obvious" such that the secret is out?
3. What do you think, was it possible to do otherwise?
4. In what story and how much time did Denis spend under the bed?
5. What is the word you couldn't say the guys in the story "the enchanted letter?"
6. Why he couldn't stop the bike, which he rode in what story, does it say that?
7. What do you think guys, is entered Mishka and Denis, when you skip class and began to think of a reason for being late?
8. What story Denis and his dad were cooking dinner? What happened?
9. As in the story "Knights" Denis wanted to make a surprise to my mom and why I hurt the dad?
10. In what story he was supposed to help the performers on stage, and why it is not work?
11. What was the conclusion of Denis Korablev in the story

“Major rivers”? 12. In some of the stories Bear Dragoon threw away her mother’s hat out the window of the car and thought that the Pope, Denis the magician and can get it back? 13. In what story he was flying under the circus dome, and why? 14. In the story “Top-down, across” Bear, Denis and Alena did not think about the consequences of the game. It was funny. Whether they did? And what followed? 15. What conclusion can be drawn by reading the book of Victor Dragunsky “Funny stories”?

5. Crosswords.

The daily Telegraph crossword after reading the book creates in children the skill of careful and thoughtful reading, to generalize and systematize knowledge by reading the book, develops analytical abilities. The organization of such a family reading with the subsequent guessing crossword creates the conditions for nurturing the love of books and reading, the desire to share their thoughts and feelings about the book.

A crossword puzzle on the story by H. C. Andersen “Thumbelina”:

Horizontally

1. Who helped the girl and bit the stalk of the Lily pad that floated on the river?
2. What flower grew from a barley seed planted woman in a flower pot?
3. Who poured water so Thumbelina could float on water like on the lake?
4. What did the girl make from dry blades of grass in order to hide the dead bird?
5. Under what leaf of plant did the girl hang her crib, when she was in the forest all alone?
6. Which stalk of the leaf of plant did fish gnaw, so she swam downstream, away from the nasty toads?
7. The place where lived the old toad with her son.
8. Who took Thumbelina when she left the forest to seek shelter for the winter?
9. Name the heroine of the tale, who snuck through the open window into the house and took the girl along with her crib? 10. What did the witch gave the woman when she came to her for help?

Vertically

1. Gloomy underground dweller, whom Thumbelina had to get married.
2. This bird Thumbelina is rescued from the bitter cold and hunger.
3. What was the name of the main character of the tale, which appeared in the calyx of a flower?
4. What was very fond of the old mouse, which sheltered Thumbelina?
5. What gift of the elves did the girl like most of all?

6. What flower became the will for Thumbelina in her cradle?
7. What subject was easier than the girl, according to toad's words?

6. Drama games.

Theatrical activity in the family circle creates the conditions for the development of children's creative abilities, creative imagination, ability to transform into the characters, and tells the kids attention, ingenuity, responsiveness, being organized, and ability to act. Theatricality works after reading them and discussing with parents contributes to the interpersonal communication of family members, strengthening of family traditions, education interest in book and reading.

For play it is better to choose a small volume of works in which there are many dialogues of actors, actions, characters, emotions. In the first phase of staging in family readings you can use folk tales, fables, and poems. In the second stage, when there is some experience of playing, you can use short stories, novels, and literary tales. Then you can use works of children's writers for reading and theatrical plays.

7. The best drawing after the book reading.

This form of work of parents and children generates interest to read the book, the author, develops the literary and artistic skills, fosters love to reading. Competitiveness of this kind of work with the book allows young readers to read the book more carefully, which creates a picture; maximize the use of imagination and fantasy. It is possible to hold competition on the best book cover of the book, the best illustration to the book, competition for the best picture favorite episode of this book.

The third stage of the experiment, a test was held in April 2016 in the following questionnaires:

1) With parents; 2) with the pupils of primary classes; 3) with teachers; 4) with librarians of school libraries.

I. the questionnaire with parents: 1. Do you monitor reading of your children? 2. Does your child love to read? 3. What book is a favorite for your child? 4. Do you have a home library? 5. How often do you read books with your children? 6. Do you go to school or town library with your child? 7. What genres of literature evoke your children's interest? 8. What forms of reading are preferred in your family? 9. How many books have you read with your child over the last month? 10. Have you changed your attitude towards reading after the family reading?

II. The questionnaire with the primary school pupils: 1. Do you like to read books? 2. Name your favorite book. 3. Do you have a home library? 4. How is your library updated? 5. What kinds of books are there in your home library? 6. What book did you read together with your parents last time? 7. Share do impressions of themselves reading the book with your parents? 8. Name your favorite book of the childhood of your parents. 9. What contests and performances for the reading of books in the family do you like best? 10. Have you changed your attitude towards reading after the family readings?

III. The questionnaire with the teachers: 1. What are favorite books of your students? 2. Do your students like to read? 3. What activities do you organize with parents and children for introduction to reading and fostering interest to the book? 4. What activities are organized by you to assist parents in selecting books for family reading? 5. How should you organize your work with family and school libraries? 6. Do students in your class read every day? 7. Name your favorite book. 8. What books did you read last year? 9. Do you have a home library? 10. Whether the attitude of your students changed towards books and reading, held after classroom and extra-curricular activities about the book and reading?

IV. The questionnaire with librarians of school libraries: 1. What forms of work with parents are organized by you in the library? 2. What activities with children and their parents are held by the library for introduction to active reading? 3. How do you control the reader's activity of children-readers? 4. What kind of books do modern younger students like to read? 5. Whether the readers of your library have their home library? 6. What are the recommendation lists of literature you have in your library? 7. What non-standard forms of work with the book do you recommend to parents and their children? 8. Name your favorite book. 9. Do your readers Share their impressions of reading the book with you? 10. Whether the attitude of the children-readers of your library changed to reading after the family readings?

The results of the experiment indicate the following trends.

I. Parents responded to the questionnaire: 1) 92% of parents monitor the reading of their children. 2. - 89% of children Love to read books.3. Accurately 91% of parents called favorite book of a child. 4. Home library is available in 88% of families.5. 87% of parents read books together with their children. 6. 78% of parents go with the child to a school or public library. 7. Children's greatest interest are the stories of native and foreign children's writers among 56% of respondents; folk and literary tales –23%% fantasy – 21%. 8. 37% of families prefer quiet shared reading and discussion of books ; home performances for the reading of books – 35%; competitions for the best story teller – 19%; competitions for the best picture – 9%; quizzes – 10%. 9. 28% of parents have read 9 books with the child in the last month, 8 books - 21%, 7 books -16%, 6 books – 7%, 5 books – 5%, 3-4 books - 10%. 1-2 books 3%. 10. 73% of the respondents changed their attitude to reading after the family reading.

II. Primary school pupils responded to the questionnaire:

1. Do you like to read books? Yes - 87% not very, 13% of respondents.2.Name your favorite book.- Favorite books are by 97%, a few favorite books – 94%, no favorite books – 3%. 3. Do you have a home library? 63% of respondents have a home library; 34% of respondents have plans for creating libraries, 37% of families have no library. 4. Updating of the library? Home library is replenished through purchases in the bookstore in 64%of families, gifts for the holidays -30%, moving

from grandparents - 6%. 5. What part of the books are there in your home library. The composition of the home libraries are: Russian children's literature – 56%, foreign children's literature – 44%. Genres: folk tales – 27%, literary tales – 43%, adventure – 14%, * 10%, fantasy – 6%. 6. What book did you read together with your parents last time? 78% of respondents called the book, read along with their parents -. The remaining 22 percent could not name the read book. 7. Do you share impressions of reading book with your parents? Yes – 67% no – 33%. 8. Name your favorite book of the childhood of your parents. Correctly called the book – 63%, could not name – 17%, made a mistake in the title of -20%. 9. What contests and performances for the reading of books in the family do you like best? 71% Like contests for the best story teller, 52% -the competition for the best reader , 78%, reading and discussing reading 89% performance on a book they've read , 36% quizzes, 23% crosswords. 10. Have you changed your attitude towards reading after the family readings? 73% of respondents changed their attitude to reading.

III. Primary school teachers responded to the questionnaire.

1. 87% of respondents called their students favorite books; 9%-made a mistake in the book name; 4%- don't know favorite books of students 2. 86% of students love to read books; 14% don't like to read 3. Teachers conduct various activities to encourage children to read: literary events, performances, quizzes, creative defense, performances, and literary evenings -94%. 4. 49% of teachers organize extracurricular activities on various subjects; 41% of teachers organize activities with the librarian of the school ; 5. Collaboration with family and school libraries is organized in the following way: consultation with parents on choosing books for children – 58%, literary evenings with parents and children – 22%, literary competitions – 13%, and trips to literary sites – 7%. 6. Lead readers ' diary – 78% of respondents who don't keep diaries – 22%. 7. Called his favorite book – 87% of respondents.

8. Teachers read over the past year: art books – 34%, pedagogical works – 22%, methodological articles and books – 44%. 9. 85% of teachers have home library; 15% have no library. 10. 73% of students in the class changed their attitude to books and reading, held after classroom and extra - curricular activities; 27% didn't change.

The results of experimental work on the problem of “System of work with children's book in the family” allow to assert, that the proposed system of introducing children and parents to reading together and discussing the books is effective, providing an enduring interest among primary school age children reading books, a sensible reader's skill, needs to read the works of different types and genres of literature, the mastery of verbal, written and communicative culture, the formation of moral values and aesthetic taste of the younger students.

The study revealed the most effective techniques they are role play, games by read books, quizzes, crosswords, theater games, and contests for the best reader,

the best drawing in the book and slow reading of books of parents together with children. Children 7-10 years prefer a combination of reading the work is read alternately, part by adult, part by child. The reading process may be accompanied by unobtrusive conversation: is everyone clear what the child and parents experience any assumptions about further development of the plot, what thoughts arose during the reading that I made you worry and worry. You cannot turn a conversation about the book in the exam, it is better to avoid talking test of character, not to force the child to retell. Well, if the habit of family reading becomes a ritual of carrying out everyday activities.

A tradition of family reading is reading aloud for the pleasure of adults and similar to the adult members of the family, suggesting the possibility of discussion, dialogue. Systematic family reading promotes emotional and spiritual unity of the older and younger generations in the family, understanding and communication. Home reading is a mean of spiritually-moral education, it not only enriches both children and their parents with knowledge about family, purity of relationships, obedience, conscience, good and evil, but also brings all family members, blood relatives, people of different generations and different life experiences.

The importance of such phenomena as family reading is determined by several factors:

- 1) The First meeting with a book takes place in the family (through oral stories, reading aloud). Family reading initially introduces the child to the world of book culture, is the most ancient, proven method of education of the person, including as a reader, which begins to form long before you learn the alphabet.
- 2) Family reading prepares the child to relationship with a book that awakens and deepens the attention, creates a need to read.
- 3) Family reading promotes early and proper mastery of the native speech. Regular reading aloud in early childhood familiarizes the child with the process of reading and promotes independent mastery of reading, determines the quality and preferences of future readers.
- 4) Family reading forms the emotional-aesthetic perception of the book. Listening, the person experiences a strong influence sounding word that allows you to stream the triumph, joy, sadness, sorrow, joke, mockery. Sounding word satisfies the child's need for emotional impressions.
- 5) Family reading ability develops, which is the basis for the perception of artistic images. This perception is impossible without imagination, visual perceptions, ability to cope with the joys and sorrows of the heroes of works of art.
- 6) in order to family reading to be able to fulfill their role as educational environment, it must be systematic and appropriate.

CONCLUSION

Family reading is the main way wide introduces children to the world of books. Family reading – the most affordable and short way of introducing children to the life experiences of parents, relatives, our ancestors, therefore, a means of spiritual and moral education, successful socialization of the child in the modern world.

The results of experimental work testify that the tradition of family reading is preserved in 14% of the families. The problem is that modern parents do not have efficient practices, introducing children to reading together and discussing books in the family. After the conducted experimental work on the revival of traditions of family reading, the activation of different forms, techniques, and practices of the communion of parents and children to read and the book has changed. Family reading has become a good tradition in 73% of families of students in grades 1-4. In the process of experimental work carried out various types of work with the book: discussion of characters' actions, built on free associations, which are caused by the text or images of the characters; create drawings based on the works; playing the episodes of tales of the story; setting home performances on the works; crosswords read books; contests for the best story teller and narrator; role-playing game.

Recommendations

The materials of this article may be useful for teachers of higher educational institutions and primary school teachers in using this method, the organization of family reading.

Acknowledgments

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

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