

DEVELOP THE ABILITY TO READ IN SMALL CLASSES

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Abstract: *It is often believed that students' reading is limited to belletristic. Due to this reason the other teachers are less interested in students' reading, except the school textbooks. Students' lectures should be more varied and embrace all fields: mathematics, physics, chemistry, computer science, geography, history, modern and classical languages. The teacher must be to date with everything that is in his area and inform the students on these things to prevent the situation in which the student does not know what to buy at the library. Certainly, to recommend some books should not lead to an ordered purchasing and reading of them. This will leads to an overuse of students' interest in reading and turning a certain chore that students pay without much pleasure. Even reading an interesting book loses its charm when it is imposed.*

Keywords: *students' reading, facilitate reading, methods.*

Introduction: Unfortunately, some schools are poorly equipped with books. Whether the essential books are missing, their number is too small, or their condition is lacking. Another school libraries' minus is the lack of the reading rooms. Unfortunately some librarians prefer just to borrow books and not to encourage the study in their reading rooms. Also, even good libraries lack in technical facilities and very few are those whose base is fully computerized.

To facilitate reading, it is necessary for the room to be bright, spacious, with comfortable desks and books arranged by accessibility issues. Students should have access to books and the climate to be one of peace. The librarian has a significant role in all this. He must know his entire specialty works, to read a lot to be able to recommend the most accessible books or the most appropriate in the field of which they are interested in. Knowing better children's soul, approaching them with love, recommending them instructional and educational books, advising them how to read and preserve the books, the librarian becomes a friend of the student, a trainer of taste for reading.

A very good way of reading guidance is the systematic preparation of the recommended bibliography lists based on criteria that reading books chosen badly is worse than not reading at all. The lists are meant to keep children informed with the news from children's literature. These lists of recommendations can be drawn by local libraries according to the demands of school textbooks and programs. Often some children go to the library to borrow books for their pleasure. It is essential for the librarian to offer him valuable and age-appropriate books. Some children who attend the library don't have age-appropriate literature at home. Generally, it is believed that the guidance and control of reading belongs exclusively to the Serbian teacher.

Nothing is less true and more wrong than this way of looking at things. Reading guidance and control are very difficult actions with many consequences on education. The whole school community from the manager to the librarian has the duty to deal with students' reading.

Theoretical significance and applied value of work

The school principal, responsible with the guidance of the educational process as a whole can not remain passive towards the volume and quality of student reading. He has the obligation to introduce into the school's general plan the concrete measures of guidance and control of reading, carefully to check the scheduled planning and to give precise details about them. When assisting the classes or when there are surveys or students' notebooks are controlled, it is necessary to take into the account the readings' problems, a worthy objective to watch at any occasion. At various research misconducts, when considering low frequency of some students, neglect or indifference to the study, do not neglect to inquire about the books they are reading. The school manager can occasionally organize debates in the teaching council on this topic. Such discussions give thought to teaching staff and mobilize them more for work.

The head teacher has the same obligations as the director of organization. He is responsible for the training and education of all students in the class he leads. Within the tutorial hours or even in small parts of these classes, through individual discussions with students, the class master must follow carefully extracurricular students' reading. Approaching them, he manages without too much effort to document himself about their readings. Using sometime in his master classes some literary readings, presenting volumes of books, organizing together with the librarians class stands with books to facilitate direct contact of the student with the book, the class master manages to arouse students' interest in good books. The methodical commissions, serving to coordinate the various specialties and to exchange useful teaching and professional experience should have in their spotlight students reading guidance. Methodical commissions rests important duty to prepare bibliographic lists by the included items, first optional and then the extracurricular in order of their accessibility and usability.

The family has a great responsibility in the education of children. Time the student spends in the family is much larger than spent in school. Family members become a model than they imitate in language, attitude, tastes and behavior. So, it's desirable that parents become an integral part of the educational process. As in any school there are pupils from very diverse families, class managers have the duty to know their environment, to help parents to be their own child partner in assuming a culture. To transform a parent, so pretty busy is not easy at all. It required a strategy composition, finding methods and activities that actively involve the parent in the process. Problems occur when parents need to form the taste for reading.

As an activity practice, I'd recommend a good communication with parents at the meetings and beyond. Once they became aware that what the teacher demand from their children is an essential in their becoming, they will help him, even if the books are not the way they fill their time. There are publishers who have developed a working strategy focused mainly on schools, producing books required by school bibliography

and responding to the desire manifested by some parents to buy the books that should be read by their children.

With the information leaflets, discount offers for orders over a certain amount or free for members, they registers a sales success and children buy books that will facilitate reading. The reading can not be broken in the cultural context of our times. Certainly it is necessary to know the classic works of literature as well as the contemporary. There are prolific writers who publish, launches maintaining themselves active on the contemporary literary scene.

We can arouse interest in classical works by watching theater plays. It shall be made on stage numerous masterpieces. Regular students should attend theater and watch parts that will excite interest. By going home, he is likely to take the book in hand and go through the viewed play again. A good teacher will never ignore book releases. Knowing the students' desire of meeting personalities, he will present their literary life making them become curious to read the book from which he has got an autograph or dedication or which whom he has made a photo.

Reading is known as an event of knowledge. It orients students thinking and sensitivity to the literary work, reveals a certain way of understanding the world. Employing students in knowing the work the teacher is going through it with them with questions and answers, captures the novelty, originality of vision. In school, the emotion of reading involves valorization of the work; it's logical and rational explanation. Talking about stimulating the taste for reading, we can not ignore the student's guidance for reading. Once the students were motivated to read, it's extremely important reading to be guided to students. Thus we talk about a job of training and education.

To a certain extent, reading guidance work is confused with the teaching of Serbian literature, history of Serbian literature and literary theory notions in classes. Literary analysis or general characterization of a work, the bibliography included in textbooks and taught in class offers many possibilities to initiate students in the various sectors (genres

It is recommended especially in lower grades where students are unable to distinguish between important and less important, between primary and secondary. At higher grades, exposure achieves its purpose unless it acquires the character of a period, otherwise boring and not convincing. This can be achieved, for example by exposing the beautiful subject of a book, especially in small classes by analyzing the moods of a character by describing an emotional scene, the appearance of a dramatic moment in the book. The student who aims such exposure will become interested in reading the book as soon as you will watch over its scenes being presented by the teacher and so much easier to distinguish what is important from what is secondary.

It is the most effective of all methods. This gives the opportunity to know turmoil, opinions and preferences of the students. In addition to the organized nature of the classes, conversation can dress a more unorganized form, occasioned by a confusion of a student or group of students, the student inclination towards a certain type of book, the presence of the teacher in the library when students come to borrow books. Through conversation it gets easier at target, the teacher being easier to gain the attention of students to reach their soul and may direct them.

Good results are obtained with the help of conversation when using examples from the studied works or when the conversation alternates with some reading of excerpts from the studied works. At the end the conversation it's good to come to a simple conclusion formulated by students. Long conclusions stated by the teacher are tired and not interested, often negating the effect of conversation. The conversation method should lead to the formation of student's independent thinking, to shape clear personal opinions and clarifying students' confusion (Kelemen, G., 2014). It is desirable that during the conversation the teacher should not impose really didactic character.

It is recommended especially in lower grades. Certainly you can not read the whole book during learning hours but it is formed student's habit to work independently with the book, and the habit acquired earlier is invaluable in further work of the students. The emphasis should be put on increasing interest to thoroughly read a book and not the reproduction of ideas. It is only after he develops an interest and taste for reading when he can proceed to develop the habit of extracting ideas from a text.

At higher grades this method is used for making the plan of ideas. A special attention should be given the use of workbooks. During the period of transition from the notebook to the workbook it is advisable to use removable sheets about books read which should contain the author, the title of the work, brief summary and some impressions on that work. Students will be guided to group records on issues and specific topics to extract

It can be used in guiding higher reading classes where students need more arguments. The successful practice if there besides the arguments of a rational or aesthetic and able to demonstrate a theme based on intuitive material. This method can be used and combined with the exposure method or conversation. It all depends on the intended purpose and usefulness of a stronger argumentation to convince the students. Excursions can be specially organized for surrender of a chapter in the history of Serbian literature. Museum of history of literature in the town where an author was born and grew also contain some of his representative books, first editions. For excursions and visits to the various memorial houses to achieve their goal a proper preparation and good organization is required. Students must previously have a minimum of knowledge about the character in question and onsite is desirable a guide reading biography and important pieces of work.

It is used widely in the literature. School programs provide various hours of composition which contribute to improving the knowledge acquired and at work skills training. Summaries, literary analysis, reviews, characterizations of characters are all the beginning of a creative independent work. Offering to carry at home of various topics, these can stimulate interest in reading when the paper refers to certain literary works or when for its motivation the teacher mentioned certain bibliographic.

Another way to guide and control the children reading are literary games. It is well known the attraction that children feel for games in general. Playing, children have fun, and develop many skills. This dual role, to amuse and instruct the children belongs to literary games. For teachers, they are a good opportunity to observe and

evaluate the students' reading. To illustrate this method less conventional, I'll try to present a few games that can be played in schools or extracurricular.

This game is not just a great opportunity to renew children's knowledge of the geography but also to track the conscientiousness that was done by the reading. The game leader can intervene creating funny moments, announcing the coming of the pirates, so the child having to identify the island or the coast from which it comes and says what the crew did. The leader of the game can use his ingenuity to make participation more enjoyable. If children are informed in advance, they will prepare thoroughly and the game will be a success.

The game can be organized by at least five participants. The game leader gathers others around him and explains them the rules. A book is chosen, *Plavi čuperak* by Miroslav Antić for example. The first player begins the story. At one point, the leader of the game interrupts and put on the next student to continue exactly from where the first remained. Then, the second is interrupted and a third is required to continue the story. Those who can not continue from where the story was stopped, get a pledge, those who are confused, get it too. Repeating the game and changing frequently the story caught in the chain, children will acquire the skill to read carefully even only for the sake of competition.

Concluzion: Using this appealing way of the game we can track various interested issues about the way they read the books. The coordinator of the game may tangle situations, actions, episodes, conflicts, locations, descriptions of nature, psychological analysis, etc... Helping him handle messy situations children attend a fruitful activity terribly funny at the same time. Besides the methods mentioned above, certain activities may also be used to stimulate interest in reading: work in specialty circles, circles of literary creation, symposia, papers, literary medallions, evening fairytales or literary evenings, literary competitions, meetings with writers, attending various releases.

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