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## THE ROLE OF READING FICTION IN THE STUDY OF A FOREIGN LANGUAGE

**Summary:** *Here we consider the development of skills of penetration into the content-subject plan of the artistic text, i.e. coverage of the general content and understanding of the main idea: to recognize the functions and roles of the narrator, the attitude of the author to the events described, facts, opinions, determine his attitude to the read. Works of art are the most important means of introducing students to the culture of the country of the language being studied and the whole world. The language of a work of art contributes to the development of speech culture and the enrichment of language knowledge. Reading enriches students with knowledge and ideas, impressions and emotions, attitudes and value orientations, introduces them to the treasury of literature of the countries of the language being studied and the universals of culture.*

**Key words:** *universal moral, speech culture, aesthetic values, educational goals, educational goals, enriching the language skills*

Possessing a universal influence on the reader, works of art are the most important means of introducing students to the culture of the country of the language being studied and the whole world, including them in the sphere of universal moral and aesthetic values. The language of works of art in unity with the artistic image contributes to the development of speech culture, enriching the language skills of students.

In accordance with the concept of the school subject "foreign language", acquaintance with literature in this language pursues a set of practical general educational, developmental and educational goals. They are implemented both in the lesson and in extracurricular work in line with the holistic communicative-cognitive process aimed at mastering students with the skills and abilities of a motivated and targeted foreign language communication. Such communication enriches students with knowledge and ideas, impressions and emotions, attitudes and value orientations, and introduces them to the treasury of literature of the countries of the target language and the universals of culture.

In the active aspect, this implies the mastery of skills and abilities by the pupils both of penetration into the content and meaning of the artistic text, and "text-interpreting" activity. The development of the ability to read literary texts is aimed at understanding texts of a different nature. In addition, if necessary, you can use a bilingual dictionary.

The educational process is enhanced by the establishment of links between readable literary material and other types of art - theater, cinema, music, painting, etc. At the same time, the development of skills for penetrating the content-subject plan of an artistic text, i.e. coverage of the general content and understanding of the main idea: to recognize the functions and roles of the narrator, the attitude of the author to the events described, facts, opinions, determine his attitude to the read.

Practical goals of learning to read literary texts also imply the development of the ability to use reference books, such as a foreign-language encyclopedia of a

scientific nature, to make appropriate text extracts, approaching the summary, to prepare short messages on this basis. In addition, it provides for the development of skills and abilities to recognize and isolate new combinations of already familiar words, emotionally colored word combinations, for example, metaphors, metonymy, hyperbole, ironic combinations, word combinations of linguistic and cultural nature.

For independent work at home, it is advisable to use material that briefly introduces students to information about the author, the literary era, the flow, direction, genre of the work, its national and cultural background. This can serve as an introduction to the subsequent reading and discussion of a literary work in the classroom and outside the classroom, serves as an incentive for the exchange of information, the development of cognitive activity of students. The independent work at home includes reading excerpts from literary works with a series of pre-text and after-text assignments-recommendations similar to those that may be obligatory for all students in a jointly distributed activity. This involves various organizational forms of work: individual, steam, collective, group. The choice of these forms can be carried out at the initiative of the teacher and the students themselves.

The materials of a regional geographic nature in principle reflect the specifics of a foreign language as a means of foreign language communication. When reading such materials in a foreign language, students have increased opportunities to become familiar with the realities of the country of the language being studied, with which they practically have no opportunity to learn when studying other subjects. In determining the ways to implement inter-subject relations of a foreign language with other academic subjects, it is advisable to apply an integrative approach to the selection and organization of materials for reading from different subject areas. An integrative approach to the content of reading in a foreign language based on interdisciplinary communication can be widely used.

For learning French, it is important to reflect the themes of other subjects: the world around us, nature; the geographical position of France, the life and problems of the French youth and others. These materials, which come into contact with a foreign language at each level of study, can form the lower level of interdisciplinary connections.

Expansion of the subject-informative reading plan is possible at the expense of interdisciplinary connections that constitute their upper level, which can integrate a wide range of regional study material up to the coverage of modern development trends of the country of the studied language. Therefore, we see the reserves of strengthening interdisciplinary connections at all levels of education in enriching the subject-informative plan of reading in a foreign language with information of a universal and cross-cultural nature by transferring to the foreign language some of the materials of other subjects for an earlier acquaintance with them, which leads to their advancing foreign language. Such anticipation, being carried out systematically, has as its goal the broadening of students' horizons, to raise interest in the subject, and to help create a strong motivation for reading in a foreign language.

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