

Psychological bases of study of the relationship between personality development and teaching speed reading

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Abstract: The article is devoted to the complex research of modern methods of teaching reading. The characteristic features of processes of teaching and reading Kazakhstanis on the basis of the state program "Reading Kazakhstan" are analyzed in the article. Reading becomes relevant for scientific knowledge and intellectual development of a personality. Reading forms the consciousness of the person and the foundations of world outlook, intellectual development and acquires professional skills in education. Special attention is paid to the psychological study of the relationship peculiarities of the personality development and training reading. There is an attempt of the development of theoretical, methodological, and psychological foundations of ownership and improvement of skills in the techniques of speed reading and development of personality of the Republic of Kazakhstan. Multicenter studies of the problems of new reading technologies are summarized. The article considers some results of investigations aimed at the improvement of peripheral visual perception of the personality on the basis of teaching reading. On the basis of the research conducted by the author obtained data can be used for analysis to improve skills in the techniques of speed reading (skimming). The developed program and the data allow us to recommend the effectiveness and duration of training as an effective training method for development of speed reading skills. Techniques and trainings to improve skills in the techniques of speed reading are offered in the article. It is concluded that the formation of the ways of understanding of the texts by learning to read activates the development of speed reading skills and influences on the intellectual development of a personality

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1. Introduction

The state program «Reading Kazakhstan» 2012-2013 aims to: «encourage public to read as required instrument of the spiritual and intellectual breakthrough of the nation». Implementation of the program will give purposeful dynamics in the formation of a highly educated, intellectual and spiritual new generation, capable of making a significant contribution to the integration of the Republic of Kazakhstan in line of the most developed and advanced countries of the world. Reading creates consciousness of the modern person, lays the basics of worldview, education and professional skills. Therefore, fundamentally new approaches for training, including approaches for development of speed reading skills, are introduced in the system of education and science of Kazakhstan [1]. It is clear that in speed reading there are some physiological differentiations. We divide all reading techniques into five groups. We need to build serious time measuring common mode [2]. Speed reading is not flexible technique for getting information. But its work is explained for achieving correct meaning. Engineering technician labour hours consists of 70-80 % speed reading mode. Therefore, in order to increase labour extent proportion, we need to expand this part. But we

shouldn't forget about other reading techniques among majority of parts, there are some of them: reading more deeply; reading quickly; viewing the extent; reading selectively; looking through and scanning. And now consider them separately. Reading deeply. In this technique it is important to count and pay attention to even details. Most of high school teachers call this method as a critical, scientific and expert one. They teach not only understand unclear parts, but also to realize strong and weak points of composition and to interpret summaries and specific features. It ascends students' activity, and influences on easy perceiving of the given text. Because of this method tasks and conclusion are quickly perceived. Speed reading turns into deep reading in case of high results. Speed scale view is a kind of advanced speed reading. A reader who used stereographs specialized exercises is able to broaden visibility. So visual divergence uses splitted effect on eyes. Thank to this, speed of reading and content raises digestion quality. Reading accurately. In this technique speed reading you need to analyze every chapter separately. A reader looks through prompts, but draw attention only to useful parts. After first study of this technique the second time you use it. Definitely, due to it, the speed of

reading is higher. Readers look the pages of material once. Attentive reading. It is used to get use tot the book. In spite of simplification and rare usage, it is considered as significant technique. N. Rubakin was personally studying this technique. As from his child's words, he was able to read fast as well as define value. He could give a diagnosis about introduction, summary and questions to the book after read it to the paperback.

2. The main part

Skipping through surname, words or data to achieve speed reading. As shown from the experiment, people using this technique find out necessary information faster than 2-3 readers. Training view system and ultra view system, you learn how to see needed information from the first sight. At the first glance these five techniques seem to be simple natural trend, it shows some difficulties and variety of types of reading ways. Each of them is essential to establish speed reading skills. Time schedule, purpose of reading and content character refers to speed reading digestion. We know, - say some unbelievers, - somehow we read pages as pour water into a sieve. Even though, there are no brains afterwards. Not speed, is it more important to perceive the content? That's incorrect. They're both important. Read slowly is right, because in process of slow reading it is wrong to think that you can perceive more. It is far otherwise. Methods of reading put a question about content, and looking at the answers we can define perception level. According to the studies, quickly reading people perceive the text at right moment. So why? Look attentively at people who suppose about directing text into slow reading with interest. They are concerned to stop thinking while they are reading, and have to read the text from the beginning even if there is no vital data. Mostly, slowly reading people are tired of speed and don't give up reading and get distracted from issue. In fact, there is no order in slowly reading people. It is clear, because they read with quite lower speed possibilities. They become bored without any intentions and lose reading tendency forgetting about important issues. You might as well say, - tells unbeliever, - that no matter how it is impossibly high for typical man to perceive information for short period of time. And it is necessary to identify appropriate things for people: over centuries was there a habitual schedule or temporary impulses for learning? But what if take it on a massive scale, for instance, human life? Don't people resources for unlimited usage lead to catastrophe, so who is responsible for "fast readers" or "fast dwellers"? There is another paradox: if common reading speed goes up to 3-4 words, feel of tiredness goes down. It

is explained with maximum brain weight proportion. So for eyes are regular amount, we don't hesitate at every letter, word [3]. We perceive the text through layout of visual or graphic image. There is no need to use many words. We don't read some texts when we are not convinced that they are really necessary. (There is another case with fiction) The ability to read itself is called authenticity. There are some developments that were defined in this experiment: If we look at people who know all reading methods and are conversant with efficiency of techniques, we can notice that they apperceive the text content more quickly; If person is given a particular amount of time for reading a text, it is clear that they apperceive information better. Many people realize that if they read a paragraph or even a sentence from the text again and again, they don't understand the main idea of the content thinking of other unrelated things. Therefore, they have to look back to the text that was read without interest again. Defining a directed purpose and a deeper way to perceive the content of the text is a main peculiarity. The problem resulted from repeated reading for perceiving the content wastes a lot of time uselessly. But the worst thing is that it turns into a bad habit and people start adjusting to it. Constant abstraction leads to possibility of the decrease of interest level of a reader [4]. Therefore, the reader can lose his ability to read it with confidence in the context, and he starts not to believe in his abilities to understand the text contest from the first time. So due to self doubt, reader loses wish to read the text. Consequently, there appears a vicious circle: unwillingness; the text content imperceptions; lack of self-confidence; development from typical unwillingness to serious one. As the result, from these attempts people can underestimate their natural abilities. Unfortunately, it is common thing among most readers, even you can suppose so. In this regard, the main purpose we set is to expose inner potential and to teach how to deal with only high interest level. And just after that you can break the vicious circle and get rid of repeated reading. You could become self-motivated reader. Self doubt or imperceptions of the text content from the first time is considered as a negative factor of reading efficiency. If you cope with this negative side, you will receive another benefit factor – self assure that you perceive the text from the first time. Accomplish this you must put delimitation in repeated reading, you need to build mental set for the first perception. In order to, you can write for example: "I Will read only once" on a white sheet of paper [5]. In order to confirm this psychological graphical method to work, you should adapt the size of the text to 10x10 mm and make model, remembering about first perception. And if we took as an example a lamp, you can use arrows to

remember about refusing to read several times. After analyzing the given psychological preparation of three stages, you also can make a visual object of increase of reading interest in a simple way. There are given below some exercises aimed to the task "Willingness to read". These exercises are found as very important in development of reading culture. In order to reach psychological good results, you need about 1-2 months. In order to train yourself, First of all, you should take the articles from those newspapers that you used to read from. The extent of the text shouldn't exceed the number of 2-3 thousands of words. In specific literature of studies of philosophy, pedagogic and psychology we can find different definitions of the word "Understanding". It is not easy to understand this concept; in fact, it is not real to perceive it from the first time. It is not just of word rhyme. For example, in Brudnyi's article "Understanding is an example of philosophic-psychological problem" there are seven instances of the concept "understanding". For us as for readers, "understanding" is perception of the text author's image, emotions and thought combination (union). However, before increasing the level of perception and quality, we must find an answer to another question: probably, there is no need to study to understand the text. But possibly, if you need to read more, so you will more experience over time and acquire perception? But if the text meaning seem to be really obscure, it is necessary to read it again? It is certainly that it is good to take some time for training, nevertheless, the problem remains doubtless [6]. There are no two cases for understanding in practice: A reader doesn't realize the situation, so he thinks that he understood the text or even doesn't think of it. In such cases he continues reading, but one piece of interpreted information in a wrong way can lead to misunderstanding; A reader realizes his incomprehension of reading. But he is lazy to read it from the beginning, that's why he goes on reading with hope to understand next information and gradually loses the interest because it is not interesting to read something obscure. These two cases give two opposite results; therefore, it is necessary to increase the number of exercises for perception of the text content. To what extent is this problem important? Many readers think: "so what if we don't understand it?" – "what is written is what you read, what you know is what you understand". But what if an author describes other specific words and comparisons instead of those you think of? There are a lot examples not only scientific texts and concepts, but also simple oral phrases that give different meaning to the text. In fiction it is achieved with help of metaphors. Could you tell how it is difficult to enforced students to read works of various

authors? What should a reader do in case if sometimes a handful of writers can make some mistakes or use unsuitable expressions in their works? [7]. For instance, interpretation of text perception "the problem with choice of informative – directed point of view" is explained this way: in text content perception we notice informative and interpretative peculiarities. We haven't noticed in our experience that it is possible to materialize these features of content- meaning structure and, moreover, specific author's communicative purpose and give some exact connected with examples". Here a scientist puts "definition" word into feature category, but, in fact, the idea of the word "definition" is broader, therefore, it is interpreted that "features" is a sub constituent of "definition". Have you ever thought of reader's condition when he is reading completely unknown to him scientific articles? In practice scientific text could be unsustainable in terms of authors' feelings, and immediately a whole train of ideas exchanged to another one. So authors narrate about something, meanwhile a reader leap over lots of the sentences or stops reading [8]. Certainly, there are some problems that could be mentioned with readers' unawareness during reading. Is it positive in another way? Maybe, if you don't understand from the first time, you understand it from second time so is there a problem? No matter how but it is not so easy. Is there a problem of text perception in reality? Many readers answer "reading is perception. Does understanding not mean reading comprehension?" as for us, we haven't proved any possibilities for text misunderstanding. Whereby we are going to teach you 'How to understand'. And you will think as text author. Unfortunately, sometimes from habit of "we add known facts while we are reading", so you will break some perception rules after this course for some time and gradually understand content. It is known that we can name meaning priori clear, it is not necessary to prove or conclude text content. For instance, it is a well known fact for school students that the earth is a sphere [9]. There is no need to understand accurately such facts as about globe's extent, land and water amount or land area. Sometimes if there are a number of uncommon words in simple texts, it seems to be difficult to perceive it for some readers. For example, the used word "piori" in the text can be unknown to $\frac{3}{4}$ of high school graduates and students. In these situations a reader doesn't remember that he hadn't understood something in the text. He even wouldn't remember unappreciated text later, so would try to understand with his poor memory abilities. As it is shown in our investigation: Disability of text perception is not a reason fro disability to remember the text. Poor memory is considered as a main cause.

Finally, the first conclusion: all words and phrases must be familiar in order to remember and keep them in memory (but is not enough). To be clear, text meaning and expressions must be properly presented and pointedly correct. Let's say that we know all words and phrases. Is it possible to understand completely pure content? No, it is unattainable skill. You should be well-informed of particular subject to understand meaning clearly, besides, you must know subject's principles and features [10]. In other words, it is necessary to know familiar words and expressions thorough the context. Sometimes information can be presented in a unclear way for readers even some accustomed and simple words and phrases [11]. In such cases reader isn't conscious of own imperceptions or, doesn't think of imperceptions of familiar expressions. The second conclusion: to make it clear and make readers remember about text, content should be illegible. For instance, incomprehension of simple political – economical article can be attributed to lack of knowledge about inflation. After that, could readers understand accurately the text content if they are acknowledged with some expressions and collocations? Indeed, it is impossible because readers' mood influences on perception and text content. We are all probably acquainted to such phrases as "reel with great joy in instance", "have one's ears flapping" or "listen carefully and shake your head". Those moments perceive readers' attention and mood of written text. During reading grounding study not only narration, but also deep time included content, i.e. his view on existence. Many psychologists have written about this phenomenon in various studies. In this submitted course there are given some psychological exercises how to be independent from low mood or indirect passive outlook. According to graduates, held mindset training made much difference to their readability [12]. The third conclusion: it is necessary to build psychological preparation before reading to make it clear and remember about text. How to remember for the first period of time was described above earlier. Then, to the question about complete text perception there is another factor – we answer that thinking tendency must be productional. It means that thinking tendency must be quick (not distract readers attention) and logical (though usage of abstract concepts). At last, the forth conclusion: in order to understand everything and remember it, thinking tendency should be productional. There is some advice how to increase level of text perception: According to the first conclusion: in the future you should make a thesaurus (concept vocabulary) for texts and appropriate topics. According to the second conclusion: to understand text deeply you should try to read more scientific magazines and newspapers.

According to the third conclusion: you should make psychological preparation beforehand. According to the fourth conclusion: you should read the story to the end. First of all, let's deal about terms. To be more exact, it is not real not to understand the text content at all. Certainly, if reader thinks of other issues during reading and words seem to be unfamiliar, there is nothing to say about text perception and incomprehension, because there aren't any conditions for understanding. No matter how, if a reader tries even a bit, he will understand it. In this case there is only a question how to understand (what position and outlook) [13]. The reader can understand the text without agreeing with the author, or agree with him. Consequently, in process of reading we are able to perceive all useful thoughts. In this case, we divide perception into two branches: author and reader's comprehension. Authenticity of reader perception could be right or wrong (it doesn't relate to fiction, because there only author's view is taken). The author's explanation could either right, or wrong. As the result, there appeared three questions: How is to learn to understand the author? What are negative effects of misunderstanding? What should you do to get rid of incomprehension and understand in a right way? The answer to the first question will appear at the end of the course. The answer to the third "unfortunately, you are not able to do to something. Because there are no ways!" we have to say. Therefore, you should attempt to read more such authors' works in order to face similar problems. Now let's try to find out the answer to the second question. Famous Gudvin's brilliant city, Kingdom of Distorted Mirrors and Alice's Wonderland are all examples of thinking abilities, more properly, example of thought system and basis. They were refused from the previous era and in another time like exchanged lost valuable counter intuitive facts. We ought not to blame somebody for it. Because people tend to be babes in the wood (there are no words about hypnosis). Forcing yourself to read is another strong way. The more pleasing text content seems to be, the more you tend to believe in it [14]. Now imagine if you were an author, and you hadn't understood clearly. Namely, wrong perception is figured in your memory. Therefore, reading next part of the text, you bear on incorrect authenticity, excluding author's true. Moreover, your incorrect position entrenches itself forward ahead [15]. Mildly speaking, once mistaken, the whole lives suffer. People could estimate as false thinker. Reasons of text incomprehension: Lack of appropriate extent of word thesaurus and vocabulary in active memory brain part thesaurus is all related words, definitions, phrases, visual images and other summaries. Lack of knowledge in exact appropriate text or newspaper

article. Disability to master objective and logical operations. Lack of experience in defining important words or word collocations for the text. Lack of skills to separate moderate words or phrases (that don't change text content) Disability to build memorable ideas. Also there refer these reasons for poor perception or incomprehension of the text: disability to join blocks of information on a massive scale; lack of capacity to mental agility; unwillingness; disinterest; difficulties in perception of reading tendency; difficulties in comprehension awareness.

3. Conclusion

Idea is the main thing to get meaning [16]. It is common and simple tendency to have it perceived. It is bound to readers' interest and willingness. It causes pleasant emotions. Reading brings you joy.

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