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UDC 31

STRUCTURAL ANALYSIS OF AGE PECULIARITIES
IN FICTION LITERATURE READING MOTIVATION OF TEENAGERS

SUMMARY. This paper is devoted to analysis of age peculiarities of reading motivation of students in secondary school. Based on materials of the sociological research with 3056 students of the 5-9th grades of Moscow schools the analysis of influences of gender, age and social stratification factors on the motives stating choice of literary works by students is carried out. With the help of the factorial analysis the main motivational dominants of literary works choice by students of the 5th, 7th, 9th grades are allocated. The results of the research can be used in work on development of literary interests of school students.

KEY WORDS. Teenager, art interests, literature preferences, reading motivation.

In one of our previous publications, devoted to the peculiarities of teenagers' preferences in literature, we partially touched upon the issue of reading motivation [1]. In the work on the basis of the sociological survey that polled 3056 students of Moscow schools, the most significant motives inducing students to refer to reading fiction were ascertained. Furthermore, the main differences in fiction reading motivation among boys and girls were established. The age-specific dynamics of reading motivation changes from the 5th to the 9th grade was also characterized. Moreover, the comparison of the peculiarities of reading motivation among children with different degrees of academic progress was under particular consideration. The comparison was made by contrasting the answers of A-level and C-level students.

The distribution of the answers made by different subselections of students to the question: "What made you read the works that you stated to be your favorite?" is given in Table 1.

Obviously, the question of reading motivation is crucial not only for understanding specificity of students' literary interests, but also for considering fiction reading as a particular activity. In this regard it is of interest to contrast teenagers' literary preferences (at the sociological level the works that are mentioned by respondents as favorite are regarded a valid indicator [2-7]) with the motives that actually determine the choice of the liked works. We note that in this case when we bring the choice of the favorite literary work into correlation with the motivation that explains this choice, we are faced with the phenomenon of *objectification* of reader's artistic needs in a particular literary text. In other words, we define that domain of *personal meanings* that actually substantiates the character (nature, pattern) of positive aesthetic evaluation of literary work by the reader. That is to say, the semantic (meaning) link, that is found in the question domain: "I like it because…" — characterizes the evaluative stance of the reader.

Table 1

Secondary school students' motivation of choice of the preferred literary works
(% of the number of the respondents)

Motive	Average	Girls	Boys	5th grade	6th grade	7th grade	8th grade	9th grade	A-level students	C-level students
These works are famous and I must be familiar with them	19,9	16,3	23,7	18,5	17,5	20,4	20,3	23,6	17,3	21,7
In the behavior of characters I recognize my own traits	17,7	18,8	16,6	17,2	22,5	18,4	15,8	13,4	18,4	15,3
In the works I learn a lot of new things about human relationships and the way one can behave in different situations	34,5	38,8	29,9	34,0	36,9	33,9	34,2	33,2	34,8	29,9
I'm concerned about the topic of the work	15,8	15,7	15,9	13,8	17,4	14,3	16,4	17,3	15,8	16,9
I think that these works possess very distinct literary value	15,3	15,0	15,7	15,4	14,4	16,2	13,3	17,3	15,5	14,8
My family likes these works	4,5	2,9	6,3	5,4	6,6	4,0	3,5	2,5	3,4	4,2
I like the characters of these works	34,4	32,9	35,9	41,6	39,2	31,4	33,4	23,8	39,4	33,9
These works rouse strong emotional experiences	14,7	21,5	7,3	11,1	15,1	15,3	15,8	16,9	18,8	7,1
The behavior of characters may serve me as an example	14,5	13,9	15,1	17,6	12,1	14,3	14,1	14,2	15,9	13,8
My parents recommended me these works	5,9	5,2	6,6	8,6	5,7	5,4	5,5	3,5	6,0	5,6
These works help me escape from daily problems	18,3	19,3	17,3	18,5	15,7	19,7	18,9	19,2	19,0	16,4
These works are popular among my friends	6,8	6,2	7,4	5,5	6,9	6,2	6,8	9,0	5,1	11,6
These works are included into the school curriculum	12,5	13,1	11,8	11,2	11,8	13,2	14,6	12,1	9,1	17,7
I like the works of this author	13,2	13,8	12,6	14,1	12,5	12,1	12,9	14,8	14,1	14,3
I like the works of this genre	22,5	19,5	25,9	18,9	22,3	21,9	25,4	25,3	24,8	18,5
I like the literary style (composition) of these works	12,0	12,2	11,8	9,3	9,3	10,1	15,6	17,5	13,7	11,1

Since in our survey along with the question about reading motivation the open question about the respondents' favorite literary works was also put, we obtained quite a representative material to ascertain the literary works rating among students of different age parallels. The frequency lists of literary works mentioned by students allow us to carry out the analysis of the structural peculiarities of reading motivation in the above specified area. The analysis is related to the correlation between the motives of choice and the particular literary works. We will dwell on three issues. First of all, in several examples we will consider the age-specific peculiarities of changes in motivation of reading particular works of fiction. Secondly, with the help of the factorial analysis we will determine the structural peculiarities of motivation connected with the reasoning of the liked literary works choice among students of the 5th, 7th and 9th grades. Thirdly, we will touch upon the issue of the main types of literary preferences at different stages of teenager age; preferences that are formed under the influence of different social institutions — primarily of school and family.

1. *Comparison of age peculiarities of reasoning the particular literary works choice by secondary school students.* In this section on a number of examples we will illustrate the specificity of age peculiarities of reasoning the particular literary works choice by secondary school students. Moreover, we will consider the motivation of choosing the works that are not included in the school curriculum (or recommended for extracurricular reading) as well as those included.

• *J. Rowling: the series of novels about Harry Potter. The distribution of the motives of reasoning to choose this work as favorite is represented in Figure 1 (p. 20).*

The illustrated data allow to determine several quite distinctly expressed motivational dominants. At that we notice that from the 5th to the 9th grade, the significance of the following two motives consistently decreases: "I like the characters of these works" and the work's fame ("I must be familiar with it"). At the same time we observe consistent growth of: fixation of relaxation aspects ("These works help me escape from daily problems"); the role of peers ("the works are popular among friends"); the topic touched upon ("I like the topic of these works"). We shall add that at the turn of the 7th grade there is the increase of the significance at choosing the novels about Harry Potter and the number of references to the genre specificity.

• *A. Dumas, "Three Musketeers". The distribution of the motives of reasoning to choose this work as favorite is represented in Figure 2 (p. 21).*

We see that the motives to prefer this work significantly differ from those of choosing the novels about Harry Potter. Moreover, the main difference consists in the fact that at different age stages there appear different motivational dominants. Thus, in the 5th grade motivation is determined by the significance of family opinions — "my parents recommended me these works", "my family likes these works". In the 7th grade obviously the priority is given to learning motivation — "in the works I learn a lot of new things about human relationships and the way one can behave in different situations", and also attraction of the characters — "I like the characters of these works". Finally in the 9th grade the dominants are represented by normative and evaluative judgments — "these works are famous and I must be familiar with them", "I think that these works possess very distinct literary value".

%

reasons of choice

These works are famous and I must be familiar with them. — 25.8; 18.3; 14.8

In the behaviour of characters I recognize my own traits. — 18.3; 10.6; 11.1

In the works I learn a lot of new things about human relationships and the way one can behave in different situations. — 33.3; 28.8; 25.0

I'm concerned about the topic of the work. — 22.2; 13.6; 11.7

I think that these works possess very distinct literary value. — 18.5; 10.6; 8.3

My family likes these works. — 6.7; 4.5; 0.0

I like the characters of these works. — 51.5; 46.7; 40.7

These works rouse strong emotional experiences — 16.7; 15.0; 13.6; 12.1; 11.1

The behaviour of characters may serve me as the example — 7.6; 3.7

My parents recommended me these works. — 3.7; 1.7; 3.7

These works help me to escape from daily problems — 29.6; 25.0; 21.2

These works are popular among my friends. — 22.2; 9.1; 3.3

These works are included into the school curriculum. — 10.0; 7.4; 3.0

I like the works of this author. — 30.3; 11.1; 10.0; 3.3

I like the works of this genre. — 45.0; 40.7

I like the literary style (composition) of these works. — 11.1; 6.7; 4.5
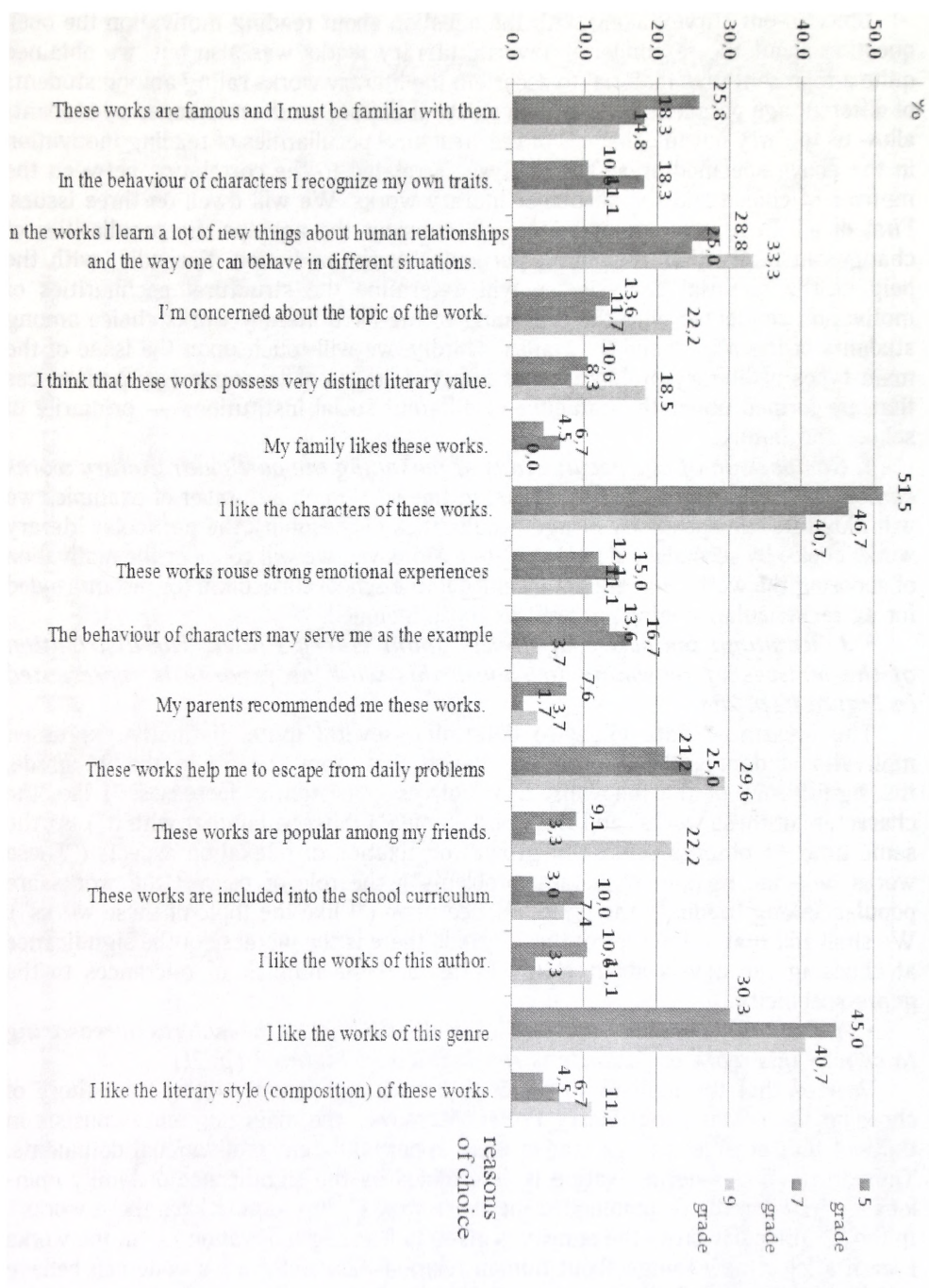
5 grade   7 grade   9 grade

Figure 2. The distribution of the motives that reason the choice of the Dumas' novel "Three musketeers" among students of the 5th, 7th and 9th grades (%).
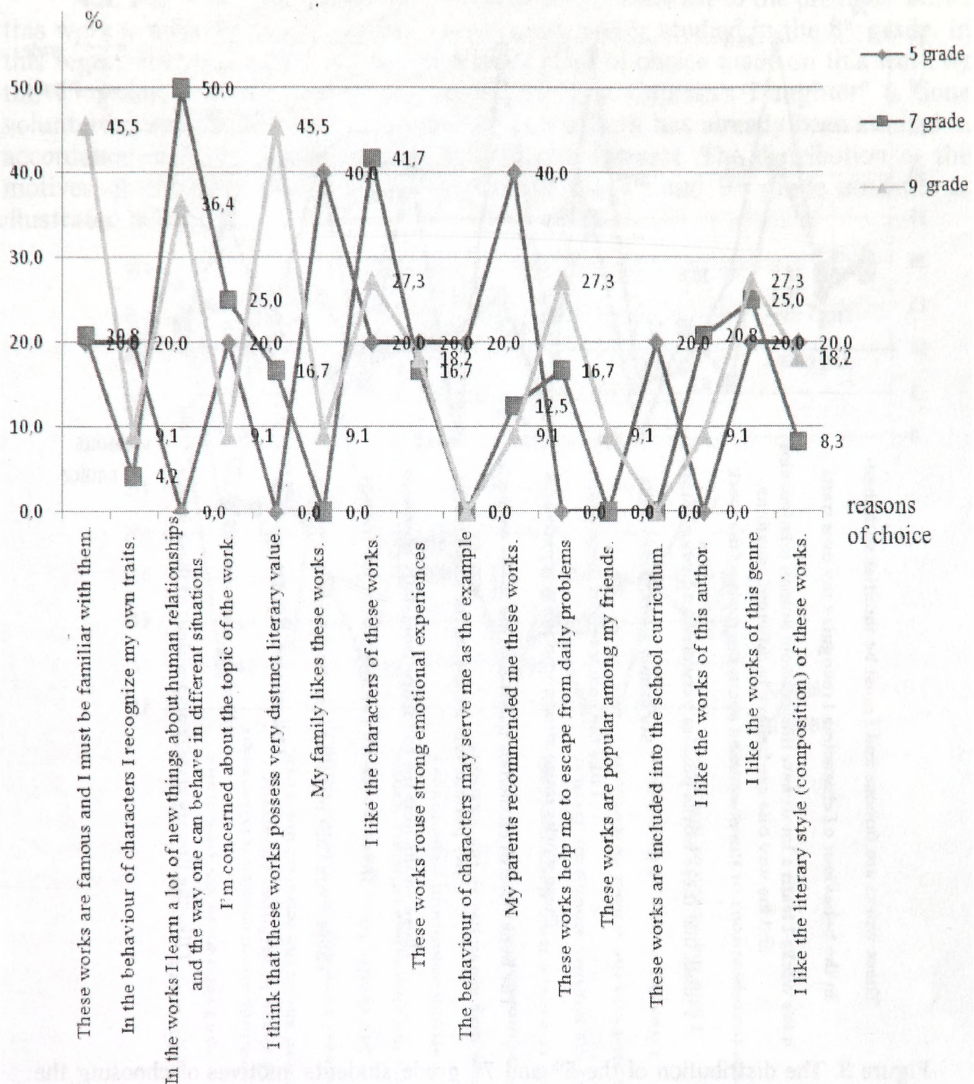
Figure 1. The distribution of the motives that reason the choice
of the novels about Harry Potter among students of the 5th, 7th and 9th grades
(% of those who answered the question)

• **D. Defoe «Robinson Crusoe».** The distribution of the motives of 5th-7th grade students to choose this work is given in Figure 3.
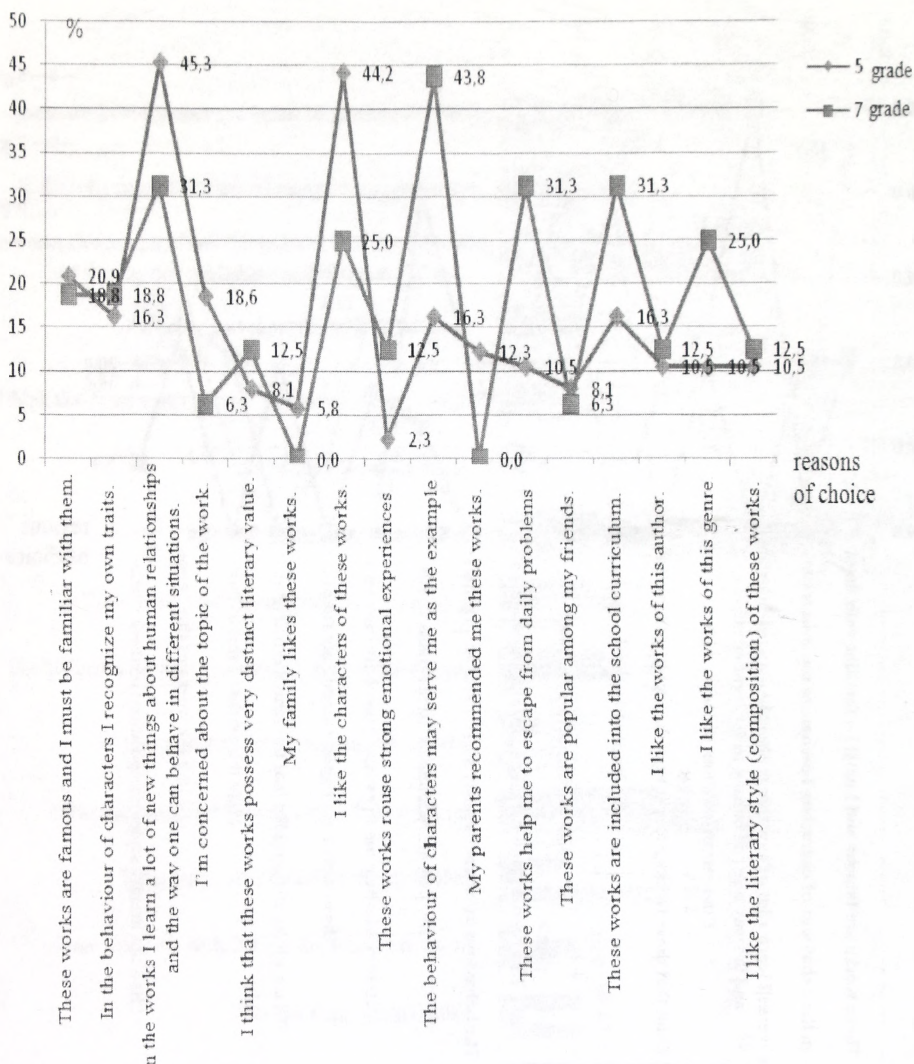
Figure 3. The distribution of the 5th and 7th grade students' motives of choosing the D. Defoe's novel "Robinson Crusoe" (%)

The illustrated data are quite demonstrative as they allow to point out an obvious change of motivational dominants that substantiate the choice of literary preferences at the transition from the junior adolescent age (5th grade) to the senior one (7th grade). If dealing with the 5th grade we witness the domination of learning motivation ("in the works I learn a lot of new things about human relationships and the way one can behave in different situations"), in the case of the 7th grade a wide complex of motives is actualized, i.e. the search of ideals or behavior patterns ("the behavior of characters may serve me as the example), relaxation aspects ("these works help me escape from daily problems"), normative features that determine a reading scope ("the inclusion of the work into the curriculum") and finally, the genre specificity ("I like the works of this genre").

• ***A.S. Pushkin "The Captain's Daughter".*** In contrast to the previous works this work is included in the literature curriculum and is studied in the 8th grade. In this regard the comparison between the motivation of choice made on this work by the 7th grade students (when the reading of "The Captain's Daughter" is done voluntarily) and the 9th grade students (when the work has already been studied in accordance with the curriculum) is of particular interest. The distribution of the motives of choosing this work as favorite by the 7th and 9th grade students is illustrated below.
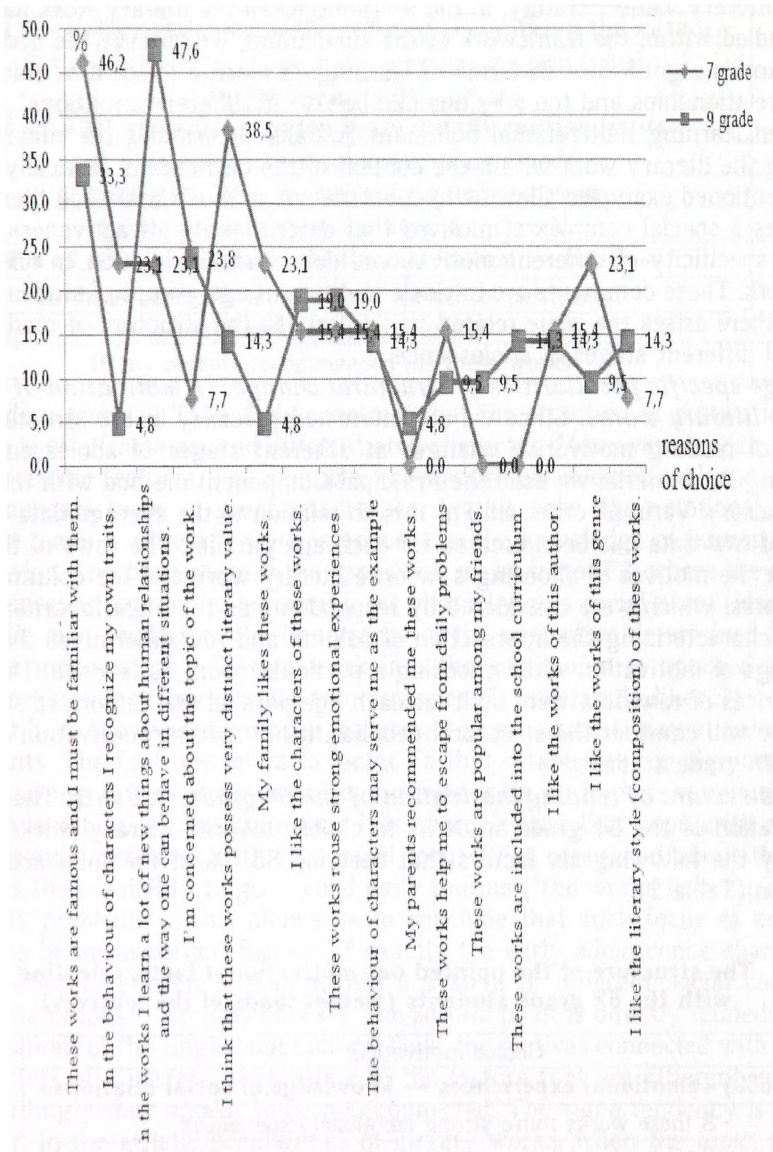

Figure 4. The distribution of the motives of choosing A.S. Pushkin's novel "The Captain's Daughter" by the 7th and 9th grade students (%)

Referring to the illustrated data, we can emphasize three points. First, in the present case in contrast to the motives substantiating the choice of favorite works read outside the school curriculum ("Harry Potter", "The Three Musceteers" and "Robinson Crusoe") we register much less motivational dominants which signifies greater definiteness of the substantiation of the favorite work choice. Secondly, in the 7th grade in the case when the scheduled literature is read in advance, the basic motives for this are normative and evaluative judgments: "these works are famous and I must be familiar with them", "I think that these works possess very distinct literary value". Thirdly, in the 9th grade when the literary work has already been studied within the framework of the curriculum, we observe the accentuation of the work's significance in terms of learning: "I learn a lot of new things about human relationships and the way one can behave in different situations". This well expressed learning motivational dominant actually determines the main effect of studying the literary work within the context of the curriculum. Basically, the four abovementioned examples allow us to conclude not so much that each literary work actualizes a special complex of motives that determine its attractiveness, but that there is specificity of different motivational dominants in relation to one and the same work. These dominants are intrinsic to different age groups of students. In this respect there arises the issue related particularly to the structure of reading motivation at different stages of adolescence.

2. *Age-specific peculiarities of structural changes in motivation of choosing favorite literary works*. Since we are interested precisely in the structural peculiarities of reading motivation changes at different stages of adolescence, when processing the material we used the Principal Component method with the rotation at the Kaiser's Varimax criterion. For this, in relation to the average data the initial matrix of raw data has been created for each age parallel. The rows of the matrix stand for the motives of choosing a favorite literary work and the columns signify those works, which were considered by respondents as the most favorite. The matrix cell characterizing the intersection of column and row determines the average percentage of motivation when choosing a particular work as favorite. These average matrices of raw data were built for each age parallel and factorized separately. Below we will consider the structural peculiarities of reading motivation of the 5th, 7th and 9th grade students.

The structure of reading motivation of the 5th grade students. The structure of motivation of the 5th grade students to choose favorite literary works is determined by the following six factors that describe 85.7% of the total accumulated dispersion (Table 2).

Table 2

The structure of the pointed out motivational factors dealing with the 5th grade students (weight loads of the motives)

Choice motivation	Weight
F1 (23,6%) «emotional experiences — knowledge of social relations»	
8 these works rouse strong emotional experiences	.72
3 in the works I learn a lot of new things about human relationships and the way one can behave in different situations	-.94
F 2 (18,8%) «norms — genre»	

The end of Table 1

1 these works are famous and I must be familiar with them	.81
5 I think that these works possess very distinct literary value	.64
15 I like the works of this genre	-.86
F 3 (15,2%) «attractive character — hero as personal model»	
7 I like the characters of these works	.84
16 I like the literary style of this works	-.82
9 the behavior of characters may serve me as the example	-.62
F 4 (11,9%) «identification with a character — liking the author»	
2 in the behavior of characters I recognize my own traits	.94
14 I like the works of this author	-.67
F 5 (8,5%) «friends — going beyond daily routine limits»	
12 these works are popular among my friends	-.88
11 these works help me escape from daily problems	-.65
4 I'm concerned about the topic of the work	-.60
F 6 (7,8%) «inclusion into the curriculum — family»	
13 these works are included into the school curriculum	.60
6 my family likes these works	-.93
10 my parents recommended me these works	-.70

The data given in Table 2 demonstrate that the structure of motivation in the 5th grade is of a fractional and differentiated character. Moreover, we can point out several peculiar features. For example, the opposition of emotional and cognitive aspects appears to be of great importance. In this case, the emotional response arising at reading a literary work is opposed to the knowledge of human relations and behavior. Another feature is the opposition set by factor F3, where the character attractiveness is opposed to perceiving the character as a social norm (ideal), a role model. We also emphasize the importance of the opposition determined by factor F6 where inclusion of a literary work into the curriculum is opposed to family positive evaluations ("my parents recommended...", "my family likes...").

Apart from the three mentioned features, it is important to pay attention to two more points. The first one refers to factor F5 that establishes the significance of a work according to the preferences among friends as an important criterion of its positive evaluation. At the same time it is characteristic that popularity of a work among friends correlates with its topical focus ('I'm concerned about the topic") as well as the possibility to go beyond daily routine ("the works help me to escape from daily problems"). This allows us to conclude that such focus of motivation appears to be an important feature of exactly the early adolescence characterized by the desire to present oneself within a system of different social coordinates ("Me in the proposed circumstances"). The second point is directly related to "overt fragmentation" of the singled out factors. Thus, the motives connected with attitudes to characters of a literary work relate to the factors that are different in content, and accordingly they appear to be non-connected. The same tendency is observed in relation to the artistic peculiarities of literary works, when the topic, style and other literary characteristics appear to be non-connected and relate to different factors as well.

The structure of reading motivation of the 7th grade students. The structure of motivation of the 7th grade students to choose favorite literary works is determined by the five factors that describe 66.7% of the total accumulated dispersion (Table 3).

Table 3

The structure of the pointed out motivational factors dealing with the 7th grade students (weight loads of the motives)

Choice motivation	Weight
F1 (21.3%) «family — friends»	
6 My family likes these works	.77
10 My parents recommended me these works	.58
4 I'm concerned about the topic of the work	-.81
12 These works are popular among my friends	-.66
F 2 (13.5%) «identification with a character as a personal model»	
9 The behavior of characters may serve me as the example	-.87
2 In the behavior of characters I recognize my own traits	-.73
F 3 (12.1%) «attractiveness of characters — normative orientation»	
7 I like the characters of these works	.83
1 These works are famous and I must be familiar with them	-.77
F 4 (11.5%) « escape from daily routine, genre, — cognitive effect»	
15 I like the works of this genre	.62
11 These works help me escape from daily problems	.56
3 I learn a lot of new things about human relationships and the way one can behave in different situations	-.83
13 These works are included into the school curriculum	-.67
F 5 (9.2%) «literary value — emotional response»	
5 I think that these works possess very distinct literary value	.66
14 I like the works of this author	.56
8 These works rouse strong emotional experiences	-.79

In contrast to the 5th grade the structure of reasoning the favorite books choice by the 7th grade students has undergone essential changes. We shall note the most significant ones from our point of view. Thus, the opposition "family-friends" given in the first bipolar factor F1 is worth considering. It should be noted that in the 5th grade the axiological (value-specific) choice of a literary work is motivated by the opposition of opinions of family environment and the inclusion of the work into the school curriculum (Table 2, Factor 6). In the 7th grade it's important not so much that the friends' opinions and the work's topic well correlate (in the 5th grade "opinions of friends" correlated with "going beyond daily routine" — Table 2, Factor 5) as that also these points are opposed to the influence of family environment. It is possible to illustrate this in the following scheme (Figure 5).
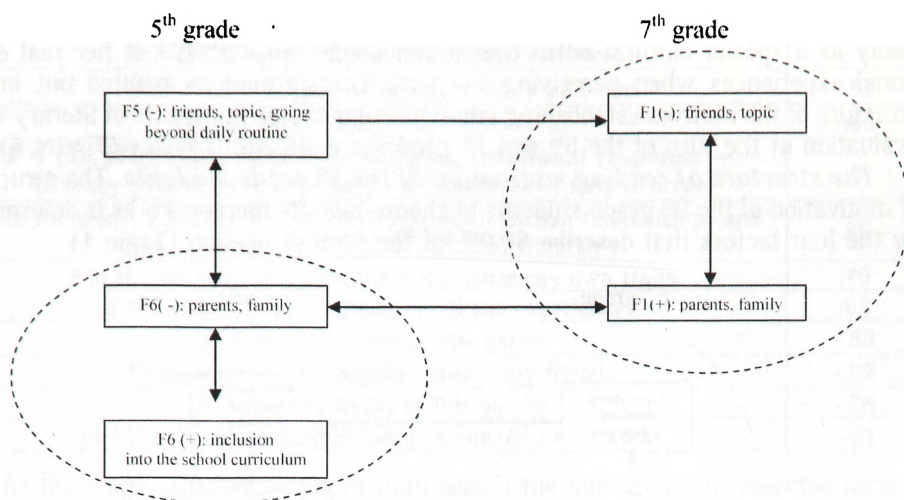
Figure 5. Structural changes of influence of the motives connected
with "curriculum requirements", "a family role" and "friends' opinions"
at choosing favorite literary works at the turn of the 5th and 7th grades

Another point concerns the appearance of clear connections between different aspects that characterize the characters' behavior. (Factor 2), when identification with the character ("I recognize my own traits") gets connected with perceiving the character as the personal model ("it may serve me as the example"). In other words, at the turn of the 7th grade in the motivation structure of a teenager we observe the phenomenon of correlation between identification with the character and perceiving him or her as the personal ideal distinctly manifests.

At last, quite characteristic changes referring to emotional and cognitive aspects of motivation have taken place. Thus, if in the 5th grade we witness a clear opposition between the reference to "strong emotional experiences" and the cognitive value of literary work ("I learn a lot of new things about human relationships"), which was actually determined by the most powerful factor F1 in the case with the 5th grade students, in the 7th grade emotional experiences and the cognitive value of the works are not already opposed, but instead, they relate to different factors — F5 and F4 (Table 3). Moreover, the cognitive value of the works in the case with the 7th grade students apparently correlates with the inclusion of the work into the curriculum. (Table 3, F4). Accordingly, we see that during the study of the literary work in the context of school activity the work's cognitive aspect begins to prevail, and the motivation of reading the literary work in the context of the literature course is obviously opposed to the motivation that determines the choice of a favorite literary work outside the curriculum: "it helps to escape from daily problems", "I like the works of this author" (Table 3, F4).

Furthermore, the structural transformation of motives that is connected with the emotional component is also typical. Thus, if in the 5th grade feelings are opposed to the cognitive effect (Table 2, F1), dealing with the 7th grade we observe the opposition between undergoing strong emotional experiences and the work's literary value (Table 3, F5). We should underline that in this case we establish an important

point, when the value of the literary work starts being taken by a teenager formally as a special cultural norm that is not connected with his or her real emotional experiences when perceiving the text. Transformations pointed out in the structure of the motives establishing emotional and cognitive aspects of literary work evaluation at the turn of the 5th and 7th grades are illustrated below (Figure 6).

The structure of reading motivation of the 9th grade students. The structure of motivation of the 9th grade students to choose favorite literary works is determined by the four factors that describe 80.0% of the total dispersion (Table 4).
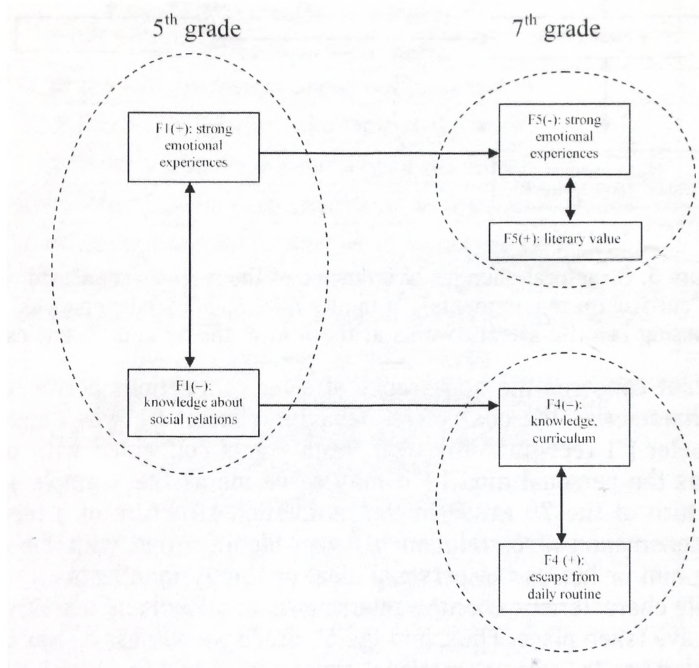

Figure 6. Structural changes of the influence of the motives connected with emotional and cognitive evaluation of the literary work at the turn of the 5th and 7th grades

Table 4

The structure of the motivational factors pointed out in the case with the 9th grade students (weight loads of the motives)

Choice motivation	Weight
F 1(32.9%) «school curriculum, formation of ideals»	
9 the behavior of the characters may serve me as the example	-.93
13 these works are included into the school curriculum	-.70
F 2 (21.2%) «family, maintenance of cultural models — topic»	
6 my family likes these works	.88
10 my parents recommended me these topics	0,86
1 these works are famous and I must be familiar with them	.69
5 I think that these works possess very distinct literary value	.65
4 I'm concerned about the topic of the works	-.61

F 3 (14.6%) «escape from daily routine»	
11these works help me escape from daily problems	-.87
7 I like the characters of these works	-.86
F 4 (10.9%) «identification, learning, emotional response — **literary evaluation, popularity in adolescent subculture»**	
3 In the works I learn a lot of new things about human relationships and the way one can behave in different situations	.85
2 in the behavior of characters I recognize my own traits	.79
8 these works rouse strong emotional experiences	.63
15 I like the works of this genre	-.83
12 these works are popular among my friends	-.82
14 I like the works of this author	-.78
16 I like the literary style (composition) of these works	-.63

At the stage of finishing junior high school the number of the selected factors has consistently reduced from six in the 5th grade to four in the 9th grade. At that, the structural changes, in our view, are quite rich in content. Thus, factor F1 characterizes the motivation if choosing a literary work in connection to its inclusion into the school curriculum. Note that this inclusion highly correlates with the evaluation of characters as personal models ("the behavior of characters may serve me as the example"). In other words, here we observe the establishment of connection between a personal ideal (role model) and the study of a literary work within the framework of the curriculum. This allows us to conclude that the main motivational and target guideline of studying literature in the 9th grade is connected precisely with the formation of personal ideals.

We note that in this case we witness manifestation of quite peculiar age-specific logics of change of students' attitude to the literary works included into the curriculum. At the starting point of studying in the secondary school (5th grade) the literary work's inclusion into the curriculum is apparently opposed to the family reading circle (Table 3, F6) and in the 7th grade at evaluation of a literary work studied in the context of the curriculum, the emphasis is made on the work's cognitive effect that is opposed to the escape from daily routine. In the case with the 9th grade the reasoning for attractiveness of the work studied at school is established from the point of correspondence between literary characters and students' personal ideals (Table 4, F4). This age-specific dynamics of transformation of the motives determining preferences of literary works included into the curriculum can be illustrated in the following way (Figure 7).

Apart from the abovementioned age-specific logics of changes of motivational and target guidelines in school activity, it is also important to pay attention to the growth of significance of the work's inclusion into the curriculum in the general structure of adolescents' motivation to choose their favorite works. So, if the contribution of the work's "conformity with the curriculum" into the total accumulated dispersion in the 5th grade makes up only 7.8% and in the 7th grade — 7-11.5%, in the case with the 9th grade the factor of "conformity with the curriculum" obviously dominates and is already 32.9% from the total accumulated dispersion in the structure of the motives.
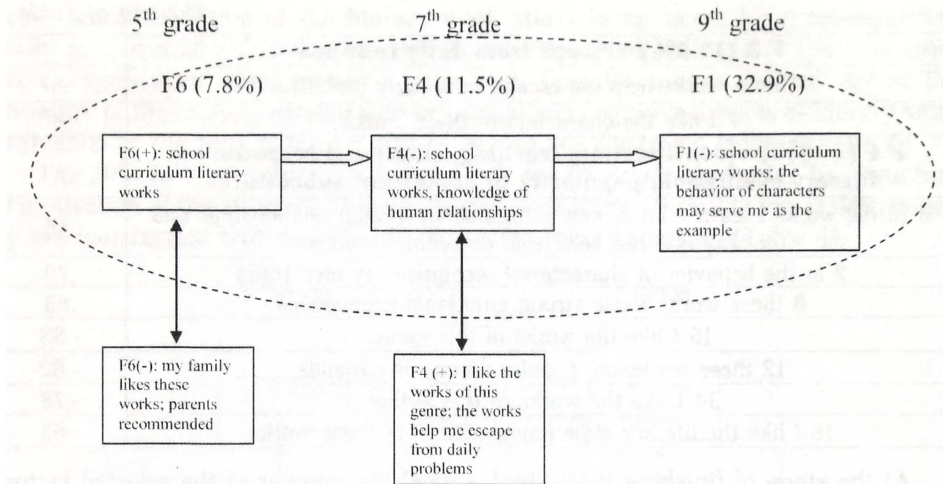
Figure 7. Age-specific dynamics of structural changes of the motives of choosing the literary works included in the curriculum at different stages of studying at school (5th, 7th and 9th grades)

We find the structural changes established by factor F2 that characterizes motivation of the favorite literary work choice under the family circle influence quite demonstrative (Table 4, F4). It should pointed out that the family influence at this age stage correlates with requirements to comply with cultural models ("I must be familiar with this work", "the work possess very distinct literary value"). This proves the fact that at stage of finishing junior high school exactly the family appears to be that social institution that is oriented to the maintenance of correspondence between teenager's literary preferences and a cultural norm.

In our view, in this case as well as dealing with the analysis of the work's inclusion into the curriculum, we find it also important to analyze age-specific dynamics of change of the significance of family influence on adolescents' literary preferences. Thus, if at reasoning the choice of favorite works in the 5th grade we observe the opposition between family's literary preferences and recommendations and the curriculum requirements (Table 2, F6), in the case with the 7th grade the opinion of a family circle is obviously opposed to the friends' opinion — age-specific norms of adolescent subculture. (Table 3, F1). The structural changes in the 9th grade concern the substantial features of parents' social position in the motivation of favorite works choice and they correlate with the necessity to maintain the cultural norm and the teenager's orientation towards value significance of a work (Table 4, F2).

In other words, if in the 5th and 7th grades it was enough to refer to the parental authority at explaining the favorite work choice, in the case with the 9th grade students the position of parents already requires full substantiation (it relates to "popularity of the work", its "literary value", "necessity to familiarize with it". This implies the conclusion that the role of the family in the formation of the adolescent's literary preferences at the stage of completing junior high school is determined, firstly, by the maintenance of the significance and value of the common cultural models. The age-specific dynamics of the change of family influence on the reasoning of students' literary preferences is represented in Figure 8.
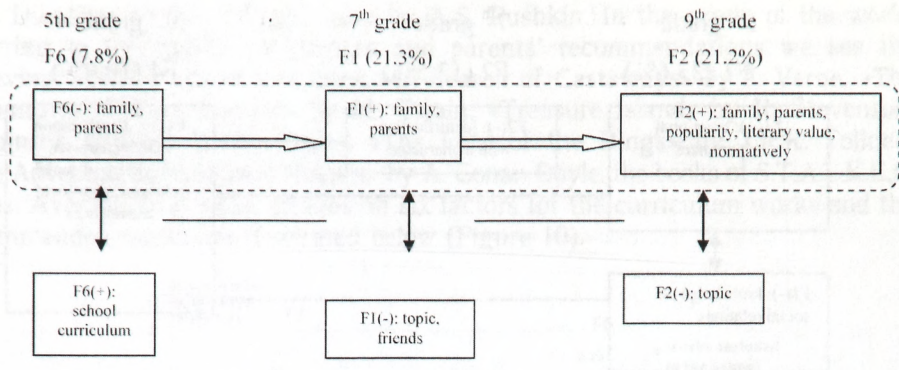
Figure 8. The age-specific dynamics of structural changes of the motivation to choose literary works under the family influence at different stages of studying in secondary school (5th, 7th and 9th grades)

The third factor F3 determining the reading motivation in "the spare time" is worth paying attention to. It is quite simple in its structure and it determines overt signs of the relaxation component, which is connected with the opportunity to get distracted from daily problems. As we see (Table 4, F3), this escape from daily routine deeply correlates with the attractiveness of the literary characters.

Finally, factor F4 is the most interesting from the psychological point of view (Table 4, F4). In its interpretation we should take into especial consideration its positive pole F4(+), where there is the connection of cognitive components ("I learn a lot of new things about human relationships and the way one can behave"), emotional components ("it rouses strong emotional experiences") and identificational ("in the behavior of characters I recognize my own traits"). In this case we witness a quite psychologically complex motivational structure, that substantiates the teenager's choice of his or her favorite literary work. Note that the process of its formation at different stages of adolescence is characterized by quite essential transformations: from overt opposition of learning and cognitive aspects in the 5th grade (Table 2, F1) to the connection of the identificational mechanisms with the ideals in the 7th grade (Table 3, F4), finishing with the complexity that, it is worth repeating, combines the cognitive, emotional and identificational aspects in the 9th grade (Table 4, F4). The age dynamics of these transformations is shown in the following scheme (Figure 9).

In addition, the negative pole of this bipolar factor is also worth considering. It establishes correlation of the aspects like the literary genre, literary style and belongingness of the work to the particular author. At that, this peculiar line of connection between literary criteria of the work evaluation appears to be obviously connected with its popularity in the friends circle. Apparently, we can speak here of the forming norms of literary work evaluation at this age stage. These norms are typical namely of adolescent culture. In general, factor F4 demonstrates a quite characteristic opposition of reasoning the motivation of the favorite literary work choice at the stage of junior high school completion: it is either subjective, or there is a personal significance of the work, orientation towards artistic norms (genre, style, author) of the adolescent culture.

5th grade

F1 (23.6%)

7th grade

F2 (13.5%)

9th grade

F4 (10.9%)

F1(+): emotional experiences

F2(-): identification with a character

F4(+): identification with a character, knowledge of social relations, emotional experiences
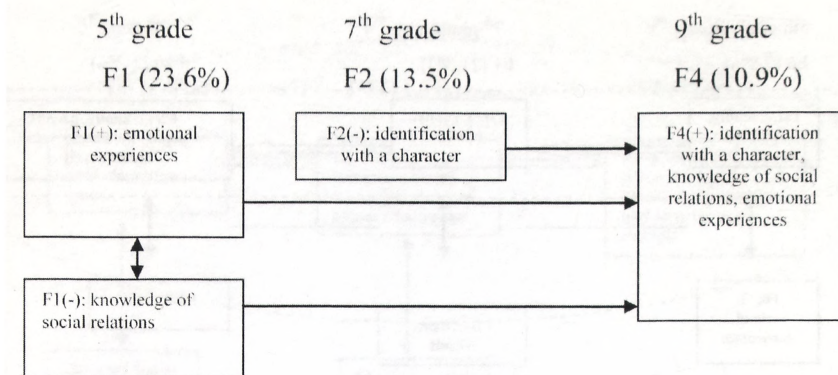
F1(-): knowledge of social relations

Figure 9. The age dynamics of the formation of the motivational complex that combine cognitive, emotional and identificational features of reasoning the favorite work choice

3. *Moving to the issue of the literary works types*. In the first section we have compared the peculiarities of reasoning the choice of several works among students of different age parallels of secondary school. Moreover, we have dwelled on the two points. The first one deals with differences in motives that substantiate the preferences of different literary works, and the other refers to the age dynamics of the change in motivation of choosing a particular work as favorite.

Furthermore, in the second section, with the help of the factor analysis we have defined common structural changes in motivation of favorite works choice having compared the factor structure of the 5th, 7th and 9th grade students' motives. Now we have come to the finishing stage of the analysis of the empirical material the purpose of which is pointing out the peculiarities of motivational structures connected with the choice of particular literary works that play an important role in adolescents' literary preferences (i.e. having high frequency of the students' responses to the open question about their favorite literature), as well as separate groups of works. The last point will actually allow us to characterize the specificity of different types of literary preferences at the core of which there are different motives.

The 5th grade. We should remind that in the 5th grade we have singled out the separate factor (F6) that determined the opposition of explaining the choice of the favorite literary work either by its inclusion into the curriculum, or by the influence of the family. We consider this opposition of the two social institutions (school and family) providing the translation of literary values quite essential. In general logics of sociocultural approach such opposition makes it possible to put a special question about the specificity of the forming motivation types that determine literary preferences which are created in the context of the curriculum, on the one hand, and in the course of family education, on the other hand.

To answer this question we will turn to the analysis of the average mean values on the axes of the factors pointed out in a group of literary works included into the school curriculum and those works the choice motivation of which was reasoned by parents' recommendations and the nearest family circle preferences. The following works mentioned by the 5th grade students are included into the group of literature curriculum works: "Mumu" by I.S. Turgenev, "The Prisoner of the Caucasus" by L.N. Tolstoy, «Children Underground» by V.G. Korolenko, «Evenings on a Farm

near Dikanka» by N.V. Gogol, tales by A.S. Pushkin. In the group of the works referring to the family preferences and parents' recommendations we see the following works: Russian folk tales, «In Search of Castaways» by J. Verne, «The Adventures of Tom Sawyer» by M. Twain, «Treasure Island» by R. Stevenson, «Robinson Crusoe» by D. Defoe, «The Lord of the Rings» by J.R.R. Tolkien, «The Adventures of Sherlock Holmes» by A. Conan Doyle, the books of S.T.A.L.K.E.R. series. Average total value profiles on six factors for the curriculum works and the recommended works are illustrated below (Figure 10).
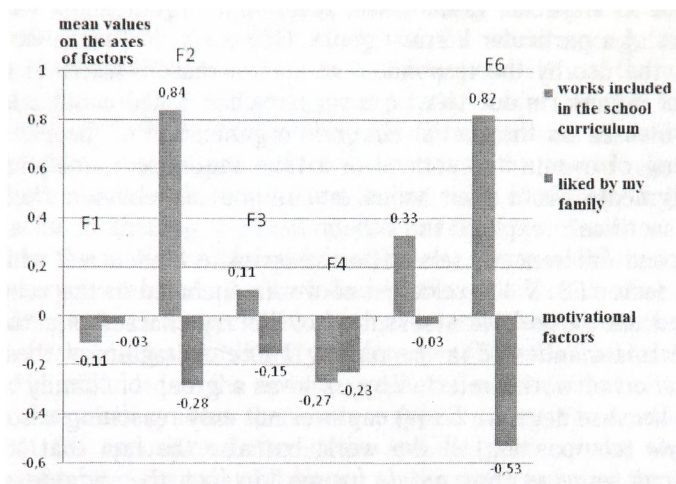

Figure 10. Average total value profiles on six factors in relation to the favorite works included into the school curriculum and the favorite works chosen under the influence of the family in the case with the 5th grade students (mean values on the axes of factors).
F1 "emotional experiences — knowledge of social relations";
F2 "normativity — genre";
F3 "attractiveness of the character — character as the personal model";
F4 "identification with the character — liking the author";
F5 "friends — going beyond daily routine";
F6 "inclusion into the school curriculum — family"

As we see from the illustration, values of factor F6 confirm the correctness of the selected works reference to the group of the program works (positive pole F6 (+)) and of those that were mentioned by respondents as their favorite by virtue of parents' recommendations and family preferences (negative pole F6 (-)).

The comparison of average profiles of the two groups of literary works allows us to note quite significant differences. The first difference is related to opposite evaluations on factor F2 where a positive pole establishes normative settings that substantiate the choice of favorite works included into the school curriculum ("these works are famous and I must be familiar with them" and "these works possess very distinct literary value"). For the works, the choice of which is connected with the family influence, a completely different motivation is characteristic in this case, i.e. the orientation towards the preference of the works of a particular genre.

It is easy to see that most of the works in the group "family" refer to the works of the adventure genre, and the main characters in them are teenagers ("In Search

of Castaways", "Treasure Island", "The Adventures of Tom Sawyer" and others). This suggests that the mechanism of self-identification with a character ("I am in the given circumstances") is an extremely important point when evaluating works of this genre by a teenager as favorite.

It should be emphasized that the very rationale for selecting favorite literary works because of the genre specifics is not simple and very superficial as it may seem at the first glance, but on the contrary, is of fundamental importance. It is essential to turn to the works of M.M. Bakhtin [1], where the concept of "chronotop" is introduced as a special, value-based, space-time organization, which determines the specifics of a particular literary genre. Obviously, in this sense it is necessary to consider the use by the respondent of such a reason, which is associated with the genre of a work. In our view, a teenager when asked about a favorite work is intuitively focused on the spatial-temporal organization of the plot — not just as the unfolding of events and actions in a time sequence, namely, as actions with special judgments about their value and norms of behavior: "honor", "dignity", "loyalty", "sacrifice", "exploit" and others.

The second difference is related to the opposite tendencies, which are fixed to the axis of factor F3. If the selection of works, included in the school curriculum, is associated with a positive assessment of literary characters according to factor F3 (+), which is manifested in the reason "I *like* characters of these works", then the justification of works, referred by us to as a group of "family", is constructed differently, because negative F3 (-) captures not only reasoning associated with the literary *style* (composition) of the work, but also the fact that "the behavior of characters can serve as an *example* for me." In fact, the negative evidence is not just about the positive evaluation of the character, but its relation to it as the ideal. In general, the trend, defined by the negative pole of factor F3 (-), meaningfully confirms trends noted above in the discussion of negative pole factor F2 (-), which captures the specific genre of the work. Thus, we can conclude that the family situation aims to motivate a teenage fifth-grader to read works that involve not only an opportunity of action in some situations, corresponding to the genre ("I am in the given circumstances"), but it is a perfectly set "self-image", which is realized by a character in *a personal action*.

And thirdly, it is important to note that the works included in the school curriculum, have sufficiently positive values, expressed in factor F5. Let us remind that factor F5 is unipolar and has negative weight loads. Reasons, that stand behind it are "popularity among friends", "to distract from daily problems", "significance of the topic of the work". The fact, that works from the program have the opposite positive values on the axis of this factor, testifies to their unpopularity among friends, lack of elements of relaxation, as well as the low value of the main topic of the works among students. In general, absence of such motivation in choosing a favorite book from the program indicates formal perception of a literary text that is included in the school curriculum in the course of literature. Let us put it in more detail: the results show that the literary works included in the school curriculum at the first stage of education in the primary school (grade 5) are not included as an important element in the subculture of young adolescents ("unpopular among friends"); the topic of the book is not touching ("do not care"); the literary text, becoming *academic*, loses the important features of the artistry associated with

the perception of it as *an imaginary reality* ("does not allow to escape from reality"), "goes down to earth".

7ᵗʰ grade. In contrast to grade 5, where the opposition of justifying the choice of the favorite work, was set by its inclusion in the school curriculum and family preferences (factor F6 with the fifth-graders), in the seventh grade there is a new powerful bipolar factor F1 (21.3% of contribution to the total accumulated dispersion), which fixes two opposite poles, determining the choice of favorite work (Table 3). As in the 5ᵗʰ grade one of the poles is connected with family preferences ("these works are valued in my family", "parents advized it"), the other is influenced by the norms of teenage subculture ("popularity of the work among friends"). For further analysis, it is also important to note that "the popularity of the work among friends" correlates with the emotional appeal of the subject matter of the work ("the topic is *exciting*"). Thus, in the 7ᵗʰ grade the opposition of values "family-friends" is of principal importance, which indicates at the special significance of teenage subculture at this age. In other words, the rules of teenage subculture are an important factor in shaping the reading preferences of adolescents.

In addition to the influence of family and peers, a special interest in forming adolescents' literary preferences is also found in the school curriculum. As shown above, in the 5ᵗʰ grade inclusion of works in the school curriculum points at a particular type of reasoning about literary preferences (Fig. 10). This line of analysis is appropriate to be expanded on the seventh grade. Let us recall, that in the structure of the motives of seventh graders there was a special factor F4 identified (11.5%), which pointed at the opposition between the specific genre of the work and the possibility to escape from everyday problems, on the one hand, and the inclusion of works in the school curriculum and its learning potential, on the other (Table 3).

Thus, the indicated factors F1 and F4 help to assess the impact of three culture transmission channels on the motivation of selecting favorite works by teenagers: the family, communication with peers, and schools. In this regard, it is of particular interest to allocate works in factors F1 and F4, named by the seventh graders as their favorite, in the space (Fig. 11).

Data shown in the figure can characterize the influence of three channels of socialization on the literary preferences of seventh graders: family, school, peers. So, we see that in quadrant II a cluster of literary works clearly stands out, the characteristic feature of which is reference to a genre of literature, where the main characters are teenagers, peers of the readers themselves («Treasure Island» and «In Search of Castaways»). Placing these works in quadrant III shows that their attractiveness is influenced by their parents (positive factor F1 (+)), as well as their learning potential (negative factor F4 (-)). We add that the two works are classic adventure novels, included in the list of works recommended by the school for independent reading, which also affects the negative axis factor F4 («program, learning effect»).

F 4 genre, escape from daily life

IV
2,5

2,0
Adventures of Sherlock Holmes

Lord of the Rings

F3(-) attractiveness of character, conformity to norms
1,5

F3(+) attractiveness of characters
Captain's Daughter

1,0
War and Peace

S.T.A.L.K.E.R.
Harry Potter
Master and Margarita

Subway 2033
0,5

Twilight
Adventures of Tom Sawyer

friends, topic
Dubrovskiy Robinson Crusoe   Dead Souls
F1 family

0,0
Headless Horseman

-2,0   -1,5   -1,0   -0,5   0,0   0,5   1,0   1,5   2,0   2,5

Eugene Onegin   Mu-Mu

-0,5

Taras Bulba
Treasure Island

F3(-) conformity with norms

M. Gorkiy, "Childhood"
F3(+) conformity with norms, real life characters, valuable

-1,0

Three Musketeers

Leo Tolstoy, "Childhood"
Evenings on a Farm near Dikanka

-1,5
In Search of the Castaways

Scarlet Sails
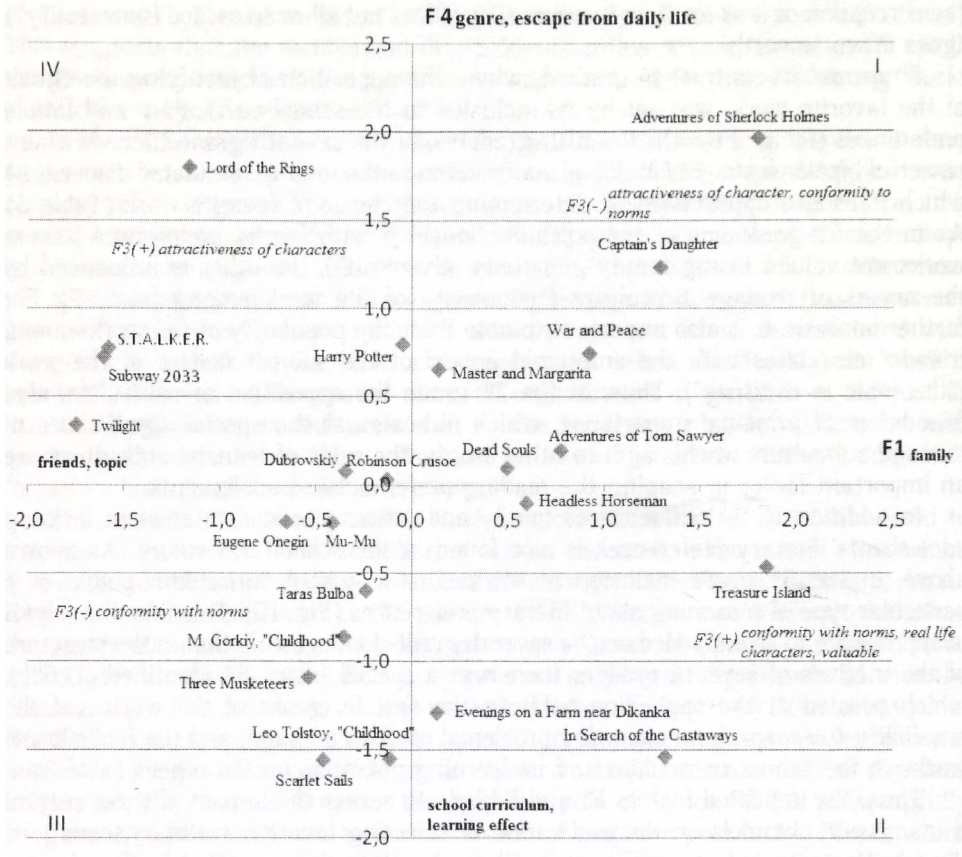
III
school curriculum, learning effect
II

-2,0

Fig. 11. Distribution of favorite literary works among seventh graders,
in the space of factors F1 «family-friends» and F4 «escape from everyday life,
genre — the curriculum, learning about human relations»

Another specific content is found when accessing quadrant I, where the total cluster contains works such as «The Adventures of Sherlock Holmes,» «The Captain's Daughter», «War and Peace» and «The Master and Margarita». The motivation in the choice of these works by seventh graders, on the one hand, is determined by the influence of the family (positive values of factor F1 (+)), and on the other — by the genre and an opportunity to distract from daily problems (positive values on the axis of factor F4 (+)). Note, that the above mentioned works included in the cluster, located in quadrant I, are in the curriculum. However, there must be a clarification made, significant, in our view. In fact, these works are not taught in the 7th grade, but on the higher levels of education. Due to the fact, that the motivation of preferences for works is conditioned by the influence of the family (positive values on the axis of factor F1 (+)), in this case it can be concluded that a special strategy of parental behavior takes place: parents recommend to their child those classic literary works, that have not yet been studied in school.

In this way adults sort of build a «zone of the nearest cultural development» of teenagers, thereby going afore the school curriculum, which is, if we somewhat

rephrase L.S. Vygotsky, «lagging behind the cultural development of the child». Originality of such an *advancing* strategy of parental behavior in relation to the school curriculum should be emphasized. Here, in our opinion, there are two important points. The first is the extension of the genre space, which is explored by a teenager at that age, who goes from adventure literature to reading novels, detective, psychological stories. As to the second situation, it is «free reading», when the immersion into the world of art *captures the reader entirely*, distracting from the «everyday reality». We should emphasize that such an escape from everyday life is linked to the specific nature of aesthetic experience and the reader's imagination. Thus, the «zone of the nearest cultural development of a teenager» built by parents at this age stage is generally oriented to the norms of school course books for the higher school levels — reading «afore». At the same time, and that point seems very important to us, reading fiction like that allows a child to experience the immediate contact with living literary impressions, which can later be deepened when re-acquainted with the literary works, read as part of their study in the school course of literature.

In general, consideration of specific features of placing literary works in quadrants I and II helps to fix two strategies in the parental behavior in engaging seventh graders to fiction. The first is oriented towards the selection of classic children's literature, where characters are of the same age as teenagers. The second strategy involves forming a special «area of cultural development» for a child, with concern for higher levels of education in the school literature course.

The set of motivations for selection of literary works, determined by quadrant III, seems very peculiar. Here works are grouped, appeal of which, on the one hand, is caused by the influence of peers (negative values on the axis of factor F1 (-)), and on the other — there is learning appeal of the work and its inclusion in the school curriculum (negative values on axis factor F4 (-)). Note that almost all of the works, located in quadrant III, are either included in the course curriculum in literature, or in the list of works recommended for independent reading. In general, attractiveness of literary works, placed in quadrant III is determined not only by the requirements of the school curriculum, but also by normative regulations of the teenage subculture.

And, finally, in quadrant IV in a special cluster works such as «The Twilight», «S.T.A.L.K.E.R.», «The Lord of the Rings» are grouped. Judging by the content of this quadrant, it can be concluded that the selection of these works, on the one hand, is obviously due to the rules of teenage subculture and their topics (negative values of factor F1 (-)), and, on the other — due to originality of their genre, an opportunity to escape from everyday life (positive values of factor F4 (+)).

In this regard, one should pay attention to the very specific genre of such literature, which distinguishes it from the works grouped in quadrant I. If in quadrant I, as we have noted, literary works of traditional literary genres (novel, detective, psychological novel) are grouped, quadrant IV presents works in the genres «fantasy», a thriller, a romantic fantasy story. In other words, these genres are determined by seventh graders as popular and attractive in the adolescent subculture («popular among my friends»). So, if quadrant I captures the normative orientation of parents on introducing teenagers of the seventh grade to the traditional literary genres, quadrant IV,

by contrast, is focused on non-classical genres in the national literature, that have a significant value for teens of that age.

And, finally, it is of particular interest to compare works, grouped in quadrants IV and II — the analysis of mean values around the positive pole of factor F3 («attractive characters»), which shows the appeal of literary characters for a teenager. It is this feature that distinguishes different works, located in quadrant IV and II. However, if in quadrant II there is an attractive character in his or her teens, caught in an extreme situation, in quadrant IV attractiveness of the character is defined by his of her actions in *unusual* situations. The unusual nature of the situation itself (its fantastic nature) is, in turn, here to check the stamina of the character, considering moral standards: the good, honor, loyalty, dignity...

Grade 9. Let us recall, that in the analysis of the motivational structure, determining the choice of favorite works in the 9th grade, there were the following four factors distinguished: unipolar factor F1 «curriculum, formation of ideals», bipolar factor F2 «family, maintaining cultural patterns — topic», unipolar factor F3 «escape from everyday life, attractiveness of characters», bipolar factor F4 «self-identification with a character — aesthetic evaluation, popularity in the teen subculture» (a detailed description of these factors is presented in Table 4).
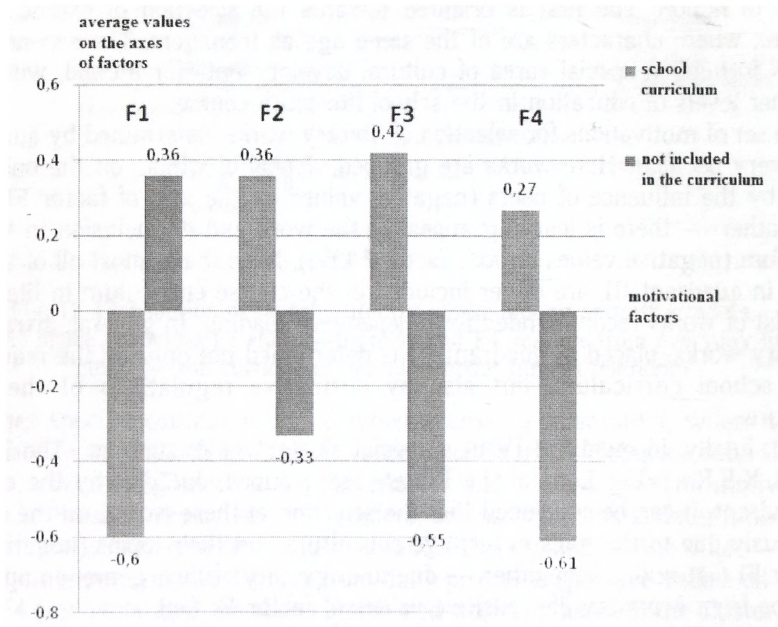

Fig. 12. Average total value profiles for the four motivational factors for the works included in the school curriculum, and for those, reading of which is not provided by the school program, among the ninth graders. The values of the axes of factors:
F1 «school curriculum, formation of ideals»;
F2 «family, maintaining cultural patterns — topic»;
F3 «escape from everyday life, attraction of characters»;
F4 «self-identification with a character — aesthetic evaluation, popularity in the teen subculture»

Continuing the line of analysis, outlined above, we note that the most powerful is factor F1 (32.9%), which characterizes the motivation of choice of favorite works, because of their involvement in the school curriculum. In this context, it seems reasonable to distinguish two clusters of works of art that determine the specifics of literary preferences of ninth graders. The first group includes literary works, the study of which is conditioned by the school curriculum in literature (Nikolay Gogol («Taras Bulba», «Dead Souls»), Alexander Pushkin («Eugene Onegin»), Leo Tolstoy («War and Peace»), Michael Bulgakov («The Master and Margarita»), Alexander Pushkin («The Captain's Daughter»)).

The second group is represented by the works not included in the school curriculum (book series «S.T.A.L.K.E.R.», a series of novels about Harry Potter by J.K. Rowling, J.R.R. Tolkien («Lord of the Rings»), S. Meyer («Twilight»), D. Glukhovsky («Metro 2033», «Metro 2034»), Alexandre Dumas («The Three Musketeers»). Mean values on the axes of the four selected motivational factors for the two groups of works are shown in Fig. 12.

Note that on the basis of the structure of factor F1, it can be concluded that the selection of works from the curriculum as well as of favorite works is conditioned by the fact that their characters are seen by the reader as ideal personality patterns. However, as can be seen from Fig. 12, the rationale for selecting favorite works from the curriculum is also characterized by high positive values on the axis of factor F2 (+) («family, maintaining cultural patterns»). This suggests that the choice of the favorite works from the curriculum is also connected with the fact that these are the same works preferred by the family of a teenager («recommended by parents», «are loved in my family»). At the same time these literary works are normally estimated as works of great aesthetic value («I need to be familiar with them», «they are well-known works», «they have a remarkable aesthetic value»). Such a positive assessment of average value on the axis of factor F2 allows to specify two critical points, in our view. One of these is a high correlation of the works included in the school curriculum and their positive normative assessment in the family of a teenager. In other words, we can conclude that two independent lines in broadcasting value orientations in the field of literature (one of which is school, and the other — a family, that became evident at an early stage of learning in the primary school — among the fifth graders) merged into a single line in grade 9. Moreover, the assumption seems quite legitimate that during high school the cultural potential of the family is practically exhausted and it no longer broadcasts new literary models to a teenager, but for those provided by the curriculum. Clearly, in this case we are referring only to the overall logic, fixed at the level of the general social and cultural trends. Another point is connected with the originality of the attitudinal values of the literary work, which are broadcasted, on the one hand, as part of the school program, and on the other — in the system of family education. So, if the school is oriented towards the formation of *personal* ideals through acquainting a teenager with literary works, then the family is oriented to maintain a positive *normative evaluation* of the literary preferences of adolescents.

Continuing the analysis, we also note that according to unipolar factor F3 (-) ("escape from everyday life, attraction of characters") works from the curriculum have high positive average values. Since factor F3 is unipolar and its content is characterized by negative values, the high average positive values of the works

from the curriculum on its axis testify to the fact that their choice as favorite works by a teenager is not associated with the relaxation moments, which are characteristic of free reading ("help distract from everyday problems").

And, finally, the last and perhaps most important point is the positive mean value of the works from the curriculum on the axis of factor F4. Let us recall, that on its positive pole there are three motivations, conditioning the choice of favorite literary works: "I learn a lot about human relationships and behavior in various situations", "this work gives me a strong emotional experience" and "I recognize many of my features in the behavior of the characters". In this case, it is important that here shows a high correlative dependence of cognitive and emotional aspects with fixation of mechanisms of a reader's perception of literary characters ("I *recognize* many of my own features"). That is what characterizes the positive pole of factor F4 (+) as an integrated motivational set, determining emotional and cognitive identification of the reader with the character.

This fact allows us to make, perhaps, the main conclusion about the results. As we can see, it is in the process of studying the curriculum in literature at the completion of secondary school that an adolescent forms a special mechanism of understanding a literary text, in the basis of which lies identification of self with a literary character. This confirms and proves (in spite of many, often very justified negative evaluation and comments on the school course of literature) a distinct positive impact of the literary curriculum on the development of adolescents. And this is, in our view, a great cultural value of schooling, because in the situation of "free reading" this type of perception of a literary text simply does not form.

Concluding the analysis, let us dwell on the mean profile of motivation of literary preferences for the group of works, reading of which is not provided by the school program. In a situation of free reading, compared to the reading by the curriculum, a different type of motivation about aesthetic preferences is formed (Figure 12). To support correctness of classification of works selected by us in this group, we note that it is confirmed by the high positive values on the axis of unipolar factor F1 (as the factor of F1 has a negative charge, the high positive values on its axis indicate that the works placed in this group, "are not included in the school curriculum").

As the figure shows, the motivation to justify the selection of works in the second group as favorite is characterized by a complete opposite to the group of works from the curriculum. Thus, their preference by a teenager is conditioned by an important topic, F2 (-), the possibility to escape from the problems of F3 (-) and, finally, popularity of works among friends F4 (-). In this regard, we should note that in the 9th grade there is a very clearly shaped tendency, which was only sketched in the seventh. Its essence lies in the fact that at this age there forms a special teen subculture, which determines a special line of reading preferences. Leading motives, that determine the range of choice of favorite works, are the topics, the ability to get away from everyday life, attractive characters, genre and plot and stylistic characteristics of the work.

Thus, at the stage of completion of junior high school, we fix a very peculiar socio-cultural situation in which there are two types of values. One of them is connected with the transmission of aesthetic samples from the older generation to the younger (and here school in the first place as well as the family act as a unique in their value orientation channel of broadcasting literary models). The other type

is associated with the formation of the special mechanisms of transmission of artistic values that are built in a hierarchy and maintained within the adolescent subculture.

In the end let us draw major conclusions of the conducted research.

1. By specific examples ("Harry Potter", "The Three Musketeers", "Robinson Crusoe", "The Captain's Daughter") the originality of motivational dominants, underlying preferences in individual literary works by students of the elementary school was demonstrated. In addition, the specifics of age dynamics of change in the significance of individual motives for each of the analyzed works were determined. In general, the analysis of the acquired data let us formulate a special question about the need for structural consideration of literary peculiarities in the motivation of literary preferences of adolescents at different age periods.

2. The conducted factor analysis of specific motives for choosing literary works reveals specific motivational structures that model literary preferences of students of the 5th, 7th and 9th classes. Among the main results we should note the following three. The first is the reduction of the number of factors allocated to the age, which points at the structure and content transformations in motivation, defining literary preferences at different stages of learning in secondary school. The second is connected with a special cultural significance of oppositions, identified at different age periods, between the motivations that lead to the unique character of the influence of school program, family and a circle of peers on the aesthetic preferences of the students.

And, finally, the third result fixes age-appropriate adolescent perception of literary characters. Thus, with age, till grade 9 there forms a kind of motivational complex that combines affective, cognitive and identity points in attitude of the reader towards the characters of literature. Such a complex can be seen as a sign of formation of a special mechanism of understanding literature. This mechanism of understanding is based on the emotional self-identification of the reader with the character, accepting the inner attitude of the literary character.

3. The analysis of the types of aesthetic orientation of adolescents in different age parallels helped expose specific attitudes both to literary works studied in the framework of a school course on the literature, and to those works, which are selected by teens themselves. A very peculiar trend emerged here, that fixes family education strategy to support an interest to literature among adolescents at different stages of maturation. As the central point there should be singled out particular importance of parents' views for teens about the literary works included in the school curriculum for literature.

Thus, at the turn of the 7th grade parental strategy of building a "zone of the nearest cultural development" of teenagers, oriented to a circle of literary works, the study of which is provided in the higher levels of education, became evident. Thus, the materials of the conducted study show that the curriculum serves as culture-dependent norm of adolescent development also in family education.

At the same time it is important to emphasize the functional distinction between school and family to motivate literary preferences of students at the end of the secondary school stage: if the curriculum focuses on the formation of adolescent personal ideals, then in the family at this age period there forms the need to study these works because of their value and cultural significance, as a conformity requirement.

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