

## **The correlation between the empathic potential and literary development of the child-reader**

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The study contains the data of theoretical analysis of development problems of empathy in the junior school. It reveals the structural and substantive characteristics of reading as a complex social and cultural phenomenon, aesthetic activity aimed to establish a dialogue between the author and the reader-recipient. The article demonstrates mechanisms of empathy of junior students during the lessons of literary reading. The results of the experimental study of level-forming characteristics of empathy are presented according to the literary development of the child-reader, carried out on a sample group of first-graders (n = 24; Gymnasium №1 Saratov) using diagnostic tools: the method of projective type "Yabloko" (Apple) by A.F. Panteleev, the method of diagnostic techniques of literary development M.P.Voyushina (based on the story N. Dubinina "Poslednee yabloko" (The last apple)). The study shows the implementation effectiveness of methodical techniques, which allows organizing the hermeneutic space at the literary reading lesson; the methods of formation of the junior student position: I - reader, I - author, I - character. The assumption of the dialectical relationship of empathy level and the level of literary development is confirmed. Applied aspects of the problem can be implemented in educational practice of reading acmeologists skill formation (children reading specialist).

**Keywords:** empathy, reading, acmeology of reading, reader development, reader, literary reading lesson, hermeneutical space of the lesson.