

SECTION 7. MODERN PSYCHOLOGICAL AND PEDAGOGICAL TEACHING METHODS

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THE ISSUES OF PRIMARY SCHOOL STUDENTS PREPARATION TO PERCEIVING A LITERARY WORK (METHODOLOGICAL ASPECT)

ПРОБЛЕМИ ПІДГОТОВКИ УЧНІВ ПОЧАТКОВОЇ ШКОЛИ ДО СПРИЙМАННЯ ХУДОЖНЬОГО ТВОРУ (МЕТОДИЧНИЙ АСПЕКТ)

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In Ukraine the State primary education standard directs the pedagogical community towards the implementation of the competence approach. Among the basic competences, that should be formed in the primary school

students, the special importance is given to the reading competence due to the fact that reading is a vital skill in the knowledge acquisition.

The concept of reading competence is multifaceted and includes the possession of a full-fledged skill of reading aloud and silently; the presence of an interest in reading and a desire to work with a children's book; the ability to communicate according to the content of the work and express one's own opinion about what has been read; the ability to independently navigate in the field of children's reading. Literacy and literary reading lessons are aimed at the implementation of the outlined tasks, wherein there is an introduction to literary works and their elaboration.

Preparation to perceiving the literary work content requires teacher's significant awareness and professional skills, since the children's ability to reproduce verbally depicted images in their imagination and to understand the meaning of the text as a whole largely depends on the proper organization of the aforementioned preparatory activity. Among the main goals of the preparatory work, there can be mentioned the following:

- warm up aimed at getting the students ready to perceive the emotional aspect of the literary work;
- providing children with additional information in order to expand their ideas about time, phenomena, events described in the literary work to ensure conscious perception of the text;
- explaining the lexical meanings of the words, as far as the full perception of the content of the literary work will depend on the understanding of their meaning.

The most productive methods at the perception preparation stage for the students are conversation, teacher's story, video material demonstration (films, presentations), viewing pictures, listening to musical compositions, etc.

However, the analysis of the educational online portal for teachers "Na Urok" and the educational platform "Vseosvita", where there is presented a free access collection of the reading lesson plans, designed by the primary school teachers, has demonstrated that the vast majority of the aforementioned lesson plans comprises rather formal approach to the literary work perception preparation. Thus, vocabulary work is limited to a simple listing and interpretation of words, encountered in the text, which may be incomprehensible to children. From the authors' point of view, such approach is improper and unproductive, due to the lack of students' interest to the visual perception of the so-called "wall of words", and the reading related activity, which will require understanding of the vocabulary

acquired this way, is postponed in time. Therefore, when preparing children for the literary work perception, it is necessary to explain them not all unfamiliar word meanings, but only those, which are crucial for the text understanding without any further complications. Work on their lexical meaning should be carried out through the context, thus forming the basis of the introductory conversation or the teacher's story. The rest of the words, lexical meanings of which are considered important by the teacher, can be explained after the reading activity.

Quite often, teachers tell students about the life and work of a writer at the literary work perception preparation stage. However, the expediency and content of such a story are not always justified. The use of the unfamiliar author's biography is unreasonable at this stage. In order for students to be able to understand what kind of person the author was or is, it is worth talking about the biography after familiarizing with the literary work, since the writer's personality is better revealed through the creative work. In case if the students possess some literary experience, the information about the author might precede the initial reading process. However, the biography information should be presented in the interesting and easily accessible form for children. The emotional perception of the message allows to memorize important moments of the writers' creative and daily lives, which is crucial for the formation of reading competence in primary school students.

Therefore, the methodically competent, creative approach to the organization of the preparatory work allows to create the necessary prerequisites in the lesson for an adequate, full-fledged perception of the literary work.