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Modern approaches to the use of the artistic word in the educational process in preschool establishments

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Abstract. The article deals with the scientific and methodological content represent a variety of forms and methods of preschoolers' acquaintance with artistic word. The author reveals the original approaches to the use of literary texts while working with preschoolers. The author points out that literary work in the kindergarten can be perceived by children in different ways: as a source of information, as a way of having fun, the intelligent process activity, artwork, a source of social situation, moral rule, execution of which is compulsory for all, the game storyline, and the source of the stimulus to creativity. The most common forms in acquainting preschoolers with literature and folklore in kindergarten are analyzed in the issue. But the author emphasizes the necessity of changing of these forms for children, and points out that organization of modern educational process provided reduction of the number of common group lessons in favor of mostly small forms of organization of educational work, which should provide more space for personal self-determination of the child in a kindergarten developing environment. Common practice of classes special organization on literature in this situation should change to a more mobile and diverse methods of presentation, understanding and accommodation of literary works by children. The author presents the technologies of planning and conducting of classes on the basis of the integrated type or using literary work. This work includes the implementing of the following activity algorithm at classes: terminological analysis of key concepts, reading a fiction text with advanced targeting and the subsequent discussion, organization of digesting of meaningful social rules. The algorithm of work with the text is also presented in the article, it is the following: analysis of the puzzle text, actualization of children's knowledge on the subject, generalizing of knowledge, symbolization. The author concludes that using texts enriches also artistic and productive activities of children and excites their imagination, creativity and original thinking in tasks by means of different kinds of productive activities. Literary texts are indispensable as one of the best ways to create and then keep psychologically comfortable group atmosphere and can be used in family home activity as well.

Keywords: *literary text, artistic word, problematic and cognitive field, cognitive and educational approach, the children's creativity.*

The urgency of the problem of methods optimization of working with literary text is determined by the place and role of artistic word as a key means of education, training and development of children on the one hand, and a negative trend to minimize space of books and artistic expression in general in the modern child on the other.

Educational and artistic value of literary art is determined by the specifics of means of translating it into the artistic image compressed typicality generalized vital phenomena of artistic models of the real world. The importance of familiarizing of children to literature as an artistic word was pointed by educators, psychologists, psycholinguists (L. Aydarova, A. Bogush, L. Vygotsky, A. Zaporozhets, V. Zenkovsky, N. Karpinskaya, M. Konina, Yu. Kosenko, F. Sohin, L. Taller, E. Tiheeva, O. Ushakova, K. Ushinsky, L. Fesyukova, E. Flerina etc.), stressing the extreme importance of literature in shaping the world of the preschool child, the development of thinking and imagination, enrichment of the emotional sphere, the perception of perfect samples of the native language. Scientists pay attention to the peculiarities of perception of content and form of literary works of different genres in which the child goes a long way from the naive participation in events depicted to more complex forms of aesthetic perception. Specificity of the perception of literary texts by preschoolers is mainly due to concrete thinking, small children experiences, their direct connection to reality [2, 4]. The key to understanding the need to improve the content and ways of dealing with literary works (in the broadest sense of the word) is the idea that they accumulate in themselves

extraordinary educational, developmental and up-bringing opportunities of art, which can be realized only when the child is ready for their perception, acceptance and active co-creation with the heroes of the literary works and the environment, reflected in it [4]. Thus, adequate educational and developmental impact of literary art is possible, provided that the active perception of the work, the fullest possible emotional experience and residence events, relationships, feelings, based on his understanding.

The *purpose* of the article is to provide an optimal way of work organization with literary texts in preschool by comparing them with traditional approaches.

Using the term "literary works" we do not, in any way, seek to minimize the importance and place of the oral folk arts in educational work with preschool children. Folklore is the source for the development of literature and folklore works accompany a child's life from his/her birth. Tale as a classic example of folklore because of its bright, romantic image of the fairy world, idealization of positive heroes captures their attention and simultaneously teaches children the basic laws of society. Colorful, vivid language of tales conjures miraculous characters and awakes imagination. In full, the features of folklore appear in small forms: proverbs, sayings, riddles, nursery rhymes, tongue twisters. Simple and small in size, they surprise with their original structure, extensive use of linguistic expression. Everything in them is laconic, appropriate, and every word has its place. The art form of riddles, funny books lullabies, jokes, text-games, tongue twisters coupled with a deep generalizing thought, which allows you to use them as an

important way to raise preschoolers' speech culture (O. Ushakova, N. Gavrysh, 1999).

Literary works can be perceived by children in different ways: as a source of information, fun, intelligent job, artwork, teaching social situation, moral rule, execution of which is compulsory for all, the game storyline, and the source of the stimulus to creativity. Variety of organized and unorganized forms of acquaintance with literature has long been used and being used now in the educational environment of the kindergarten. The most common forms in acquainting preschoolers with literature and folklore in kindergarten were classes in reading and storytelling art or memorizing poems in memory and the discussion and content playback. The methodology of acquaintance with the literature of the Soviet Era, a large number of which were works of special ideological tension, civil content and direction (the stories of Vladimir Lenin, his associates, history, revolutionary and military actions of different times, public holidays, adult labor), working with texts was mostly in special classes, which were mandatory for the weekly planning, to educate the artistic word. As in other cases, the technology of conducting such studies did not involve the use of "free" methods, the "free" intervention games with text. The only exception were fabulous products, where the content of game-dramatizations and simulation exercises were played. The main attention was focused on mastering the work content by children, and the key idea realizing (A. Vinogradov, M. Alekseyev, N. Karpinskaya, M. Konina etc.), enrichment of speech by means of verbal imagery using lexical and grammatical exercises. In discussions of the content of major literary works were questions: at a junior preschool age- aimed at assimilation of the plot and the main characters of the selection of images, at a middle preschool age- questions also had to help children to understand the idea to characterize main characters, to give elementary estimation of their actions and behavior. Older preschoolers achieved it by means of questions and special speech-tasks. Moreover, they should allocate and feel the beauty of figurative means, paying attention to the manner the author conveys mood, heroes' emotions, express their attitude to discussed subject [2, 4]. In work with fairy tales, as mentioned before, a variety of staging, dramatization, to enhance the visibility of text perception was used (in the younger groups, storytelling, as a rule, was accompanied by a flannel-graph as well as desktop, pencil, toy theater), or fixing the plot through his reflection in staged dialogues, games, dramatization of the plot of literary works. Small forms of gaming folklore groups traditionally were used in early childhood and as means to improve the articulation exercises, working in the middle and older-aged groups. This kind of work was carried out mainly during the classes for the speech and language development. It is necessary to note that the use of proverbs, riddles, was primarily aimed at solving specific training and educational problems, especially the development of speech skills. First of all children, except genre peculiarities, had to learn the mortgaged moral rule ("Кто не работает, тот не ест"; the English equivalent: "A horse that will not carry a saddle must have no oats"; "Семеро одного не ждут"; the English equivalent: "For one man that is missing there's no spoiling the

wedding") as well as practice in the allocation of certain attributes of objects or objects encoded in riddles [4].

Organization of modern educational process provided reduction of the number of common group lessons in favor of mostly small forms of organization of educational work, which should provide more space for personal self-determination of the child in a kindergarten developing environment. This teacher's predicament is a common one faced by early years professionals working in prior-to-school settings and in the beginning years of schooling. Early years teachers are faced with challenges such as:

- a range of viewpoints about the best ways to support children's literacy;
- media focus on literacy results and the perceived need for educational systems to improve children's literacy;
- questions about the value of play as a powerful context for learning over more formalised and directed approaches to teaching children;
- the promotion of phonics based materials as 'the answer' to ensuring that all children become literate;
- fears of curriculum 'push down' amongst early years educators;
- diversity of parental and community expectations [5].

Common practice of classes special organization on literature in this situation should change to a more mobile and diverse methods of presentation, understanding and accommodation of literary works by children. We are talking about the need to develop technologies to plan and conduct classes on the basis of the integrated type or using literary works, as each approach has its own specific. It is considered as necessary to make not only simple changes in the methods of teaching in literary texts, but update the repertoire and literary works for preschoolers, and ways of carrying out such activities. Being agreed with scientists' opinion that the use of a single methodology for discovering literary works (excluding genre features, content and ideological orientation, focus on those children, or other aspects of their activity-interaction) does not allow full use of the educational potential of the powerful works of art in different directions of such kind of work (intellectual, verbal, social, psychological), impoverishes the possibilities of literary propaedeutics. We believe that in each case to maximize pedagogical influence is necessary to build specific score classes, selecting the most appropriate methods and techniques for working with text. Without dwelling on the traditional approaches to presentation of a literary text to children, different possibilities regarding the use of literary and cultural works to integrate developing preschool space can be defined.

An algorithm for the organization of work with the text, which presents a certain social situation for children, should be considered. It is necessary to note that the strength of the influence of the work of art is largely determined by educator's comprehensive reading of the text, with simultaneous highlighting in the first place, the key or key lines, in accordance with which classes can be modeled. Correctly defined theme for the realization of socio-psychological approach gives children the opportunity to take consciously a moral rule, social law, the essence of which is reflected in the text, instead of

remembering the storyline works only. It can be illustrated by the example of a fairy tale Vladimir Suteev "Apple" (A hare saw an apple on a tree, a crow tore it, hedgehog caught it with its needles. Everyone considered himself as a real master of the apple, and the quarrel could not be avoided, if not a bear that judged in all fairness). According to this text, in our opinion, we can plan and conduct classes on such topics as "What Does It Mean To Act Justly," "Peace is better than quarrel," "Mine, Yours, Ours." It is clear that the content of tasks, conversations with children on the tale will depend on the topic selected (by the way, throughout the year, you can gradually implement all of these topics). Pedagogical activity algorithm at classes can be as follows:

1. *Terminological analysis of key concepts.* First educator offers children to comprehend the essence of the concepts that will be key in this lesson. If the selected theme is "Mine, Yours, Ours." a teacher helps children, relying on their own experience, through various means, to understand what each of these words mean, how it can be depicted with hands when they say so, how these concepts relate to each other (whichever is greater and why could it be some of them are more important than others). Comprehension of key concepts prepares children for the perception and acceptance of the central idea of the work, helps them realize and accept the rule of correlating their desires and intentions of the concepts of "Mine, Yours, Ours."

2. *Reading a fiction text with advanced targeting and the subsequent discussion* presents the social situation to children as an example of literary heroes problem resolution, discussion of which began at the lesson. It is important to focus children's attention on the tales' idea perception: "Listen to the story in which the characters haven't just quarreled, trying to defend their own. Think about what word out of these three they remembered." After reading the works of educator appeals to kids with a question that has been laid in targeting of tale perception. It is necessary to emphasize that the teacher does not hold a conversation using the traditional method. For this particular case, remembering and recalling of the story line is not obligatory. It is important to help children to understand the situation itself: how to learn to relate to your mine and ours: – What each of the characters thought of the apple? Why everyone thought it to be his own apple? Remember how they explained it. What has happened with the apple when the bear prompted what they should do? What kind of important rules you learned from a fairy tale "Apple"?

3. *Organization of digesting of meaningful social rules* is important because not only does it help children to understand the meaning and verbalize their understanding of the rules formulated in the text, but also feel it emotionally, pass through their own experience, assess their readiness and ability to act according to this rule. Educator behaves so as if he bridges someone else's act with the private life of a child. Appropriate for comprehension of perceived and meaningful rule is subgroup creative activity in which children have to find their own compromise for harmonization of my and ours. So, we can offer children, using a limited number of materials and equipment to create a shared creative product (appliqué work, collage, construction, drawing,

etc.), in other words, to immerse them in such activities that requires patience from each child, taking into account some others interest, the ability to compromise their desires for the overall result.

4. *Generalizing discussion* helps each participant of conversation link the nature of these complicated concepts with his/her own life experience: What do you think if the word *my* can exclusively be in the persons' vocabulary? If the person can have something that he can't name with the word *my*?

If the literary text is presented to children as a problematic and cognitive field or intellectual task, pedagogical activity algorithm will be somewhat different, aimed at unfolding before the eyes of children the "kitchen" of the thought process, in which the children themselves are involved with the help and participation of the educator (as opposed to more common way to exchange cognitive information that children take for granted). It is necessary to note that depending on the text, its place in the problematic and cognitive field classes, the work can cover a small fragment of a class or become a defining rod, meaningful skeleton of the entire class. In the first case it is advisable to use descriptive or metaphorical riddles, problem poems. The algorithm of work with the text can be the following:

1. *Analysis of the puzzle text.* Analyzing the text, such as "Who is wagging a tail under the bridge?", the educator is not satisfied with elementary guessing, and offers children to name the features of character and the situation referred to the puzzle: - Do you think the riddle refers to a river or a brook? It teaches children to listen to the text of the puzzle.

2. *Actualization of children's knowledge on the subject.* After that the teacher clarifies what else they know about the character of the puzzle.

3. *Generalizing of knowledge, symbolization.* After discussion, the educator offers children a rather complex task, which requires generalization and symbolization of the perceived information: call and draw three main words referring to the hero of the puzzle.

For a similar fragmentary activity in the classroom the problematizing poetic texts or short stories, which are easy to identify some inconsistencies, secrets and problems can also be used.

Implementing of cognitive and educational approach to the usage of the literary texts can also occur in the form of totally integral classes, constructed on the basis of the literary text, which makes it possible to exploit cognitive and educational opportunities to the full extent. A poem of G. Sapgir "Apple" can serve as an example of such a text. Before the lesson the educator determines what sphere of knowledge and what kinds of activity can be integrated (especially animal heroes of the poem, relative value, taste preferences, natural features, account, exercise on the measurement, division of the whole into parts, spatial orientation, virtual dialogues, etc.).

Before classes, it is also important to determine what methods are advisable to optimize intellectual speech, artistic-productive activity, gaming activities of children in classes (talking, lexical and grammatical exercises based on viewing pictures, simulation exercises, logical tasks, staging, acting out dialogues, solving of mathematical tasks, painting etc.).

Drawing up the score after such training sessions will not be a difficult task for the teacher, and a variety of activities in the lesson will help to avoid emotional or intellectual overload of children. Depending on the group, the range of didactic material and equipment, educator can choose from a proposed set what is appropriate for him and his group of children.

Literary text can be successfully used as stimulus material for child's creativity, primarily verbal, for the development of creative skills, which is the shortest route, according V. Suhomlinskiy (1985), to a child's soul.

Pointing out the special role of the literary arts in enriching of the emotional and sensory experience of children, stimulating their creative expressions, the researchers attribute this to the ability of preschool children to the emotional perception of literary texts, the desire to "try on" the different character images, types, the ability to take their position while living different situations, experiencing literary heroes' feelings (E. Zharsky, A. Zaporozhets, O. Nikiforova, O. Ushakova). The idea of expedient ensuring of the synthesizing effects of different kinds of art in artistic and aesthetic child up-bringing has recently become dominant along with the leading role of artistic expression. It is important to help children to feel different nuances of the depicted, perceive and realize author's techniques of image creation and find their own ways of its realization and reflection in various activities.

The algorithm of literary text using in artistic speech activity depends on the text itself, and the line dominating during the classes. The organization of the fullest "reading" of hero's image from the text through questions will also contribute to it. It is very important to keep the creative- gaming mood at classes, without transforming it in the format of the training session, as artistic and creative text game is primarily a game. Using texts enriches also artistic and productive activities of children and excites their imagination, creativity and original thinking in tasks by means of different kinds of productive activities. Literary texts are indispensable as one of the best ways to create and then keep psychologically comfortable group atmosphere, because natural humor, ability to understand and generate fun –

one of the best features of our nation. Funny poems, amusing poem help develop expressiveness, accuracy of children's speech, promote to create the poetic taste, bring interest to the beauty of folk speech and artistic word entirely. Humorous extracts, supported by funny texts are wonderful addition to any lesson, animating our ordinary life, cheering it up, making attractive any entertainment.

In our approach we propose to take into account the conceptual framework highlights which is of high importance, it includes:

- 1) teachers' critical reflection on their practices;
- 2) the inter-relationships of:
 - educational research into young children's learning and development, language development and early literacy learning, including their working definition of early literacy;
 - beliefs, principles and practices, including the teacher's role, the image of the child and intentional teaching practices;
 - rich conversations and interactions in the kindergarten learning environment;
 - supportive partnerships with children, parents, families and communities
 - inclusive learning environments and children's capacity to experiment and engage with literacy through play;
 - connections with children's prior language and literacy experiences, family priorities for supporting literacy, children's interests and strengths and community and family opportunities for language and literacy learning [6].

Summarizing the above, it is necessary to note that humanization and humanitarization of modern education in all its sections is impossible without the use of artistic word. However, descending the role of books in life of the modern family, and therefore a child, the loss of valuable attitude to the book as a source of knowledge, spiritual and emotional growth, unfortunately, are negative signs of modern society. Ignoring readers' interests and needs of contemporary children, the usage of outdated methods of work with literary texts only exacerbates the problem, and minimizes the chances of its positive resolution.

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