

O. Lukyanchuk,
Student,
O. Mykhailova,
PhD (Education), Associate Professor,
Zhytomyr Ivan Franko State University

METHODICAL SUPPORT OF TEACHING CHILDREN OF UPPER-KINDERGARTEN AGE OF STORYTELLING

The starting section in the educational system is preschool education according to the Law of Ukraine "On Education" within which programs and tasks of the first level are implemented aimed at developing the abilities of children and the formation of elements of educational activities in them [3].

The purpose of the article is to study theoretically and analyze the features of storytelling of children of upper-kindergarten age.

According to the laws of Ukraine "On Education", "On Preschool Education", the purpose of preschool education is to ensure the holistic development of the children, their physical, intellectual and creative abilities through education, training, socialization and the formation of necessary life skills [3].

A descriptive story is a statement of the characteristics of an object or phenomenon. Painting is an effective way to develop coherent speech in children of upper-kindergarten age. It makes children want to talk about the situation, pushes them to tell a story, activates the experience, children have a need to express themselves [4].

Storytelling is a complex of mental activity in which analysis, synthesis, comparison, inference take place. The success of teaching storytelling depends on children's understanding of the plot of the pictures [4].

Children of lower-kindergarten age still find it difficult to highlight the main points in the plot of the picture. The child tries to list all the items first, and this often does not tell what is depicted in the picture.

Storytelling techniques are:

- sample teacher's story
- a plan of the story
- storytelling in parts
- collective storytelling
- questions
- evaluation

A *sample story* is a description of an object, event, or phenomenon that children can follow.

Narrative planning is two or three main questions that determine the content and sequence of a speech.

All stories can be divided into stories *on a visual and verbal basis* (in content-factual and creative), *in form* (descriptive and plot).

A descriptive story is a statement of the characteristics of an object or phenomenon. The object is called at the beginning of the story, then the characteristics, purpose of objects or actions are indicated.

Descriptive stories are *comparative* and *explanatory*. Preschoolers are taught to make a description of two objects with contrasting features, as well as explanatory stories with elements of reflection, proof, accompanied by a demonstration of these actions. For example, a child can explain to a friend how to use an object, a toy, how to play a game.

A descriptive story can be *fictional*. For example, a story about what kind of toy a child would make or what picture he would draw for a gift [2].

The following types of series of plot pictures were used to compose stories depending on the level of speech and thinking development of children:

1) at the initial stage of learning, a series of consecutive pictures is used, which are based on children's familiar material;

2) at the next stage of learning, a series of plot pictures of a wide plot plan is applied in the image of each individual picture of the series, which are more complex in the content.

The stages of storytelling of children of upper-kindergarten age:

The 1st stage. *Previous work.*

The 2nd stage. *A step-by-step system of game exercises of storytelling teaching of children based on a series of plot pictures.* It is of a generalizing nature. The teacher's task is to adapt each task to the children's age he works with. The sequence of steps should not be violated. The purpose is:

❖ to raise children's love for nature, positive moral qualities (politeness, decency, sensitivity, attentiveness), the desire to be interested in the lives of animals;

❖ to develop coherent speech (the ability to build sentences, match words in gender, number and case), logical thinking, fine motor skills, imagination, creativity, imagination, memory;

❖ to teach and consolidate children's ability to storytelling.

The 3^d stage. *Verification tasks*, in which children independently compose stories based on a series of pictures collected by them [5].

Methods of teaching for a series of plot pictures are an important means of developing children's internal speech programming. With the development of internal speech, preschoolers begin to develop statements clearly, purposefully, logically and consistently convey events over time. The pictures help the children to build a monologue on the structure, and therefore their statements acquire signs of context.

So, it is important for children to describe familiar objects. They are objects of nature, tools, utensils, sewing supplies, writing and other different objects. Storytelling the child explains the purpose of the object, demonstrates actions with it. Children can write comparative stories about similar subjects. In the classes they come up with riddles, read works of art about objects. If the description is complete, the child must have a model of its construction and the means of its replenishment. The child's speech development is directly related to his mental activity. And this connection is two-way. Active, rich and expressive speech of the child indicates a high level of his mental development, and vice versa.

To sum up, speech activity stimulates thought processes, helps to discover and highlight in objective reality those connections and relationships that correspond to language connections.

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