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THE DEVELOPMENT OF THE SKILLS TO REPRESENT A TEXT IN CHILDREN OF UPPER-KINDERGARTEN AGE IN THE PROCESS OF FAMILIARITY WITH ARTISTIC LITERATURE

The ability to retell the texts of works of fiction is of great importance for the development of the speech of a preschool child, as it is very important for the further education of children at school, because memorizing information and correctly reproducing it contributes to the development of all mental processes, in particular, memory, attention, perception etc. [1, p. 10]. We believe that the specified skill is necessary for a child to receive education in general. Retelling a text is a complex activity that requires long-term work of memory, thinking, and imagination. In order to remember and retell the text, a preschool child must first of all learn to listen carefully to the text, understand its content, remember the sequence of plot elements, and clearly reproduce the text in the process of retelling. For the development of the skills of monologue speech, which is a retelling, it is of great importance to familiarize the child with fiction available for his age. The teacher's task is to choose works of fiction that will be interesting and accessible to children, and will have artistic and aesthetic value.

The relevance of the problem of the formation and development of the ability to retell the text in the process of familiarizing preschoolers with fiction is reflected in numerous psychological and pedagogical studies, as well as in educational programs. Great importance was attached to the retelling of works by the outstanding Ukrainian teacher K. Ushynskiy, who believed that retelling is a mandatory stage in mastering speech activity. Researchers I. Voloshchuk, O. Konenko, M. Stelmakhovich supported this opinion and attached great importance to the correct selection of works of art that would interest the child in literature and learning, which would contribute, in particular, to the successful learning of the child's recitation. The issues of recitation training for preschoolers are discussed in the works of A. Leushina, A. Borodach, E. Tikheieva, R. Gabova and others. The authors note that the ability to retell and familiarization with examples of fiction help children acquire new knowledge and contribute to mental, aesthetic development, and moral education [3, p. 52]. Also, during learning to retell works of fiction, important qualities of speech of preschoolers are formed: correctness, logic, expressiveness [4, p. 108].

At the same time, it should be noted the significant difficulties in revealing children's ability to retell texts, which is caused by a number of reasons: quick fatigue, inability to highlight the main thing in the text and separate it from the secondary, incomplete understanding of the meaning of all words, poor vocabulary, inability to think logically and consistently, etc. In addition, in practice, educators are not always sure which works should be taken for learning retellings. All that has been said once

again confirms the relevance of the chosen research topic.

The purpose of the article is to determine and analyze the development of the ability to retell the text in children of upper-kindergarten age in the process of familiarization with fiction.

Presenting main material. The relevance of our research is also determined by the specifics of age: in older children, the ability to quickly understand and perceive the work increases and this is manifested in the following aspects: the ability to sympathize with the heroes of the work; understanding the behavior of the heroes; the ability to reproduce the chain of events of a literary work; conscious attitude to the author's word [1, p. 8].

It should be noted that for an in-depth analysis of the problems of the development of the ability to retell a text in children of older preschool age in the process of familiarization with fiction, it is necessary to define such key concepts as "retelling" and "fiction".

Retelling is a conscious reproduction of a literary text in oral speech. In our work, we use such types of retelling. Full (whole) retelling - one child retells the entire text. It is appropriate to use this type if the text is short. Retelling by parts (teams) - it is better if the children choose their own team, agree on who will retell which part. Collective retelling - children take turns to reproduce the text of the work in sequence. The volume of speech is determined by the teacher - it can be a sentence or an episode. Role-playing – the teacher assumes the role of the author, helps the children to assign roles, choose attributes, costume elements, discusses with them the character of the characters, advises them to choose the right intonation, and the children reproduce the text, acting out their roles. Such work can be started already from the younger preschool age. Creative retelling - this method of retelling is widely used in older preschool age, when children already have some experience in reproducing texts. Selective retelling - when children do not retell the entire text, but the most linguistically interesting fragments, determined by the teacher or chosen by the children at will [5, p. 101].

Fiction is a part of texts in the general system of culture. The source of fiction in the preschool is the works of Ukrainian classic writers (E. Hrebinka, T. Shevchenko, Mark Vovchko, L. Hlibov, Panas Myrny, I. Franko, P. Grabovskyi, M. Kotsyubynskyi, Lesia Ukrainka), modern writers. Children are also introduced to folklore genres: small folklore genres (lullabies, nursery rhymes, nursery rhymes, jokes, fables, invocations, proverbs, counters, proverbs, proverbs, riddles, teasing, mirky tales), fairy tales.

Given the topicality of the topic, we conducted a study based on ZDO No. 49 of Zhytomyr, which included ascertaining and formative stages. In the process of the formative stage, a system of classes was held with children of older preschool age - pupils of the "Pearls" group. Classes were conducted according to the following structure. 1. The teacher invites children to listen to stories, pays attention to the careful perception of the text. To do this, he explains the meaning of words that may be incomprehensible to children (names of specific actions, figurative words and expressions). The teacher reads the text. 2. A conversation based on the content of the story with the obligatory use of visualization. 3. Re-reading with children's focus on memorizing the text for its subsequent retelling. 4. A short conversation in which we

draw the attention of preschoolers to the character of the heroes, their facial expressions, gestures. 5. Drawing up a retelling plan and children actually retelling the text.

When preparing children for retelling, we pay attention to the formation of the ability to retell the text in the correct logical sequence, understand the content, that is, the actions of the characters, the words and expressions of the work, define and express personal attitudes towards the heroes, define and name the character traits of the heroes.

The pedagogical experiment consisted of the following stages: ascertaining, formative, analysis of results. The sample consisted of 15 children. At the first stage, with the help of a conversation, it was found out to what extent preschoolers know how to retell the text, determine the character of the characters, how to convey the content. And they also determined how the child analyzes the actions of the heroes, how he draws certain conclusions, how accurately he can retell the text. Such a control section revealed: 20% of respondents showed a high level of development of the ability to retell the text, an average level - 50%, a low level - 20% of children. The next stage of pedagogical research was the involvement of older preschool children of the "Pearls" group in interesting work, in particular, a system of classes was held, where didactic games and exercises were held, where children practiced improving their ability to retell texts, prepared stories, for example, "Who needs water", "Droplets walk in a circle", "Footprints".

After that, a control section was repeated to check the level of children's ability to retell the text. He found the following: a high level of development of the ability to retell the text was found by 50% of respondents, an average level by 40%, a low level by 10%.

Therefore, the conducted study testifies to the effectiveness of the proposed method. The children showed interest in the work, so they easily learned the content of the work and were able to retell it, independently characterized the characters, which indicates the effectiveness of the work. Our observations revealed that children feel more confident in classes and learn the content of the work better, have become very active and show initiative. In the process of retelling works, children learn the sequence of presentation, which will help them in other types of activities, for example, in learning to perform certain actions. The conducted research does not cover all aspects of the problem. So, for example, we plan to develop a comprehensive program for the development of speech of children of different age groups in the process of familiarization with works of fiction.

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