

*O. Pylypchuk,
Student,
O. Voznyuk,
Doctor of Pedagogical Sciences, Professor,
Zhytomyr Ivan Franko State University*

METHODS FOR FOSTERING AN INTEREST IN BOOKS AMONG PRESCHOOL CHILDREN

The methodology for fostering an interest in books among pre-school children involves organising targeted educational activities designed to introduce the child to the world of literary language, imagery and imaginative thinking. The pre-school years are characterised by the active development of speech, imagination, emotional life and the ability to comprehend literary content. In the educational process, books serve as a source of new knowledge about the surrounding world, a means of experiencing events emotionally, and a way of familiarising children with various social situations. Pedagogical practice in pre-school education regards familiarisation with books as an integral part of a child's linguistic and artistic-aesthetic development. Organising work with books involves using various forms of interaction between the child and the text, illustrations, plot and characters [1]. Systematic engagement with literary works helps to form an understanding of narrative structure, the sequence of events and the nature of the characters' behaviour.

Working with books in early childhood begins with familiarising the child with the book's physical appearance. The teacher or parents show the child the cover, the pages and the illustrations, drawing their attention to the pictures and the title of the book. The development of an initial interest in reading is linked to the emotional atmosphere of the interaction between the adult and the child. Reading together creates a situation of emotional connection, within which the child perceives the literary text through the adult's intonation, facial expressions, speech tempo and vocal expression. The preschooler's attention is focused on the dynamics of events, the characters' actions and the vivid illustrations accompanying the text. The repetition of plot elements and the rhythmic nature of speech in fairy tales, poems and stories facilitate the memorisation process and encourage a desire to continue listening.

An interest in books is fostered through the organisation of various activities. Reading literary works is accompanied by a discussion of the content, an analysis of the characters' behaviour, and the re-enactment of events through play or drawing. The child gradually moves from passive listening to active participation in the re-enactment of the literary plot. Staging fairy tales, role-playing games based on the stories read, and creating drawings to accompany the text help to consolidate the impressions gained [2]. During group discussions, children develop the skills to express their own opinions, describe events and characterise the characters. When revisiting a familiar story, children begin to recognise plot fragments, reproduce individual lines and anticipate the further development of events.

The selection of literary material plays a key role in the methodology for fostering an interest in books. For pre-school children, stories with a clear plot, vivid characters

and a straightforward sequence of events are used. The content of such works reflects situations close to the child's life experience: friendship, helping others, interaction with nature, and relationships between people. The linguistic structure of the texts is characterised by simplicity, rhythm and the presence of repetitive elements. Illustrations play a significant role in the process of engaging with the book, as the images help the child to better visualise the events, the setting and the characters' appearances. The visual layout of the pages helps to focus attention and maintains interest whilst listening to the text.

The teaching methodology involves creating a book-rich environment within the pre-school setting. A reading corner is set up in the group rooms, where children's books of various genres are displayed: fairy tales, short stories, poems, and educational books with illustrations [3]. The availability of books helps children develop the habit of looking at the pages independently, turning them over and paying attention to the pictures. Children learn to treat printed materials with care, understand the purpose of a book and the rules for using it. Gradually, they develop an understanding of the book as an object of the cultural environment, containing information and artistic images.

Using playful techniques when working with books helps to engage children. The teacher asks them to guess a character from a description, continue a familiar story, or come up with their own ending. Preschoolers can create simple collaborative stories based on illustrations or individual words. Such activities help develop speech, imagination and creative thinking skills. Through group discussion, children gradually grasp the structure of a narrative, learning to identify the beginning, the development of events and the conclusion of the story.

The interaction between the pre-school and the family plays a significant role in fostering an interest in books. Reading at home helps to cultivate a positive attitude towards literature in children and creates opportunities for regular engagement with literary texts. Parents introduce the child to new publications, discuss the content of stories, and draw attention to the behaviour of characters [4]. Reading together helps to form emotional bonds between adults and children and broadens the preschooler's linguistic experience.

Thus, the development of an interest in books during the pre-school years is viewed as a process of the child's gradual entry into the world of reading. The development of cognitive activity, emotional perception of literary texts and the capacity for imaginative thinking occurs through the interaction of various pedagogical methods.

A combination of expressive reading, discussions on the content of the text, playful activities, the use of illustrations and creative tasks creates the conditions for introducing children to the world of literature. Regular exposure to books helps to expand their vocabulary, shape their understanding of moral standards of behaviour and foster an interest in the written word.

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