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**METHODS OF USING FICTION FOR THE DEVELOPMENT OF
ARTISTIC-SPEECH ACTIVITY OF PRESCHOOL CHILDREN**

Vita Butenko, PhD in Pedagogics,
zbpk1974@gmail.com

Olha Vasko, PhD in Pedagogics,
Vasko.Olga@gmail.com

Svitlana Kondratiuk, PhD in Pedagogics, Professor,
kondratiuks.m@gmail.com

Svitlana Parfilova, PhD in Pedagogics
s.parfiova@ukr.net

*Sumy State Pedagogical University named after A. S. Makarenko,
Ukraine*

Abstract: *The article considers the methods that promote development of artistic-speech activity by means of fiction. The methods of artistic-aesthetic consciousness formation are determined: narrative or explanation of the preschool teacher, retelling the fairy tale “in one’s own words”, direct storytelling, reading-viewing literary works, conversation. The methods of artistic-speech activity organization are characterized: analysis of a fictional text; commenting on a literary work with non-textual materials; observations or excursions; comparison; lexical and stylistic analysis of the work. The methods of stimulating practical verbal creativity are revealed: creation of problem-searching situations, emotional action, modeling interactive games, realization of a literary work, literary creativity, dramatization and staging of works.*

Keywords: *artistic-speech activity; fiction; preschool children; methods.*

INTRODUCTION

Speech development, nurturing children's speech culture, and reorientation of linguistic education in general are conditioned by the provisions of modern concepts of education modernization in Ukraine on ensuring harmonious development of the personality. An important component of this complex and multifaceted process is speech development of the child, because fluent speech largely depends on his general development, formation of his worldview, ability to establish relationships with others, self-realize in society. The solution to this problem is possible by finding ways to optimize the process of speech development of preschool children. One of the means to comprehend reality figuratively through artistic-speech activity is fiction. It helps develop all the child's mental processes (memory, thinking, attention, imagination, fantasy and observation); form speech, develop artistic-speech activity, form universal and spiritual values as well as socialize the preschool child.

MATERIALS AND METHODS

The theoretical foundations of the study are scientific works of a number of leading scientists, in whose research various aspects of the problem of artistic-speech activity are substantiated. These aspects include: psychological and pedagogical foundations of preschool children's language development (L. Artemova, A. Bohush, A. Bondarenko, H. Hryhorenko, V. Zakharchenko, K. Krutii, T. Markova, O. Sorokina, K. Shcherbakova, and others); essence, types, specifics and peculiarities of using speech activity in different life situations (V. Benera, A. Bohush, O. Zaporozhets, N. Malinovska, N. Karpynska, Ye. Fliorina, and others); issues of developing preschool children's artistic-speech activity by means of fiction (N. Havrysh, L. Venher, A. Zaporozhets, T. Kotyk, N. Malinovska, F. Sokhin, Ye. Tykheieva). The validity of the obtained results is confirmed by the use of general didactic

methods: theoretical generalization and systematization, classification, abstraction, concretization, comparison.

RESULTS

Fiction is traditionally considered to be an important means of educational influence on the personality of a preschool child. And this is no accident, because it is considered a treasure trove of culture, a source of real knowledge and strong impressions, acquaintance with the unusual, fantastic. To what extent the child will fully master the content of a literary work, get acquainted with its artistic images, the moral side of what has been heard, depends on the methods and techniques used by the teacher to work with fiction.

Let us consider the concept of the “teaching method”. In didactics, the teaching method is a certain way of purposeful implementation of the learning process, achieving the goal. The correct choice of methods in accordance with the purpose and content of education, age characteristics of students promotes development of their cognitive abilities, equips them with skills and abilities to use the acquired knowledge in practice, prepares them for independent acquisition of knowledge, forms their worldview.

Methods of art education in modern pedagogical science (O. Mykhailychenko, N. Malinovska, T. Ponimanska) are defined as orderly ways of interconnected activities of educators and children, aimed at solving artistic-educational and artistic-upbringing tasks (Ponimanska, 2013).

Methods of acquainting preschool children with fiction, which are commonly used in preschool pedagogy, can be divided into groups, in particular: verbal (narrative or explanation; reading-viewing of the literary works; telling a story or a fairy tale by an educator; reading-listening to literary works; conversation; method of work analysis; commenting literary work with non-textual materials); game (creation of a game situation, “surprise moment”, didactic games); practical (method of embodiment of a literary work in different

kinds of art; method of literary creativity of observation, excursion and “virtual excursion”) (Benera, & Malinovska, 2010).

The results of the analysis of pedagogical literature (A. Bohush, N. Karpinska, V. Sukhomlynskyi, F. Sokhin, and others) show that application of a single method of working with fiction does not allow to fully conduct literary propaedeutics, promote children’s literary development, as well as connect various tasks of intellectual, speech, and personal development.

We grouped the methods of artistic-speech activity development by means of fiction into three groups: methods of forming artistic-aesthetic consciousness; methods of organizing artistic-speech activities; methods of stimulating practical verbal creativity.

Let us provide a brief description of the methods. In particular, the methods of forming artistic-aesthetic consciousness include:

- *educator’s narrative or explanation*. Whether or not children understand what the work is about depends on how familiar the language means used in the text are to the child. The meaning of words can be explained with the use of visual aids, interpretation and translation. There are several approaches to introducing new words to a child. For example, a small number of completely unfamiliar words (2-3) can be found in a work. In this case, you can explain the meaning of words in the process of reading the work. For this purpose, it is necessary to use illustrations, a set of pictures, demonstration of subjects. If there are many unfamiliar words in the text, then it is advisable to conduct vocabulary work before reading, and after reading to check whether children have understood the meaning of new words. There is a third option – not to explain to the child the meaning of unknown words, neither in advance nor in the process of reading. The child must understand their meaning based on the context of the work;

- *method of retelling a fairy tale “in one’s own words”*. It is desirable, when acquainting children with a fairy tale, not to read a fairy tale, but

to tell it naturally, emotionally, clearly. The educator's story is an example for children to follow, but the educator's task is to ensure that each child's story is unique;

- *method of direct storytelling* is used by educators most often. A direct narrative about the history of a literary work, the facts of the writer's biography should be expressive, emotional, interesting and accessible to every child;

- *method of reading-viewing literary works* is the first method by which a child begins to get acquainted with the world of fiction, at the same time – the main method used in working with preschool children, which accompanies their emotional, artistic, aesthetic, speech, and cognitive development;

- *method of conversation* is widely used in the process of acquainting the child with a literary work. M. Kochenhina identifies four groups of questions in the conversation: 1) questions on the actual content of a literary work. They are offered to children after the first perception of the work; 2) questions that help to find connections in the work – common and different, cause and effect, time and are offered to children after re-reading; 3) questions that encourage and help to draw conclusions and evaluate the actions of the characters, events. They are asked during the summary conversation; 4) questions aimed at establishing associations with children's experience (Kochenhina, 2012).

Thus, applying methods of artistic-aesthetic consciousness formation contributes to the fact that a literary work is perceived as a whole, in the unity of its content and artistic form. Continuous contact of the performer with the listener affects the mind and feelings of the listener, helps young listeners to see everything that the educator reads or tells, to activate the thoughts and feelings of children in order to achieve the result – understanding the content of fiction.

Among the methods of artistic-speech activities organization we have identified:

– *method of analysis of a fictional text.* The purpose of this method is to analyze and understand fiction. At the same time, during the analysis the emotional sphere of the child develops, the child masters the text conceptually, the connections of the main object with other phenomena of material reality are established, the child approaches the author's position. In this context understanding means finding the common in the singular and through this explaining the common in the singular (Padalka, 2008);

– *method of commenting on a literary work with non-textual materials.* This method involves the use of materials that illustrate creation of a literary work or the life of a writer, which helps to better understand the content of the work of fiction;

– *method of observation or excursion* is used before acquaintance of children with the work, which deals with natural phenomena, plants or animals that have been previously unknown to children or children have not paid enough attention to them. Virtual tour is used when children are not aware enough of the historical time in which a particular work was created, or which is described in the work and it is held on before reading and listening to the literary work;

– *method of comparison* is the most common in the practice of artistic-speech development because its application allows creating situations of interest to children. Comparing images, characters, landscapes, individual situations helps to identify the peculiarities of the writer's work, understanding the relationships;

– *lexical and stylistic analysis of the work,* which contributes to the awareness of the meaning of words and development of skills of their using. The analysis of stylistic means of speech involves inclusion of children in the following activities: selection of words used in the text, words close in meaning; search and explanation of the use of epithets, metaphors, verbs, comparisons, etc.; comparison of examples of characters' speech; speech observations, speech experiment (correct use of artistic means of expression).

Methods of stimulating practical verbal creativity are used to create the emotional, creative atmosphere that is necessary for learning to read and listen to works of fiction. This group of methods includes:

- *creation of problem-searching situations* that activate artistic activity, concentrate auditory attention, force to think, reason, develop creative abilities (Ponimanska, 2013). Problem-searching tasks require from the child independent thinking, active work with the text, developing the ability to analyze, prove and draw conclusions. Such tasks arouse great interest in the work, increase its educational and cognitive effect;

- *method of emotional action* – ability of the educator to express his own attitude to the work of fiction in figurative words, facial expressions, gestures. For example, his voice can be colored depending on the character, mood in the content of the work: warmly, kindly and tenderly he tells about the lullaby; solemnly, with stern and courageous intonations – about patriotic poems. All expressive techniques are used to enhance the emotional impact of the word and enrich the children's impressions (Mordous, 2018; & Padalka, 2008);

- *simulating interactive games*. Each such game takes place according to the scheme. Children find themselves in a certain situation, on the basis of which they receive a game task. Interactive technologies of situational modeling are carried out both frontally and individually. For example: “Poetic lotto”, “In my opinion ...”. To consolidate the studied theoretical knowledge, you can use the technologies of collective group learning, such as “Brainstorming”, “Incomplete sentence”, “Microphone”, etc. (Infantry, & Kiktenko, 2001);

- *method of embodiment of a literary work* in other types of art (painting, music, theater, cinema, etc.) combines creative techniques of embodiment of a work of fiction in other types of art, allows to express the

reader's position, forms and develops abilities to figurative concretization and figurative generalization;

– *method of literary creativity*, which is used at the creative level of elaboration of any work of fiction or at a separate lesson, which is entirely devoted to the development of children's creative abilities and involves inventing fairy tales, poems, stories and riddles on the material and by analogy;

– *dramatization and staging of works*. This is a deep, emotional and logical understanding of the text of the work. They are used when children have mastered the text, realized the ideological content, characterized the characters, analyzed the language. Staging involves children learning roles by heart. Dramatization – children play literary works in roles, without learning the works.

CONCLUSIONS

Thus, summarizing all the above, we can state that the quality of artistic-speech activity development in preschool children by means of fiction depends on the appropriate and optimal system of methods of working with fiction aimed at forming artistic-aesthetic consciousness; organizing artistic-speech activities and stimulating practical verbal creativity.

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