

Literary Development of the Child in Today’s Digital Educational Space

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ABSTRACT

The author addresses the problem of the literary development of the child, defines the essential characteristics of this process, substantiates the technology of the literary development of the child in the educational space of the PEE. The article describes the principles of technology: family participation in the literary development of the child, the consistent solution of the tasks of the literary development of the child in various activities, the principle of adopting the position of the reader; taking into account the above principles, the main stages of the technology are determined: preparatory, basic, final. The tasks of each of the stages are described: preparing children for the perception of the text, the perception of the text, the appropriation of the content of the text; informative lines, methods and techniques of literary development of the child. Particular attention is paid to interaction with parents in solving the problems of literary development of the child.

Presenting the solution to the problems of each stage, the author dwells on the possibility of using modern digital technologies in the literary development of a child, reveals the potential for interaction between the teacher and parents through social networks, through the use of Internet resources at different stages of literary development technology. To evaluate the effectiveness of technology, the author offers criteria for the child’s literary development: a value attitude to the book, a child’s understanding of the works of literature and folklore, the perception of works of literature in the context of a topic, genre, author, arguing that these criteria are highlighted with FSES PE guidelines, functional literacy formation tasks. As an illustration, the author refers to the acquaintance of children with A. Fet’s poem “Mom, take a look from the window”, showing how traditional techniques are supplemented by techniques based on accessing Internet resources: a virtual visit to the museum, listening to online audio recordings of musical fragments works, presentation of photos of landscapes and events from the life of children.

Keywords: *literary development of a child, technology of literary development, methods and techniques of literary development of a child, digital educational space*

1. INTRODUCTION

Traditionally, one of the directions in the development of a child’s speech in preschool education was reading literature, introducing a child to a book, and fiction. In accordance with the indicated directions, the tasks were also defined: acquaintance of children with the works of various authors and various genres, familiarity with literature as a means of developing speech, intelligence, love and interest in a book [8]. In the Federal State educational standard of preschool education (FSES PE) literary child’s development is not distinguished as an independent direction, it is presented in educational areas of "Speech development", in the educational field of "Art-aesthetic development." Taking into account the targets of preschool education, defined in the Federal

State Educational Standard of Preschool Education and the Approximate main educational program of preschool Education [4], the child’s literary development is defined as the process of forming a value attitude to literature, the perception of literature as art, the formation of reading skills [3]. For modern society, the literary development of the child becomes especially significant, because there is a slight decrease in interest in the book, problems arise with the perception of the text, understanding its content [6]. The obvious problem associated with the literary development of the child is actualized precisely at the level of preschool education, as by the time he enters school, the child needs to have reading skills and be a reader [2]. The solution to this problem is impossible without the use of modern educational technologies, primarily those associated with the use of modern digital technologies, since modern children and their parents live in digital reality. Thus, the following issues need to be resolved: 1. Definition of criteria and indicators of the

literary development of a preschool child; 2. Development of the technology of literary development of the child in the modern digital educational space; 3. Evaluation of the effectiveness of the proposed technology.

2. RESEARCH METHODOLOGY

An aspect analysis of the literature on the research problem, monitoring the process of the child's literary development in preschool education, diagnostics of the literary development of a preschool child, testing the child's literary development technology in the modern digital educational space.

3. RESULTS AND DISCUSSION

The definition of the process of literary development of a child is the basis for the development of diagnostics, the selection of criteria and indicators. The criteria for the child's literary development are: value attitude to the book, the child's understanding of the works of literature and folklore, the perception of works of literature in the context of the topic, genre, author. We will comment on the proposed criteria. Inclusion of a child in reading as a form of activity is possible only if the text and the book are perceived by the child as a value. Note that when speaking of reading, we mean the type of speech activity, but not the process of the child independently voicing graphic elements. The child begins to be engaged in "reading" from the moment he reads his first book, while he mastered the technique of reading much later, often in elementary school. We use the words: "text", "book" as equivalents, since the modern child does not always get acquainted with the text of the work, referring to the book: he has audio fairy tales, audio recordings of many classic works for children, an electronic book, animation, etc. , and often the child almost independently uses the resources of the Internet. Therefore, it is important that the child develops a value attitude specifically to the book as one of the most important achievements of mankind. The formation of a value attitude to the book is possible provided that the child understands its content, recognizes the features of the literary text, the system of means of expression, text and subtext.

The selection of the criterion "the perception of literary works in the context of a topic, genre, author" is determined by the specifics of literature as an art form, the continuity of the level of preschool education and the initial general, the task of forming functional literacy in educational activities, the signs of a functionally literate language personality of a primary school student: it is "... native speaker perceiving language as an aesthetic and cultural value ... "[1]. This criterion assumes that when perceiving the text, the child embeds "this text in a number of other texts that are similar in theme, belonging to the same genre, to one author. The presence of such connections in the child's mind helps in understanding the text, in its "reading".

The literary development of the child is provided by appropriate technology. The main principles of this technology: family participation in the literary development of the child, the consistent solution of the tasks of the literary development of the child in various activities, the principle of adopting the position of the reader. Based on these principles, the main stages of acquaintance of a child with a work of literature are distinguished: preparatory stage, main stage, final. The task of the preparatory phase is to prepare the child for the perception of the text. The main substantive lines of the preparatory phase: enrichment, clarification of the child's life experience, clarification of the child's literary experience, enrichment and refinement of the child's vocabulary. The content line "enrichment, clarification of the child's life experience" is due to the fact that the child perceives the work through the prism of his own experience. The refinement of the literary experience of the child is that the child, in interaction with the adult, recalls other works that are similar in theme, genre, belonging to one author. What kind of meaningful connections are updated in this case depends on the purpose of acquaintance with a particular work, but the perception of the work in conjunction with other texts must be ensured. The content line "enrichment and refinement of the child's dictionary" is related to the fact that understanding the text depends on how much the child owns the dictionary and understands the vocabulary of the text. Therefore, at the preparatory stage, it is necessary to ensure that the child learns words that make it difficult to understand the text.

The task of preparing the child for the perception of the text is solved in the interaction of the family, while modern digital technologies are widely used. In the group of pupils' parents created in social networks, it is necessary to provide information about what work the child will read. In this group, you can create a constantly updated heading "We read with children", indicate in the heading the works that need to be read at home with the child, provided that the works are placed on open portals, you can also specify links to these portals. When determining the list of works recommended for reading in the family, the teacher offers works read earlier in another age group, works similar in theme, genre, by the same author, if we are talking about an author's work. Clarification of a child's life experience can be associated with the presentation of situations captured in a photo, in children's drawings, in a video, which can become part of the group's video library. To create such a video library, parents send photos to the teacher, and the teacher discusses situations recorded in the photo with the children. The material presented is personally significant for the child, so it is obvious that the children are willing to discuss everything that is reflected in the video library. For example, when preparing older preschool children for reading the work of A. Fet "Mom, take a look from the window", the teacher recommends that parents read the following verses about winter with their children: S. Marshak, S. Mikhalkov, S. Kozlov's work "Winter's Tale" ", With which children get acquainted in the middle

group, send videos of reading poetry about winter by children, photos of winter landscapes, photos of winter family entertainment, etc. We believe that it is the use of online services that activates parents, motivates them to interact with the PEE in solving the problems of the child's literary development.

Preparatory work in the educational space of a preschool educational institution may include the teacher's interaction with children in the book corner: viewing, reading books selected by the teacher taking into account the purpose of acquaintance with a new work, drawing, modeling taking into account the content of these works, talking with children in their free time on that material, which was presented by parents using modern information tools. It is when reading works, in conversations, the teacher introduces unfamiliar words into the children's dictionary, necessary for understanding the new text.

Acquaintance with the work is carried out in direct educational activities. The structure of this activity is typical: an introductory conversation, reading or telling a text, ending the conversation. An introductory conversation motivates the child to perceive the work, since it summarizes the information received by the child at the preparatory stage. At the same time, the teacher selects material taking into account the tasks of reading a new text.

Reading or telling a text must necessarily be expressive, but at the same time, the teacher uses intonational expressive means in such a way that the teacher's emotional attitude to the text is not imposed on the child, the child still has the possibility of his own interpretation. The most difficult structural element in direct educational activity is the final conversation, since it is in the final conversation that the child's value attitude to the content of the text is verbalized, empathy for the heroes of the work, and the child's understanding of the text deepens. For example, when reading the work of A. Fet, "Mom, look out of the window," the goal of the teacher is to familiarize children with this poem. In this case, the teacher solves the problem: to develop the ability to empathize with the lyrical hero, to develop the ability to understand the language of expressiveness, the ability to see beauty in the surrounding reality. Therefore, in an introductory conversation, the teacher, together with the children, recalls what a beautiful season winter is, what poems children already know about winter. Then the teacher clearly names the poem that the children will get to know, and reads it by heart. After reading the text before the final conversation, a pause is necessarily made. Thus, the teacher gives children the opportunity to "stay" in the text, think about the content of the text.

In the final conversation, the teacher checks the primary perception of the text, analyzes how the primary perception of the text corresponds to its ideological and thematic content. The invariant question: "Do you like the work", aimed at analyzing the primary perception, varies when getting to know different texts. So, the teacher can present the children a sample of statements about the primary perception of the work, about the emotions that this text evokes: "Probably, we are also happy when

winter comes ...". Such statements bring together the emotional world of the child and the emotional world of the hero of the work, make the product closer and more understandable for the child, ensure the child is introduced to the world of literature. From the verbalization of emotions, the teacher proceeds to determine the characteristics of the language of the work, its expressive means, to help the child understand the text more deeply and understand it. The following questions are relevant here: "What has become to the yard" How does A. Fet write about this? What are the bushes like? Remember how this is said in the text? What does A. Fet compare snow lying on the branches of bushes? Why is the child so happy in this poem? " Such questions contribute to the understanding of the aesthetic function of the language and the perception of the literary text as an author's model of the world, which will help the child to see different things not only in the means of transmitting the author's vision of the world, but also in the perception of this world, emotionally to him.

The final conversation is emotionally evaluative. When reading poetry, it is advisable to end the final conversation by re-reading the poem, because repeated reading clarifies the understanding of the text.

The introduction of the child to the text cannot be provided only directly by educational activity. Therefore, in the future, it is necessary to include the work in various types of activities of children, in the interaction of preschool educational institutions and the parents of the pupil. Children can return to a read work in different activities, which is determined by the content of the work: in games, including fragments of the plot from the read text, in music lessons, in productive activities: sculpting, drawing, - in a conversation on a walk, etc.

The educational environment of the PEE can be significantly enriched due to modern digital technologies. After reading the work, a virtual tour of the museum is appropriate: it can be a writer's museum, a fine museum, where paintings are presented that are similar in theme to the work that the children read, a visit to the virtual theater is possible. Using online resources you can listen to music thematically related to the work, expressive reading of the text by professional actors, etc. Entering the virtual world is for the modern child an additional motivator in mastering the text, comprehending it. Thus, it is at the final stage that the child assigns the text of the work, perhaps the text becomes a precedent.

Returning to the poem by A. Fet "Mom, take a look from the window", we reveal the contents of the final stage. This is a conversation with children on walks and the beauty of winter, snow, hoarfrost, while the teacher reminds the children of poetic lines, this is a dance of snowflakes in music classes, listening to a fragment from the P.I. cycle Tchaikovsky's "Seasons", a virtual tour to examine the paintings of A.M. Vasnetsov's "Winter Dream", viewing animations based on the work of S. Kozlov "Winter's Tale". When viewing the animation, the child experiences the same emotions of admiring the beauty of winter as when reading the text of A. Fet. In conversations, the teacher motivates children to use

linguistic means of expression in their own speech works, to transmit their own attitude to the world around them using linguistic means.

The inclusion of parents at the final stage can be as follows: through social networks they receive information on how to ensure that the child assigns this text. Parents may be asked to help the child memorize this poem, draw a picture that conveys the mood in the poem by A. Fet, using various technologies, to take photos of winter landscapes. As at the preparatory stage, parents are invited to feedback: send the teacher photos of drawings, landscapes, recordings by heart, etc.

4. CONCLUSION

The described technology of the literary development of a child is being implemented in a number of preschool educational institutions in the city of Yekaterinburg and the region. Diagnostics showed its effectiveness in terms of the literary development of the child. The implementation of the child's literary development technology has led to other results that were not

In conclusion, we can note that the transformation of the educational space of the PEE into a digital educational space is determined by the requirements of the time. But it is precisely this transformation that allows us to solve very important problems related to the child's literary development: including parents in the process of literary development, introducing the child to the book, assigning the child a work of literature, including the literary work in a wider context of works of art, which is significant for the formation of a value attitude to literature, the formation of reading skills.

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designated as targets in the study: building the competencies of teachers related to the use of digital resources in educational activities at the preschool level, including those related to the child's literary development, pedagogical education of parents on the literary development of the child with the help of modern digital technologies.

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