

THE INFLUENCE OF LINGUISTIC COMMENTARY ON THE ASSIMILATION OF LITERARY TEXT BY PRIMARY SCHOOL CHILDREN

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Literary reading lessons provide wise opportunities for introducing students to the spiritual, historical life of the people, educating talented readers and literary connoisseurs, and developing reading competencies at the 1st level of general secondary education. These opportunities are inherent in various genres of artwork. However, interest in reading is declining even among primary school children, which is noted both in pedagogical research and in modern school practice [1, p. 19]. If younger schoolchildren encounter words "incomprehensible" to them in the texts, they can't perceive a literary text as a work of verbal art, and they also can't understand the content, realize its ideological orientation, show an indifferent attitude to it, don't seek for expressive reading.

In the programmatic reading of students there are a lot of works that are not related to real life of the school, with a small life experience of students, their poor vocabulary, misunderstanding of a number of words and expressions, difficulty in perceiving the allegorical meaning of words. For example, students already encounter rather difficult vocabulary in the 2nd grade: a coachman, a peasant, a capital city, boyars, eyes, famously, fun, etc.

The primary perception of the text is the initial stage of self-determination. The researcher M.P. Voyushina together with other researchers M.D. Kocherina, L.K. Bogomolova, E.V. Kvyatkovskaya notes that its logical continuation is the linguistic commentary of the literary text [2, p.39].

To combine the world of work and the words and reveal their interdependence in the consciousness and feelings is one of the important tasks of the reading lesson, the solution of which is not always affective with the help of traditional vocabulary work, most often in the form of an information reference in modern conditions. Therefore, promotion to the leading positions of linguistic commentary is justified. Outstanding philologists such as U.M. Lotman, N.M. Shansky have covered this approach in their works.

The relevance of this problem is reflected in the authoritative works of researchers in Russia, Belarus and Ukraine: Tsepova I.V., Kozyreva L.I., Kontseva G.M., Danich O.V., Gubova G.N. Linguistic commentary is understood as "the disclosure of the semantics and etymology of the word, the explanation of imaginative means" [3, p.12].

This question is relevant for modern school practice, since the content of literacy reading has been updated: new textbooks for grades 2-4 have been published. It is important for future specialists, because college students conduct their first test lessons in the school subject "Literary reading" in the third year.

Based on the relevance of the topic, the aim of our study is to consider the feasibility of methodological identification to use effective commenting on linguistic as a didactic tool, a full perception and understanding of literary works.

Material and methods. We used a theoretical analysis of scientific and pedagogical literature, the survey, observation. The study was conducted on the basis of secondary school №2 of Orsha in two 4 classes (49 students), 9 teachers, 19 students of college trainees (3d course).

Findings and their discussion. The experimental work at the initial stage showed that at first two teachers (22,2%) were categorically against to use linguistic commenting in the process of vocabulary work. 4 teachers (44,4%) believed that linguistic commenting takes too much study time. And 3 teachers (33,3%) were ready to include commenting in activities at the lesson.

When we analyzed the educational and program materials (reading connect) we made sure that there is not always a list of vocabulary after the texts. For example, in a textbook of 4 class (2 parts) out of 27 works, 19 (70%) don't have them. In the process of observation, we found that in the control class, when pupils read the legend "Ut-Rust Crows", only 19% of students (5 out of 26) were able to define the meaning of the words: dugout, canvas, hold, berth, wither, etc. In the experimental class, 26% of students (6 out of 23).

The experiment showed that the semantics of many words cause difficulties even among students of the third year of college – 68.4% (13 people) were not able to determine the meaning of the given words: seine, quiver, lukomorye, anomaly, etc.

For younger schoolchildren lack of historical knowledge poor vocabulary and a common range of representations, speech uniformity are characteristic. Thus, an analysis of the works for grade 2 allows us to conclude that in the process of preparing for the lessons, it is necessary to think over methods for acquainting students with a number of historicisms and archaisms. The lexemes are also needed to study carefully, the explanation of which is not provided in the lists of vocabulary after the texts: forge, pood, damask club, outskirts, deed of gift, funeral song, rumors, haymaking, etc.

In such cases linguistic commenting is aimed at increasing students' interests in the process of comprehension of a work, forcing students – trainees, at first teachers to identify difficult places for children, to choose methods of commenting.

Commenting puts students in a condition where reading is thoughtful, unhurried, judicious. It takes time, as we have made sure. However, you can use a variety of commenting techniques that give good results. The use of exclamatory, phraseological, derivational dictionaries, meanings, the definition of illustrations, predictions about the semantics of a word, elementary word-formation analysis, self-preparation of students for the interpretation of words by word in context, the use of pictures by students, story-based explanatory

dictionaries, etymological, the use of multimedia tools all these techniques testify to the effectiveness of linguistic commentary.

During the experiment, the position of school teachers also changed: 88.8% (8 people) noted in the questionnaire that linguistic commentary, in their opinion, is more effective than just dictionary work; significantly increased, which was confirmed at the control stage, the interest in artistic control works too (it was 30%–86%); most students liked to independently define the meaning of words and phrases using dictionaries (69%), teachers and student-trainees began to use class time more rationally to organize commenting, with the help, the expediency of language resources in the work was more clearly revealed; commentary provided an adequate, deeper understanding of the literary text by students.

Conclusion. Thus, linguistic commentary in modern school practice is an overdue methodological necessity. Due to it the horizons expand of primary school children, they begin to think figuratively. The object of attention is the words which are necessary for understanding the artistic image, the expediency of the writer using the features of the language of resources, distinctive linguistic in the artistic context, is revealed. As a result, the primary school children are already ready for the successful development of the subject "Russian literature" at a basic level.

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MODERN COMPUTER TECHNOLOGIES AS A MEANS OF FORMING A COGNITIVE INTEREST AND A METHOD OF IMPROVING EFFECTIVENESS OF A MUSIC LESSON

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Modern computer technologies in studying is one of the most sustainable areas of the educational process in our time. There is no exception in the field of musical education. Modern technical teaching aids allow us to increase the cognitive interest and motivate students to study musical disciplines. Using computer musical technologies at music lessons and optional lessons of aesthetic orientation opens new possibilities and prospects for the development of an active, creative-minded personality of a student and a teacher. A computer tablet, a mobile phone are effective tools for solving educational problems which improve the quality of the material under study.