

эмоции, способствовать привитию ценностей и нравственности детям дошкольного возраста. Следует использовать образовательную и легкую для понимания литературу. Дети дошкольного возраста находятся в критическом периоде когнитивного и эмоционального развития. Они любят читать и слушать одновременно. Читая рассказы и рассматривая картинки, нужно следить за тем, чтобы содержание рассказа было простым и понятным, а язык ярким и интересным, чтобы привлечь внимание детей и эффективно передать детям патриотические эмоции автора.

1. Иванова, А.В. Роль книги в воспитании ребенка дошкольного возраста / А.В. Иванова // Мир детства в современном образовательном пространстве : сб. статей студентов, магистрантов, аспирантов. Вып. 10. – Витебск : ВГУ имени П.М. Машерова, 2019. – С. 22-24. URL: <https://rep.vsu.by/handle/123456789/20424> (дата обращения: 14.03.2025).

FORMATION OF READING INDEPENDENCE OF STUDENTS

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Modern society cannot exist without information technologies, the constant changes and growth of which presupposes the formation of an individual's information culture. Accordingly, modern education already at the first stage presupposes the provision of students with not only certain knowledge, abilities and skills, but also the formation of reading independence.

According to I.K. Krylova, "reading is a difficult and sometimes painful process that takes a lot of time and effort from schoolchildren. Reading fluently, consciously, correctly, clearly, and understanding what has been read is a great art. But all these skills are necessary so that in the future a junior schoolchild receives pleasure and joy from the reading process" [1, p. 72].

The purpose of this publication is to show ways of developing students' reading independence at the first stage of general secondary education.

Material and methods. The methodological basis of the research consists of the works of domestic and foreign methodologists devoted to the problems of the formation of reading independence of younger schoolchildren.

The results and their discussion. In order to develop the basics of reading independence in students at the first stage of education, the most effective method will be the accumulation of personal reading experience through children's perception of children's books and work with children's books, and the main form of training will be literature lessons and extra-curricular reading classes.

The methodological basis of the study is made up of the works of domestic and foreign scientists, methodologists and teachers. The article used the method of studying scientific and methodological literature on the problem of developing students' reading independence at the first stage of general secondary education.

Many scientists in scientific and methodological literature have suggested increasing the level of reading independence through reading fiction, but taking into account the fact that work in this direction must necessarily be purposeful and systematic.

The reading-examination method ensures the completeness of the independent reading of the book by the reader. The main place at the initial stage is occupied by independent individual work of students with children's books selected by the teacher. It is very important for the teacher to adhere to the methodology for organizing the activities of students, monitoring them and adjusting them.

Organizing independent acquaintance with the books selected for the lesson by the teacher is an important step towards developing a love of reading in children. To do this, it is recommended to use several effective techniques.

First, display books or some of the books (depending on the learning objective) at the board. This will create an atmosphere of anticipation, curiosity and encourage children to independently "explore" book treasures. It is important to teach children to look at books before the lesson, during free activities. This will allow them to familiarize themselves with the cover, flip through the pages, look at the illustrations, and already at a subconscious level become interested in the content.

Secondly, do not forget about the importance of selective individual reading of the text aloud. This technique allows not only to immerse the child in the world of the book, but also to stimulate his thought processes. During a conversation about what has been read, selective reading aloud will help the child to confirm the validity of the opinion expressed by him, to provide arguments in support of his point of view.

It is important to emphasize: selective reading aloud should not be forced. The child should have the opportunity to independently choose the passages that are interesting to him. You can also use this technique as a tool for developing diction, intonation and expressiveness of speech. In the process of working with a book, the teacher can organize discussions, discussions, discussions, which should be based on the text of the work and book illustrations. This will help children not only analyze the text, but also develop critical thinking skills, the ability to formulate their thoughts, and argue their point of view.

Example:

- You can invite children to discuss how they see the main character of the book, based on his actions, words, and illustrations.

- Or, discuss how they would act in the hero's place in a given situation.

It is important that such conversations are organized in such a way that all children have the opportunity to participate, express their thoughts and share their opinions.

The book illustrations themselves are no less important. They can enliven the text, help the child imagine the world described in the book, create vivid images and enhance emotional perception.

Thus, independent acquaintance with the book is an important stage in the formation of the child's reading culture. The combination of active independent study, selective reading aloud and discussions about what has been read helps make the reading process exciting and stimulating for the child.

Reading independence is well developed in students not only in literature lessons, but also in other lessons. Students should perceive the text as a work of art that conveys national and universal values, has cultural and educational potential and forms aesthetic taste.

Independent reading in Chinese schoolchildren is a complex concept that includes the ability to choose books, understand their content, critically evaluate information, and form one's own opinion. In the Chinese educational system, developing this independence is seen as an important task that contributes to the formation of an active and thinking citizen.

Working with hieroglyphs plays an important role. Students analyze the structure and meaning of individual characters to better understand the meaning of the text. This develops decoding and independent interpretation skills.

Another interesting method is "group reading", when students analyze the text together, exchanging opinions and solving emerging issues. The teacher acts as a facilitator, guiding the discussion and helping students come to their own conclusions. Particular attention is paid to the context and cultural characteristics, which allows for a deeper understanding of the meaning of what is read. All these methods are aimed at educating an active and conscious reader, capable of independently working with the text and forming their own opinion.

Examples of developing independent reading in lessons in China reveal a unique combination of traditions and modern pedagogical approaches. This stimulates critical thinking and preparation for discussion.

Conclusion. Formation of reading independence of students at the first stage of general secondary education involves meaningful reading of fiction texts. The ability to read affects the aesthetic, spiritual and moral development and education of the individual.

1. Krylova, I.K. Exercises for the formation of reading skills / I.K. Krylova // Primary school. - 2011. - No. 8. - P. 72-78.

PRINCIPLES OF VISUALIZATION WHEN TEACHING LANGUAGE AND LITERATURE TO PRIMARY SCHOOLCHILDREN

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More than 80% of human information is obtained visually, and visualization technology refers to the representation of abstract things or processes into graphic images.

Knowledge visualization refers to can be used to build, convey and represent complex knowledge graphics means, in addition to convey the facts, the goal of knowledge visualization is to transmit human insights, experience, attitudes, values, expectations, opinions, opinions and predictions, etc., and in this way to help others correctly reconstruction, memory and application of the knowledge. It promotes the dissemination and innovation of knowledge through the visual representation form. Visual representation is a key part of this process. Therefore, the value realization of knowledge visualization depends on its form of visual representation.

The purpose of this publication is to consider visualization techniques when teaching language and literature to primary schoolchildren.

Material and methods. The methodological basis of the study was the works of domestic and foreign methodologists devoted to the problems of using visualization in elementary grades.

The results and their discussion. Visualization teaching method plays an important role in teaching primary school Chinese: Make the knowledge more intuitive, easy for students to understand.

Traditional cramming teaching method to make students passive accept knowledge, teachers instill knowledge to students, raw truth students is not easy to understand, so the knowledge in visual way to students, students can be more intuitive understanding, attract students attention at the same time, make students more focused, so as to deepen the impression, achieve teaching purpose. It can stimulate students' interest in learning.

Concept diagram uses nodes to represent concepts and connections to represent relationships between concepts, consisting of nodes and connections including a concept. The connection is labeled and indicates the direction with the arrow symbol, the labeled connection explains the relationship between the nodes, the arrow depicts the direction of the relationship, and a triad like "concept-connector-concept" forms a proposition. In addition, the concept graph has a hierarchical structure, with the highest concept at the top. One can use suitable association words to illustrate the relationship between different levels of concepts and determine the lateral connections between different branches. The biggest advantage of the concept diagram method of knowledge visualization is to express the architecture of knowledge at a glance, and also to highlight the hierarchical structure of the knowledge system.

Mind maps were originally created by Tony Buzan in the 1960s Note method. Tony Buzan believes that simplicity, efficiency, and active personal participation are crucial to suc-