

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.

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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-

cessful notes. Tony Buzan believes that mind mapping is an expression of divergent thinking and therefore a natural function of human thinking. He believes that mind mapping is a very useful graphics technology, which is the master key to open the potential of the brain, which can be applied to all aspects of life, and its improved learning ability and clear way of thinking will improve people's behavior performance.

The use of correlation diagram and mind map in primary school language and literature class can help students to sort out and summarize the knowledge of language and literature, and form the correlation and logic between knowledge. For example, when learning classical Chinese, you can use mind mapping to organize the rules of sentence structure and word usage; When learning composition, you can use correlation graph to organize ideas and frame the article.

The cognitive map, also known as the causal map, was proposed by Ackerman & Eden (2001) Use "ideas" as nodes and connect them to each other. Ideas are different from concepts, where they are mostly sentences or paragraphs. Is based on the theory of individual construction , in which "ideas" are connected by connecting lines with arrows, but there is no connection word, and the implication is "causality" or "cause", and there is no hierarchical limitation.

Cognitive maps can help students to organize and demonstrate the relationships, thinking processes, and concepts of Chinese knowledge.

In psychology, semantic networks are defined as the degree of semantic similarity or correlation of words or concepts.yet, Fisher (1990) defines it as a network of nodes and connections, with connections but not strictly limited to the hierarchy. In this way, semantic networks are more like conceptual graphs, forming basic examples or propositions based on concepts and meaningful, unrestricted connectors. Semantic networks can be very large and contain hundreds or thousands of interrelated concepts. Because it is so large, the user can sometimes only see one part of it, the concept directly related to the central concept [1].

With the development of information technology, the teaching methods are gradually diversified. The traditional face-to-face teaching methods have been unable to meet the needs of modern society. The wide application of computer and network has laid a foundation for distance learning.

Modern distance education is a new way of education produced with the development of modern information technology. With the development of computer technology, multimedia technology and communication technology, modern distance education is based on modern distance education, compatible with traditional teaching forms such as face-to-face teaching, correspondence teaching and self-study, and optimized combination of various media [2].

Distance learning is a learning behavior activity of using all kinds of learning resources without continuous face-to-face guidance by teachers. Therefore, learners make use of the independent learning of various technical media, the open and flexible learning based on resources, and through online learning or online learning. However, teaching is a bilateral interaction activity between teachers and students, in which the behavioral activities participated by teachers as the main body are teaching (teaching is teaching, teaching and training; guidance is guidance, guidance and education), and the behavioral activities participated by students as the main body are learning. The teaching method of distance learning includes two parts: distance teaching and distance learning.

Conclusion. In the process of theoretical teaching, it needs to be applied through practice in teaching. In order to ensure the effectiveness of teaching, it is necessary to establish a reasonable system and strengthen the coherence of teaching. According to the teaching content of teachers, we should establish a scientific teaching system and design the corresponding experimental content.

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2. Ding, X. The New Definition of Distance Education and Distance Learning – Discussion on the basic concepts of distance education and open learning / Ding Xingfu // Audio-visual Education in China. – 2000. – No.07. – P. 48-56.