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THE PROBLEM OF LITERARY EDUCATION FOR PUPILS OF ELEMENTARY SCHOOL

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Abstract. The author analyzes the problem of literary education of elementary school students in the contemporary cultural space. The article states that the literary education based on literary Propedevtics of younger students and is based on the process of reading fiction. Therefore, it is important to promote reading, promote children's reading and children's book production in Ukraine. The author concludes that the gradual renewal of the education system, particularly literary education of primary school children should be primarily seen in the development of new textbooks and anthologies that will meet the needs and opportunities of the modern child.

Keywords: literary education, primary school, reading, the reading competence, reading skills, interpretation.

1. INTRODUCTION

Intellectual humanistic development of modern personality is impossible without formation of artistic, literary competence. Reading as the knowledge of artistic expression, which contributes to the cultivation of human nature, and is a guarantee of support and consolidation of "cultural ecology" (by M. McLuhan). In the modern era of scientific boom and technical discoveries "printed word appears hindrance in the revival of Africa within us" [8, p. 69]. Charles Danzig, the researcher to problem of reading states, that "without reading humanity would come to its natural state among animals" [5, p. 208].

The discourse of reading (P. Bayard, U. Eco, C. Danzig, M. Zubrytska, P. Ricoeur, Y. Sobolevska, D. Uhreshych) is increasingly seen in the context of educational, scientific, humanistic crisis. In modern pedagogy, the reforming of literary education in elementary, middle school and high school is of great importance. The problem of literary education (D. Drozdovskii, G. lochek, L. Matsevko-Bekerska, S. Palamar, A. Ruban, T. Stus, V. Shulyar etc.) encourages scientists and educators to the common solving of reading crisis with the help of qualitative artistic and humanitarian training for primary schoolchildren.

It is of great importance, that scientists, educators and the general public not only realize that the "support of reading as a guarantee of the book business" [3] in Ukraine is desperately needed now, but also that from the reading needs of child depends the future educational and scientific epistemological

research. Therefore, the purpose of the article is to address the problem of literary education of younger students and possible ways of its reformation and modernization.

2. ANALYSIS AND DISCUSSION

The search of methods and ways, which will attract children to read books is actively promoted in the cultural practices of Europe and the USA. Also, in Ukraine, a variety of actions and campaigns in support of reading are progressively applied ("The book mania", "The book creates Man", "Time to read!", "Ukraine is reading", "Tell a tale to a baby", etc.). However, a significant disadvantage of "book situation" in Ukraine is that, as by A. Smith, that "commercial book publishing industry dominates in case of which, publishing for children and young people is almost entirely relies on the mass consumption of books for children" [10].

Though, lots of students of primary school, for some reason, are lacking basic reading skills, the problem of literary education for primary school children do not lose their relevance. So, there is a need to find "the best ways to develop qualitative reading skills in modern educational environment" [2]. The reader competence of younger student is a wide range of knowledge and speaking skills with the world through art. Teacher should contribute quickly and skillfully in mastering of all these knowledge and skills, which are needed to complete the children's ideas about literature, the author's intent and idea, the space of literary text and more.

The reader competence of elementary school student is the foundation, on which the literary education will be built later. The learning process through literature "acquaintance" with the author and his work should be presented for the child easier, in an entertaining way, emotionally, solemn, sublime and varied step by step. According to V. Martynenko, the formation of readers competence "as an integrated personal formation is important to perform in both sides: subjective and interdisciplinary level with the texts of different sorts" [9, p. 7]. The texts of different genres and styles, contemporary texts and for the modern young readers should be mentioned here.

In our opinion, any successful project is the emergence of new anthologies of reading for students in grades 1-4, which are tailored truly original, interesting and highly artistic works of contemporary writers. As it is noted in the preface to the publication T. Stus and A. Lushevskya "modern readers are free children open to the world, more or less than the previous generation with limited boundaries, real or virtual. They perceive the world in multifaceted and impartial manner. The first generation of the digital era, which cannot imagine life without electronic devices and has the easiest access to information with the help of the Internet. Children of our era need literature which will be in tune with their needs, interests and real everyday situations" [1, p. 3].

According to the compilers, in the selection of texts for reading, personal values of child are extremely important. Citing the ideas of Charlotte Haq, is the principle of pleasure, imagination, experience and discoveries. After all, "if the children want to read and enjoy reading they will quickly develop love for words and become" ardent readers. Literature for children develops and enriches the children's fantasy and imagination, allowing the possibility to create life and experience of people without borders. Reading modern books, children learn and practice behaviors, which are inherent to them, their peers and adults of their social circle" [1, p. 4]. The main anthologies contains the works of O. Krotiuk, K. Yegorushkina, O. Lushevskya, K. Babkina, S. Dermansky, L. Voronina, K. Mihalitsyna, I. Andrusyak T. Stus (Shcherbachenko), M. Savka, G. Vdovichenko, Zirka Menzatyuk, G. Tkachuk, Sasha Kochubei, Marian and Tarass Prokhasko and many other popular authors.

This project "new reading" intensifies children's interest for books and makes the process of reading fun and cheerful. Because the new conditions of life and education affect children's preferences, we can not avoid in this context, the technical means of information dissemination. Elementary school teacher should develop a plan for "the formation of reading interests of younger students with the usage of multimedia and the Internet" [4]. In the Ukrainian Internet space there are many websites which can help both teachers and children and their parents to find books, learn about children's

publishing, read new-emerged books (eg., Internet resources, "Barabuka", "Bokmol", "Reading notes of Kristi Nechytayko", "Kazkarka", "Bukvoid", "Chytomo", "Friend of the reader", etc.). Teachers analyze educational and instructional possibilities of books, diversify the ways of attracting the widest audience to actively "consumption" of the story plot. For example, one of the following methods is called "BookCrossing" – a social movement, which was spread in America in the early 2000s and operates on the principle of social networking – "the process of books liberation" [7, p. 15], so called "hunting" for books. "Bookchallenge" – the competition with the number of books which were read (modern writers M. Livin and K. Babkina initiated this action in 2015 with a view to read 400 books per year) acquires mass popularity, especially among adolescents and young people.

The process of reading for children ought to be more emotionally rich, to promote the "awakening" in the little reader of ethical virtues and aesthetic tastes. Teachers should understand that coercion, orders, prohibitions or disregard of children needs may negatively affect the quality of reading skills. As it is mentioned by O. Vashulenko, the important stage of the artistic work cognition is its ethical discussion in the form of a conversation with a student after reading, a corporate reflection and focus on the most significant episodes, dialogues, phrases. Therefore, "the content of these conversations stands the comparison of literary heroes actions of children's behavior, which are formed from generalized understanding of the norms and rules of conduct, a system of moral evaluations" [11, p. 15]. Literature as a source of ethical and aesthetic impact possesses all-embracing creative potential and has the ability to nurture humanity in people.

Literary education is a way which comes from reading and knowledge of the art text to its empathic feelings by reader, which grows from the reader -amateur to a reader-thinker, because a child grows in the environment of books [12], which defines her thoughts and beliefs and creates an outlook

According to G. Klochek, "literary education should be based on a study of really bright significant works under consideration of the life paths of iconic writers, on a good school interpretation, when the teacher has a special ability to convert the complex meanings in transparent and clear verbal formula" [6, p. 20]. One of the key aspects of the school education quality is the presence of literary textbook, created on the basis of informative freshness when "on every page of the textbook the student must discover something new and interesting" [6, p. 78]. Undoubtedly, updating of textbooks is necessary for Ukrainian school, which is still at a crossroads searching. Similarly, we are missing a new, modern view of the literary phenomenon of the past and present. Educators often have difficulties in the analysis of literary works without previous pre-reading of critical and methodological materials. But only, in case of creative approach to the interpretation of text we can expect performance in the educational process. After all, "the student will perceive the cognitive content of fictional work, and will be charged with noble, positive energy in the contact with it. The longer the contact will be, the more knowledgeable help of teachers in the pupil's perception of the text will be presented, the better school literary education will be" [6, p. 58].

Thus, the problem of literary education should be viewed in primary education, as the linguistic and literary competence is formed in our time. And what is seen as the foundation of literary knowledge, the literary propedeutics in elementary school, in fact, subsequently determines the level of mastery of literary and theoretical knowledge and skills to interpret (interpret, perceive the text, analyze text structure and over-context to determine the theme, idea, perspective work, etc.), reading skills, pro-reading and rereading.

3. CONCLUSIONS

Therefore, the problem of literary education of the elementary school students is being solved in the way of actively involving children in the process of reading – communication with the world of art. An important aspect is the consistent and gradual renewal of the education system, particularly literary education of primary school children through the creation of new textbooks and anthologies, which meet the needs and opportunities of the modern child. Also, it is important to note that the literary

educational mission of elementary school teacher through the personal dialogue and polylogue will help students to learn the whole palette of ethical values and aesthetic feelings, which are inherent in the author's deep essence of art.

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Автор статті аналізує проблему літературної освіти учнів початкової школи в сучасному культурному просторі. У статті зазначено, що літературна освіта базується на літературній пропедевтиці молодших школярів і ґрунтується на процесі читання художніх творів. Отже, важливо пропагувати читання, популяризувати дитяче читання і дитячу книжкову продукцію в Україні. Автор робить висновок про те, що поетапне оновлення системи освіти, зокрема, літературної освіти молодших школярів має відбуватися передусім через розробку нових підручників і хрестоматій, які відповідатимуть потребам і можливостям сучасної дитини.

Ключові слова: літературна освіта, початкова школа, читання, читацька компетентність, читацькі навички, інтерпретація.