



TECHNIQUES FOR WORKING WITH TEXT IN LITERARY READING LESSONS

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DISCUSSION

Each lesson of literary reading is a special meeting with the author of the work, which in this case will be discussed. This meeting should be unforgettable, unexpected, interesting and rewarding. If we want to hear the child's opinion about this meeting, then we must try to organize it.

Teaching a child to read is not enough today. Teaching him to read "correctly", "effectively", and productively is an important task of a teacher. Achieving high results in reading comprehension and comprehension is the key to success. At the present stage, a completely different approach to the methods of analyzing a work of art is required. Actually, for this purpose the technology of productive reading was created.

Productive reading is such reading, in which, instead of reading speed, re-reading of all types of information, a deep understanding of the text is conducted.

The purpose of the technology is to form the type of correct reading activity, the ability to independently understand the text.

The technology includes three stages of working with text.

Stage 1. Working with text before reading

The goal is to predict upcoming reading

Consider the step-by-step types of work with the text in the lessons of literary reading in elementary school, according to the requirements.

Grade 1 - teaching children to read and understand the read text, its conscious perception.

- The practical difference between a text and a set of sentences.
- Knowledge of the structure of the text: the beginning of the text, the ending, the ability to see the sequence of events.
- Highlighting a paragraph, semantic parts under the guidance of a teacher.
- Drawing up a schematic or picture plan under the guidance of a teacher.
- Title of the text (selection of headings).

Grade 2 - teaching children to work with text:

- Finding missing letters by using and choosing test words yourself.
- Semantic reading.
- division into paragraphs and drawing up a plan of the read text (work).
- Possession of retelling of various types.
- Highlighting key words (phrases).
- Selection of antonyms and synonyms for words.
- Characteristics of heroes and their actions.

Grades 3 - 4 - learning to find information, interpret texts and reflect on their content, evaluate what has been read.

- Self-selection of the main idea (the whole text or its fragment).
- Finding information in the text for the questions posed in a direct or other form.
- Highlighting the main and secondary information.
- Revealing different life positions of the heroes and their coincidence with their own beliefs (knowledge).
- Predicting content by title, illustration, excerpt.
- Independent formulation of questions in the text.
- Comparison of texts of different genres, different styles (business, scientific, artistic, journalistic, colloquial) with similar content.

Exercises aimed at developing the skill of anticipation.

1. Division of words into syllables by vertical and horizontal lines.
2. Reading text with the top of the line covered.
3. Reading the text along the bottom of the letters.
4. Reading words written in different sizes.
StEaMer, ScHOoL, StUdEnT.
5. Reading with a gradual build-up of letters, words.
*up-up down-down
forest-forest garden-garden
house toy game*



6. Continuation of proverbs, sayings and catchphrases.

7. "Tell me a word."

8. Reconstruction of words based on the given combinations of consonants.

9. Composing a text from words, phrases, sentences or ready-made parts of the text.

10. Supplementing the text with missing sentences, parts.

11. Working with text full of holes (quasi-writing).

12. Search for semantic absurdities.

13. Plot prediction by title or beginning of text.

14. Foreseeing the content and development of events at the end of the text.

15. Drawing up a text based on the proposed plan, diagram, questions or pictures.

16. Restoring the dialogue.

Determination of the thematic focus of the text

- Allocation of his heroes by the title of the work.
- The name of the author's name.
- Finding keywords.
- Correlation of illustrations to text based on reading experience.

Stage 2. Working with text while reading

The goal is to understand the text at the content level.

The professional competence of a teacher is to provide a full-fledged perception of the text.

Techniques for working with text.

- Primary reading of the text.
- Independent reading (at home or in class).
- Reading with stops.
- Dictionary work.
- Revealing primary perception through conversation.
- Revealing the coincidences of the initial assumptions of students with the content, emotional coloring of the text read.
- Rereading the text.
- Slow "thoughtful" re-reading of the entire text or its individual fragments.
- Asking questions to the text and to the author.
- Statement of a clarifying question for each semantic part.
- Referring to individual fragments of text.
- Conversation on content in general.
- Generalization of the read.
- Identification of coincidences of the initial sentences of students with the final conclusions of the text.
- Statement of generalizing questions to the text.

Techniques for developing expressive reading skills

Consider some techniques for developing expressive reading skills:

- articulatory gymnastics; (see Attachment);
- reading one sentence with different intonations;
- imitation of the teacher's speech;
- listening to a record;
- Tongue Twisters;
- choral reading;
- work on logical stress;
- reading by role;
- dramatization of the text;
- reading to music;
- markup of text: pauses, logical accents;
- exercise "Echo" (repetition after the teacher with the same intonation 1-2 lines of the poem);
- exercise "Acceleration" (repeated pronunciation of a sentence at an accelerated pace);
- a dictionary of moods; (see Attachment);
- participation in amateur performances;

Stage 3. Working with text after reading

The goal is to achieve understanding of the text at the level of meaning.

The professional competence of a teacher is to provide an in-depth perception and understanding of the text.

Work methods.

- Statement of a problematic question to the text.
- Dialogue, discussion.
- Acquaintance with the writer. A story about the writer. Conversation about the personality of the writer. (See Attachment).
- Re-referring to the title of the text and illustrations.
- Statement and argumentation of the attitude to the reading.
- Description of events, places of action, actions of heroes. (See Attachment)
- Performing creative tasks.

Graphic illustration

Creative work that promotes the development of the ability to interpret a work of art. The work of illustrating the text is exciting and interesting, because contributes not only to a deep, detailed reading of the work, but also to the development of imagination, the ability to convey an image through a drawing.

Verbal illustration (drawing)

This is the child's ability to express their thoughts and feelings based on what they read:

- fairy tales,
- fables,



- story,
- poems.

In no case should verbal drawing turn into a retelling of a work. Learning verbal drawing begins with the creation of genre (plot) pictures.

Creative retelling

Retelling, implying the transfer of the content heard, seen or read with any changes:

- add what could have preceded the situation depicted in the work;
- figure out how events could unfold further;
- change the narrator (the narration is from the 3rd person - the retelling will be built from the 1st person; the narration is built from the point of view of the narrator, and the retelling - from the perspective of the main character or another character);
- change the tense of the verbs (drawing the children's attention to how the picture of events changes).

The purpose of creative retelling is to evoke an emotional response from the students to the work being read, to help them understand the idea more deeply, to experience, together with the hero, those feelings that are laid down by the author in the work. Such work teaches children to train their imagination, sharpens their attention to the word, deepens the reader's impressions.

Compilation of filmstrips based on the text read

Children graphically depict the plots of the work, after which they establish a sequence of "frames" and independently voice them. To maintain the creative interest of children, children's drawings are placed on special sheets - frames. As the film strip is drawn up, the drawings are placed on the board on the personnel tape. As a result, children not only practice creative retelling, but also get joy from feeling themselves as a whole and unified link of a creative product.

This type of work assumes a logical continuation in the form of project activities outside the lesson.

Dramatization

This type of task of a creative nature should be singled out as especially important, since is a means of aesthetic education and development of children.

Consider the possible forms of dramatization:

- reading by role;
- puppet show;
- finger theater;
- shadow play;
- musical performances;
- dramatization of fairy tales;
- pantomime;
- staging live pictures;
- costume performances;

- performances based on their own scripts.

Of great importance in enhancing creative activity in literary reading lessons are game moments that introduce an element of entertainment into the creative process.

Creative tasks of game action

- Drawing up fabulous announcements and telegrams.

1. *I fly animals and birds.*
2. *I change the ABC for a ticket to the puppet theater.*
3. *I exchange an old broken trough for an apartment or a house.*
4. *Those wishing to purchase a live alarm clock, please contact A.S. Pushkin.*

- Drawing up crosswords.

- Writing quizzes.

Types of creative tasks involving work at home, or in creativity lessons, as well as in extracurricular activities, are relevant:

- homemade books;
- modeling and applique.

All these techniques help to penetrate deeper into the work, evoke sympathy for the heroes, and become a means of expressing their own attitude to what they read.

Using the technology of critical thinking, we will present the techniques for working with text.

Cluster Composing Technique

In translation it means "bundle", "constellation". The point of the technique is to try to systematize existing knowledge. The rules for building a cluster are very simple. We draw a model of the solar system: a star, planets and their satellites. There is a star in the center - this is our theme. The planets are surrounded by large semantic units. We connect them with a straight line with a star. Each planet has its own satellites, the satellites have their own. The cluster system covers more information. Clusters can be used at various stages of the lesson. Reception - "CLUSTER" helps the development of skills to develop their own opinion based on various observations, experience, promotes self-educational activities of students, the ability to independently solve problems and work in a group, activates educational activities.

Reception "True and False Statements"

This technique can be the beginning of a lesson. The teacher offers a series of statements on a specific topic. Children choose the "correct" statements based on their own experience or intuition. In any case, they tune in to the study of the topic, highlight the key points, and the element of competition allows them to hold attention until the end of the lesson. At the stage of reflection, we return to this technique in order to find out which of the statements were true.

Reception "Basket of ideas"



“A basket of ideas” is a method of organizing individual and group work of students at the initial stage of the lesson, when their experience and knowledge are being updated. Allows you to find out everything that the students know or think about the discussed topic of the lesson.

You can “drop” into the ideas basket:

- concepts,
- opinions,
- names,
- facts,
- problems related to the topic. Further, in the course of the lesson, these definitions and concepts, scattered in the child's mind, can be linked into logical links.

Prediction Tree Technique

The technique helps to make assumptions about the development of the storyline of the story.

A tree silhouette is attached to the board:

A *tree trunk* is a selected topic, a key issue of a topic, a simulated or real situation that suggests ambiguous decisions.

The branches of a tree are variants of guesses that begin with the words: "Perhaps ...", "Probably ...". The number of branches is not limited.

The leaves of the tree - justification, arguments that prove the correctness of the assumption.

Technique "Prediction tree" It is advisable to use in the study of current events. It is important to use textbook materials and media materials as arguments. To delve deeper into urgent social problems, to analyze them in many ways.

Reception "Keywords"

Pupils are encouraged to choose in the text "keywords" that are the most important or memorable in the material studied. It would be better to indicate the number of such words. For example, six.

Children must justify their choice: in connection with what they chose these words. A discussion is organized. It is very important that it takes place. During the discussion, there is not only a multiple repetition of this informational material, but also an understanding of the meaning of the words put forward.

As a result of the discussion on the board or in a notebook, "keywords" are recorded. In subsequent lessons, you can write them on the board, or say them orally. Children should explain why these words were mentioned. A complete answer is not required. There is a kind of warm-up before a more complete repetition of previously studied material.

Reception "Letter in a circle"

Reception "Letter in a circle" involves a group form of work. Each student should have a piece of paper. Children need to not only reflect on a given topic, but also coordinate their opinion with the group members. Each member of the group writes

down several sentences on a given topic, then passes his sheet to a neighbor. Having received the sheet, the neighbor continues his thoughts. The leaves move until each is returned to the leaf in which his first sentences were written.

Reception "Marks in the margins" ("Insert")

This technique is called "Insert" and is a tool that allows the student to track their understanding of the lesson. It's simple enough. Children just need to be introduced to a number of markings and invite them during the lesson to put them with a pencil in the margin of the notebook opposite the task being performed. The technique of "Marking in the Margins" works at the stage of comprehension. While reading the educational text, a target setting is given: while reading the article, make notes in the text. The teacher must first determine the text, remind the rules for placing markings, indicate the time allotted for work, check the work.

Technique "Composing a laptop"

This method of work is always accompanied by increased activity of children, forms the ability to work in a group. It is used when consolidating and summarizing educational material or in project activities.

What is a laptop? A laptop is a clamshell book with pockets, movable parts, windows in which materials on a chosen topic are placed. This is the final result of joint work on any topic, in which they consolidate, systematize the studied material, choosing for this purpose convenient and understandable headings, articles, illustrating them, coming up with different envelopes for them - secrets, mini-books - accordions, windows, doors ... This is creative work, which, in addition to consolidating the material, provides for such an important point as collective creative activity, the ability to work in a team, where children themselves assign roles, choose a leader, draw up an activity plan, choose or come up with forms of presentation of the material. The laptop can be used both in the classroom (if the topic and time permits), as well as in extracurricular activities, organizing work in groups, pairs, individually (as you like more). Can be set as creative homework.

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