Valentina Shpak

Doctor of Pedagogical Sciences, Professor,
Professor at the Department of Primary Education,
Bohdan Khmelnytsky National University of Cherkasy,
Cherkasy, Ukraine
ORCID: 0000-0003-0913-6150

Tetiana Zorochkina

Doctor of Pedagogical Sciences, Professor,
Head at the Department of Primary Education,
Bohdan Khmelnytsky National University of Cherkasy,
Cherkasy, Ukraine
ORCID: 0000-0002-6321-0852

Nataliya Zobenko

Doctor of Philosophy, Associate Professor,
Associate Professor at the Department of Primary Education,
Bohdan Khmelnytsky National University of Cherkasy,
Cherkasy, Ukraine
ORCID: 0000-0003-3833-958X

CHAPTER 8.3. ORGANIZATIONAL AND METHODICAL WORK IN PRIMARY SCHOOL: ACHIEVEMENTS OF THE REFORM AND PERSPECTIVES

The authors made an attempt to analyze the achievements and prospects of the reform of primary education, which are related to the organizational and methodical work in this field. The main emphasis is placed on the formation of reading competence, which determines not only the educational achievements of younger schoolchildren, but also their adequate socialization in society, success in many aspects of life. For confirmation, the results of the nationwide external monitoring conducted in Ukraine in the spring of 2021 year. The literature review provides an opportunity to update the socio-cultural traditions of introducing innovations in primary school. The role of personally oriented learning technologies in primary school is shown. The potential possibilities of modern forms and methods of education as a means of implementing the competence approach in the context of updating the content of primary education are revealed. Based on the received factual data, the authors develop recommendations to eliminate the identified shortcomings, formulate convincing conclusions.

Шпак В. П.

Доктор педагогічних наук,
професор кафедри початкової освіти,
Черкаський національний університет імені Богдана Хмельницького,
м. Черкаси, Україна
ORCID: 0000-0003-0913-6150

Зорочкіна Т. С.

Доктор педагогічних наук, професор,
завідувач кафедри початкової освіти,
Черкаський національний університет імені Богдана Хмельницького,
м. Черкаси, Україна
ORCID: 0000-0002-6321-0852

Зобенько Н. А.

Кандидат педагогічних наук,
доцент кафедри початкової освіти,
Черкаський національний університет імені Богдана Хмельницького,
м. Черкаси, Україна
ORCID: 0000-0003-3833-958X

РОЗДІЛ 8.3. ОРГАНІЗАЦІЙНО-МЕТОДИЧНА РОБОТА В ПОЧАТКОВІЙ ШКОЛІ: ЗДОБУТКИ РЕФОРМИ І ПЕРСПЕКТИВИ

Авторами зроблена спроба проаналізувати здобутки і перспективи рефор-ми початкової освіти, що пов'язані з організаційно-методичною роботою в цій сфері. Основний акцент робиться на формування читацької компетент-ності, що визначає не лише навчальні досягнення молодших школярів, але й їхню адекватну соціалізацію в соціумі, успішність у багатьох аспектах жит-тєдіяльності. Для підтвердження наведено результати Загальнодержавного зовнішнього моніторингу, що проведений в Україні навесні 2021 року. Огляд літератури дає можливість актуалізувати соціокультурні традиції впрова-дження інновацій у початковій школі. Показана роль особистісно орієнтованих технологій навчання в початковій школі. Розкрито потенційні можливості су-часних форм і методів навчання як засобу реалізації компетентнісного підхо-ду в контексті оновлення змісту початкової освіти. Спираючись на отримані фактологічні дані, автори виробляють рекомендації з усунення виявлених не-доліків, формулюють переконливі висновки.

Introduction

In recent years, there have been significant changes in the structure of primary education. New methodological approaches, methods and technologies have emerged and become widespread. The conceptual transition of primary education to person-oriented learning, the development of critical thinking, emotional intelligence, and preparation for lifelong learning has significantly deepened. However, modern pedagogy still ignores the fact that the current primary school graduate remains on his own in real life. In particular, in further educational activities, which forces him to constantly work with various texts, for the processing of which he remains unprepared. In view of this, in the blight method of primary education, the idea of the need to include a wider range of texts in the teaching of literary reading is increasingly spreading, based on the specificity of their relevance for the development of younger pupils as an individual and a citizen of society. Therefore, the ability to choose information from new and traditional media, the ability to distinguish neutral information from useful messages, whose main task is to convince consumers of information in something, becomes a necessary condition for conscious participation in the life of the information society.

Nationwide external monitoring, which was conducted in Ukraine in the spring of 2021 year, «became in fact the first all-Ukrainian objective educational monitoring study conducted after the start of the pandemic and quarantine restrictions. Accordingly, the obtained results can give real «figures of losses» caused by challenges to primary education 2020 and 2021 years: the test data made it possible to draw objective conclusions about the levels of formation of students' reading and mathematical competences» [5, 19–20].

We agree with the statement that «it is now generally recognized that with the development of the information society, or, as it is also called, the knowledge society, the meaning of the concept of «reading competence» is changing. After all, modern man is forced to live in a world where both the number and variety of written texts are growing, where more and more people have to use these texts in new ways and in more complex situations than before. That is why the teaching of reading in the field of primary education is undergoing a significant rethinking in our time: if until recently its purpose in many countries of the world was the formation of reading abilities and skills for the purpose of accumulating and assimilating information, now it is about forming a person's ability to work with any types of information (textual and non-textual), find access to it in various sources (paper and electronic), understand, properly interpret, evaluate, and apply to increasingly complex personal and societal needs» [6, 16].

According to the definition of the leading domestic methodologist M. Vashulenka, «reading competence in the system of primary education should be considered as a subject. … we understand subject competence as a personal education that integrates, in accordance with the requirements of a certain subject, knowledge, abilities and skills, personal experience, attitude to the process and the result. We will understand the student's reading

competence as a set of educational elements, which is manifested in the possession of a system of literary knowledge, skills and abilities, experiences, emotional and value orientations, personal beliefs and the ability to use them for the purpose of learning about the surrounding reality, satisfying one's own needs (cognitive, aesthetic, self-educational, etc.) [3, 16].

Based on the given definition, a competent reader should be considered as a person, which is able to carry out the cognitive reading operations indicated above, working with texts of different functional orientation. The reading competence of younger pupils appears in scientific research as the ability to broadly understand a text (part of everyday life and educational activities), search for new information, reproduce and apply it, interpret the content and formulate conclusions, understand and evaluate the content and form of the text.

In the context of reforming the content of primary education, the creation of conditions for personal growth and creative self-expression of every citizen of our country becomes of priority importance. As O. Vashulenko rightly points out, the personal development of younger pupils is largely influenced by the formation of key and subject competencies in them, among which reading competence is of great importance. This makes it necessary to «clarify the essence of reading competence, its structure, components, determine the role and place in the system of other competences» [3, 2].

O. Vashulenko not only proves the logical connection of reading competence with other competences, but also convincingly argues its influence on the creative abilities of younger pupils. We are impressed by the position of the scientist, according to which it provides a tripartite educational process that includes: 1) formation of a child as a reader (learning to perceive, comprehend and interpret the text in the unity of its form and content, to evaluate it from aesthetic and personal positions); 2) the development of literary creativity of younger pupils, the ability to adequately express themselves and express themselves in words; 3) expanding the cultural field of the younger pupils, his development as a bearer and creator of culture [3, 3].

O. Onoprienko examines the outlined problem in the context of the main components of modernization, which will be reflected in the changes in the didactic and methodological support of the primary level of education in the conditions of the implementation of the ideas of the New Ukrainian School: the content of education, based on the formation of competencies in younger pupils; pedagogy of cooperation between the younger pupils, teacher and parents; orientation to the needs of the child in the educational process, child-centeredness; end-to-end education process focused on values» [12, 246–247].

Drawing a parallel between «competences» and «competencies», V. Kuz emphasizes that the ability to find one's place in life for younger pupils of a modern school helps mastering certain competencies: «adapt flexibly in changing life situations; to think independently, critically and creatively; to see and form a problem, to find ways to solve it rationally; to realize where and how the acquired knowledge can be used; competently work with

information, draw reasoned conclusions, use them to solve new problems; to be communicative, contact in various social groups, to be able to work in a team, to improve the development of personal morality, intelligence, cultural level» [9, 234].

As A. Pavlenko rightly points out, competence does not cover the whole set of personal educational results. Such results as a result of dynamic civilizational changes in the 21st century also include literacy and education, which can conditionally be hierarchical «steps» to competence [14, 14]. The scientist concludes that the generalized sequence in the development of the younger pupils personal educational results at school (primary school; basic school; specialized school) can be represented as a developmental, essentially conditional, hierarchical educational sequence according to the general scheme: «literacy – education – general educational competence – professional competence» [14, 14].

The opinion of A. Plugina is correct, she believes that in the context of the competence approach, three main components can be distinguished: 1) knowledge – the knowledge younger pupils acquire in primary school is important; 2) questions about the organization of education – how the educational process is structured, how students learn information, how teachers teach them; 3) directing education to the formation and development of key and subject competencies that younger pupils should master. The result is the formation of the general competence of the individual (from the point of view of the obtained results) [15, 7].

Priority forms of organization of younger pupils educational activities in the context of the competence approach are group and individual. There are also new requirements for teaching aids, the use of media and computer equipment is mandatory, as well as ensuring that younger pupils master information processing techniques. It is advisable to give preference to tasks that require the involvement of younger pupils experience, that is, close to life and tasks that will stimulate the active thinking activity of younger pupils. In the activity of the teacher, new emphases are also placed, related to the redistribution of priorities of functions – from informational to advisory, organizational and managerial. New priorities have also been set in younger pupils activity – learning should be active, include independent and self-educational work [15, 7].

L. Stakhiv carried out a scientific and methodological analysis of programs for primary school and highlighted the following aspects of reformation changes in primary education:

1. According to the new concept, teachers do not check with a red pen, and the evaluation system of primary school younger pupils takes into account the age characteristics of younger pupils, that is, the principle of conformity to nature is embodied. Classes with a red pen are not issued. As practice shows, many teachers replaced the red pen with a green one, and errors are corrected with it, which was recommended in principle.

2. Changes regarding the performance of tasks with a simple pencil apply only to younger pupils of the first class. A simple pencil is a child's right to

make a mistake, which teachers often deprives children of at school, forcing them to be in tension and fear of making a mistake all the time. A simple pencil is just a stage that can be stopped at any moment, when the child will feel the strength to write with a pen, without being upset by the impossibility of correcting a mistake. Each teacher can individually offer the child to write with a pen at any time, if the child wants it. At the discretion of the teacher, correction is allowed either with an eraser or by crossing out. At the same time, the time and stage of transition to a ballpoint pen is determined by the teacher himself, individually for each child.

3. As it turned out, most of the parents were not ready to accept the new rules of communication with the school. They demanded and demand grades, trying to change them from numbers to icons, symbols, changing their form, but giving themselves the opportunity to compare their child's success with the success of her classmates. However, according to psychologists, it is important to compare the child not with other children, but with himself in progress: «You write better today!», «You read more clearly today», «You managed to overcome difficulties» etc. Confidentiality of assessments as a necessary factor, according to modern psychologists and educators, should not be doubted at all. Parents of younger pupils are very pleased when their children's successes are announced at the parents' meeting, but there are parents for whom going to parents' meetings is real hellish torment. They are wonderful parents and do everything to ensure that their child is kind, smart, and healthy, but the fact that their favorite child received, for example, 5 points in physical education or singing is a humiliating phenomenon for them. Psychologists believe that anyone who has been in a similar situation at least once will support confidentiality.

4. Another change to programs is reading speed. It is worth emphasizing that the situation is stressful for a child who reads slowly. Today, emphasis is placed on such criteria as correctness, awareness, expressiveness of reading, but not on speed.

5. Modern scientists believe that the multiplication table for a second-class younger pupils is an abstract concept, and a seven-eight-year-old child spends a lot of strength and energy to study it. After all, according to psychologists, she begins to perceive abstract things from the age of 12, because it is at this age that real mathematical abilities can be detected in a child. Until then, the child uses visual-active and visual-image thinking. Verbal-logical (abstract) thinking develops gradually and very often depends on the individual characteristics and conditions of the child's development. Therefore, it is necessary to understand that in the second class it takes a lot of time to study the multiplication table, and it is difficult to remember it, while at 10-12 years old such memorization is a conscious and much easier process.

6. Practice assures that any exhibition of child's works in primary school can be called: «Creativity of our parents». It is difficult to find a parent who would not write at least a few lucky sticks in their child's notebook in order to make their life easier. Psychologists suggest leaving children a vacation as a legitimate time of rest from any regulated study, including homework.

7. We draw attention to the fact that there are a number of common changes that affected all educational subjects: in the programs there is a missing mandatory allocation of the number of hours for each topic. We also emphasize the fact that duplication of topics from such subjects as «Health Basics», «I am in the world» and «Natural science» [13, 54–55].

8. In the first-third grades, formative assessment is carried out, which excludes the assessment of younger pupils achievements in points, then, accordingly, the grades are not displayed in the class journals. According to the specified documents, we continue to use two types of assessment in the first-second grade (first cycle of education): formative and final (summary). Formative assessment is aimed at assessing the performance of younger pupils, their progress; effort spent during tasks, diligence and is based on a positive attitude. This type of assessment aims to encourage younger pupils to study, to make them want to learn new things, to form confidence in one's own abilities, to prevent fears of making mistakes, to notice problems in younger pupils assimilation of educational material in time, focus on strengths rather than mistakes and adapt the educational process to the abilities and potential of younger pupils.

The accounting of the results of the final assessment in the first-third grades is recorded in the certificate of achievements (the first part, which contains a general description of the personal achievements of younger pupils), which the teacher fills in in October (interim result) and in May (as a final report). The second part of the certificate of achievement (assessment of subject competences) is recorded by the teacher in May. We continue to use a four-level formative assessment system to assess the achievements of younger pupils: «has significant success», «demonstrates noticeable progress», «achieves results with the help of the teacher», «still needs attention and help». Please note that the forms and all types of checks at the final stage are chosen and conducted by the teacher himself. It is inadmissible to check the reading technique of first-classes younger pupils by the deputy director or the director of the school. However, scientists believe that reading speed is not decisive in mastering reading competence. It is considered important to understand what has been read, to be able to evaluate the actions of the heroes of the works, to identify the problem and its solution.

9. We hope that at the beginning of the 2020-2021 academic year, first-graders of each general secondary education institution will receive sets LEGO DUPLO i LEGO SYSTEM (this is one of the biggest projects The LEGO Foundation), which makes it possible to form younger pupils competencies during the game. All teachers should realize that the LEGO method is not only interesting tasks for the development of construction skills and creative abilities of younger pupils, but also the systematic use of game and activity methods of learning. We recommend primary school teachers to join the group «We recommend primary school teachers to join the group» in a social network Facebook, where you can familiarize yourself with the experience of the practical use of the LEGO method in the educational process, but also share your own achievements and developments.

10. To conduct lessons online and to communicate with younger pupils in real time, we recommend using several services:

Skype (the platform makes it possible to conduct lessons online without time limits; discussion of information, correction of practical skills; involves visual and verbal control). Disadvantages of the platform: when more than 25 participants join the lesson, the program often starts to crash (the quality of video and sound does not always meet educational needs).

Zoom. Both lessons and consultations can be held on this platform. It is convenient to use. Advantages of the platform Zoom: the number of younger pupils does not affect the quality of the video and sound, and during the lesson it is possible to show presentations and videos. The program has a sufficient set of drawing tools that will replace the teacher's school board. This is especially appropriate during lessons of the Ukrainian language and mathematics. The recording function makes it possible to forward the lesson to those younger pupils who could not attend it.

Viber. We recommend using the service to check assignments completed by students and receive feedback. It is necessary to review all the work of younger pupils and, if necessary, invite the student to an individual online consultation.

Classtime. An effective platform to engage each younger pupil and get an instant visualization of the progress of the whole class. This platform enables teachers to create interactive tests to test the knowledge of all younger pupils at the same time. In a personal office, the teacher develops tasks based on the studied material and monitors which topics the children have difficulties with. It is convenient that the teacher can schedule the session for any time, set clear time limits for completing tasks and conduct reflection.

Bandicam. This service involves the use of many useful functions. The teacher can record the screen of his computer or laptop with sound. For example, record the presentation along with your comments on the slides. Bandicam also has a set of drawing tools that help when checking younger pupils written work.

Edmodo. The service involves working together with the class and checking younger pupils knowledge in a test form. There is a Ukrainian version of the site. After testing, younger pupils can immediately see the result of their work and their mistakes. In Edmodo, you can create a library of educational materials and use the creations of other teachers [4].

8.3.1. Shortcomings in the implementation of the reform of primary education according to the results of the monitoring study

Eight tests were used to measure the level of formation of the reading competence of primary school graduates during the main stage of the second cycle of national external monitoring. The reading test was performed by 4,506 younger pupils from 241 general secondary education institutions – graduates of the 2017/2018 academic. These are boys and girls who were born at the end of 2007 year – at the beginning of 2008 year. Most of them

live in cities of oblast subordination or cities in districts. The absolute majority of younger pupils study in secondary schools (67 %), while the share of those studying in general secondary education institutions of other types (gymnasiums, lyceums, collegiums, specialized schools and educational complexes) collectively makes 33 %.

The factual data of the monitoring study prove that more than 16 % of primary school graduates in 2018 year have a high level of reading competence. This enables them, working with the text, to easily find information scattered throughout the text, to make simple and fairly complex conclusions. At the same time, they rely on their own experience, information from the text, which allows them to determine the topic, the main idea, the purpose of the text or its parts, evaluate the peculiarities of the form and content of the text, taking into account the peculiarities of its functional purpose, the author's intention.

More than 86 % of primary school graduates have reached the basic level of reading competence. So, about 14 % of students who completed primary education in 2018 year, when working with texts, even on a known topic, they have problems with performing simple actions to search for information in the text, formulating simple conclusions based on transparently presented information in the text. This category of primary school younger pupils has significant problems in performing complex cognitive operations, which involve formulating complex conclusions from different parts of the text, interpreting both direct and hidden meanings of the text, evaluating the form and content of the text. 67% of primary school graduates perform reading test tasks that correspond to the basic level of reading competence development, and test tasks corresponding to a high level, – 28 %. The most difficult for primary school classes are the tasks that involve integration, interpretation and evaluation of information while working with the text. The obtained result is explained by insufficient formation of stable skills of simultaneous processing of information in 40 % of primary school classes, contained in several paragraphs of the text or scattered throughout the text. In addition, some difficulties in approximately 50 % of primary school classes arise when there is a need to process abstract data or perform practical tasks based on textual data.

Among the disadvantages of teaching literary reading to primary school younger pupils, we can state the following. First, primary school classes have, on average, insufficiently developed skills and ability to work with text (scan the text, easily navigate through it by marking important text positions, highlighting key words, etc.), although these skills become more and more important for them in further studies in basic school, when the volume of texts will increase and their structure will become more complex.

At the same time, there is a need to operate with abstract information (cause, effect, intention, motive, feeling, attitude, importance, usefulness, reliability of information) the average success rate of primary school classes drops to 53 %. Such a tendency is explained by the specifics of the specifically chosen thinking of junior high school younger pupils.

Another drawback is that within the limits of literary reading in primary school, there is no coherent methodical system of learning to work with non-textual components (for example, graphs, charts, color and font selections, drawings, maps, conditional marks, indexes, calls, notes, drawings, photos, signal symbols, diagrams, tables, etc.). Instead, it is necessary to state that the conditions for the formation of younger pupils stable skills and abilities to work with texts of the so-called interrupted format (forms, tables, lists, etc.) was not created within the course of literary reading, although the ability to work with such non-textual components, as proven by studies on the methodology of literary reading, should be considered as an important factor in the formation of a younger pupils reading competence upon leaving primary school.

8.3.2. Recommendations for overcoming identified shortcomings in the primary education reform

We should also note that today the primary school makes significant efforts, first of all, to form an aesthetically rich, spiritual, creative child, lays a solid foundation for continuing the study of literature at subsequent levels of education. However, it ignores the obvious fact that in real life, a modern child is much more often forced to read non-highly artistic texts, and with informative texts designed to expand the worldview of the surrounding reality, orientation in everyday life situations.

At the same time, the data that show that already at the stage of finishing primary school, a considerable contingent of younger pupils who are not sufficiently interested in reading are released require special attention and understanding.

Based on the given data, we consider it appropriate to provide the following recommendations. In particular, it is worth paying more attention in elementary school to the formation of younger pupils practically oriented attitude to the various textual information with which they work. Since in the domestic method of teaching literary reading in primary school, the opinion about the need to expand the range of texts is increasingly voiced, it is worth emphasizing the expediency of inclusion in reading books for both classroom and extracurricular reading of scientific and cognitive and scientific and artistic texts.

We believe that the content of education in primary school, in particular, in the lessons of literary reading, should be enriched with the widest possible range of media texts. Therefore, younger pupils should be taught to determine the form and explain the content of simple media texts, describe the impressions of their perception, create a plan, table, drawing or diagram based on them. In contrast to informative scientific and cognitive texts, which are intended to satisfy the curiosity of a younger schoolboy and prepare him for scientific discoveries and achievements, application in everyday life, advertising media texts not only satisfy younger pupils requests for the information they need, but also purposefully influence them as potential users of certain services.

In our opinion, the recommendations of the head of the elementary education department of the Communal Educational Institution «Cherkassky Regional Institute of Postgraduate Education of Pedagogical Workers» are valuable» L. Dobrovolska, who offers: 1) to practice with students the ability to read the task, to understand the algorithm for its execution (this is especially true for multitasking, modeled, and directed exercises); 2) work on conscious reading of literary, informational texts, mathematical problems, etc.; 3) work on the text [4].

Conclusions

The results of the State-wide external monitoring testify, which is only more than 16 % of primary school classes 2018 year have a high level of formation of reading competence. This enables them, working with the text, to easily find information scattered throughout the text, draw both simple and complex conclusions based on own experience and information from the text, determine the topic, the main idea, the purpose of the text or its parts, evaluate the peculiarities of the form and content of the text, taking into account its functional purpose, the author's intention.

From what has been said, it follows that the ability to work with texts of various functional purposes is significant for evaluating the reading competence of primary school classes, content and structural complexity, which is important for their development and life as individuals and active members of society. No less important is the ability to perform interconnected cognitive actions to achieve a certain result.

Considering the current state of teaching literary reading in the domestic primary school and the latest trends in this area, which generally correspond to world practice and are confirmed by the basic principles of international comparative studies, in the monitoring study, reading competence is considered as the ability of a primary school graduate to work with artistic and informative texts.

It was established that the basic cognitive processes, which to a large extent ensure the perception of the text in its formal, semantic, intentional discreteness and at the same time integrity, are the following:

1) finding information (is considered a basic cognitive operation, therefore it is most often associated with the ability of a primary school younger pupils to access the text, view and reread it as needed, orientate in it and in its separate parts, as well as localize the information given by the author in it. Information sought may be information about place, time, event, sequence of events, object, action, deed, fact, cause, purpose, detail, sign, characteristic, attitude, state, etc. It can also be a search for certain linguistic means, extra-textual elements. In addition to finding the necessary fragments or factual data in the text itself, the younger pupils may feel the need to search for the necessary information in extra-textual elements, for example, in tables, graphs, figures. Although this cognitive operation is quite simple in its procedural nature and does not involve in-depth reading into the text, it can be quite difficult at the same time, when the search depends

on many accompanying factors that complicate the reading task. The point is that it is much easier to find certain information represented in the text at the beginning of it than to find similar information located inside a large text fragment. The complexity of the search increases when there is a need to search for several types of data, information about which is scattered throughout the text. Completing reading tasks becomes impossible if the skills to move through the text, the techniques of surface, cursory reading, the skills to make marks in the text, extracts are not sufficiently developed);

2) formulation of simple conclusions (contributes to the development of the skill of contextual reading. It helps younger students to find semantic links that are missing between certain fragments of the text – actions, events, characteristics, deeds, ideas, and decisions. Usually, the result of such activity of the student is simple conclusions about the obvious cause of a certain action or event, its natural consequence, the purpose of certain actions, the similarity or difference of objects, the correspondence of the image to the name, name, character, appearance, belonging of a certain view to this or that hero, author, predicted, expected development of events, etc. By its nature, this cognitive operation is close to the previous one, as it is based only on working with text information. That is why in many cases these two types of reading activity are considered in combination);

3) interpretation and generalization (integration) of information (are complex cognitive operations thanks to which the younger pupils reconstructs the author's idea, the vision of the situation presented in the text. For such a reconstruction, the student must take into account facts, judgments, feelings, actions, events, characteristics, which are reported in different places in the text, establish connections between these data, thus building a chain of complex conclusions, which together help to reveal both the obvious and the hidden content of the text (subtext), reveal the author's intentions, trace contradictions. The complexity of these cognitive actions is caused by the fact that the younger pupils must work with different formats of information presentation (verbal, tabular), involve background knowledge in order to achieve a better understanding of the content and formal features of the text. Generalization of information involves collecting data, selecting them, clarifying the relationship between them, determining dependence, significance. By integrating information, the learner provides the ground for interpretation. The information collected and analyzed may include event information, their sequence, reactions, actions, external and internal manifestations of character qualities, ideas, judgments, arguments and other elements from the text. Interpreting textual information teaches to establish meaningful connections and formulate conclusions, to determine the main and secondary, to identify the main ideas and their connection with headings, illustrations, to find facts and explain them. In addition, interpretation is closely related to the interpretation of linguistic expressions, their direct and figurative meanings. Thus, in artistic texts, the interpretive explanation of meanings manifests itself most clearly in the analysis of the peculiarities of the characters' speech, external characteristics, and actions of the hero);

4) analysis and evaluation of form and text (is a complex cognitive process, thanks to which the student reflects on the received information, formulates simple and complex conclusions, interprets the information, to draw reasonable conclusions about the author's mastery of his position and linguistic and structural design of the text. At this stage, the child learns to go beyond the text to perceive it from a distance, to more critically assess the logic, reliability, stylistic conformity and linguistic persuasiveness of individual text elements for the interpretation of the author's opinion. For a successful evaluation, it is important for the younger pupils to use his background knowledge about genres, functions of texts, typical models of their structuring, as well as activation of linguistic knowledge about neutral and expressive vocabulary, ideas about beautiful, fair, and effective).

We believe that their visit to a preschool education institution has a potential impact on the formation of the reading competence of younger pupils, preparation for studying in primary school, support from parents, visits to extracurricular education institutions, which affects the attitude of students to literary reading.

REFERENCES:

1. Babii, N. B. (2017). Aktualnist zberezhennia sotsiokulturnykh tradytsii v rusli vprovadzhennia innovatsii u pochatkovii shkoli [The relevance of preserving sociocultural traditions in the course of introducing innovations in elementary school]. *Onovlennia zmistu, form ta metodiv navchannia i vykhovannia v zakladakh osvity : zb. nauk. pr. : nauk. zap. Rivnen. derzh. humanitar. un-tu - Updating the content, forms and methods of education and upbringing in educational institutions: a collection of scientific works: Scientific notes of the Rivne State Humanitarian University*, 15, 52–55 [in Ukrainian].

2. Beh, M. (2017). Osobystisno oriientovani tekhnolohii navchannia v pochatkovii shkoli [Personally oriented learning technologies in primary school]. *Pochatkova shkola – Primary School*, 6, 35–40 [in Ukrainian].

3. Vashulenko, O. V. (2011). Chytatska kompetentnist molodshoho shkoliara: teoretychnyi aspekt [Reading competence of a junior high school student: theoretical aspect]. *Pochatkova shkola – Primary School*, 1, 1–16 [in Ukrainian].

4. Dobrovolska, L., Androsova, V. (2018). Pochatkova shkola : kurs na onovlennia [Primary school: a course for renewal]. *Pedahohichnyi visnyk – Pedagogical bulletin*, 3, 29–33 [in Ukrainian].

5. Zvit pro rezultaty druhoho tsyklu zahalnoderzhavnoho zovnishnoho monitorynhu yakosti pochatkovoi osvity «Stan sformovanosti chytatskoi ta matematychnoi kompetentnostei vypusknykiv pochatkovoi shkoly zakladiv zahalnoi serednoi osvity» [Report on the results of the second cycle of the national external monitoring of the quality of primary education «The state of formation of reading and mathematical competences of primary school graduates of general secondary education institutions»]. (2021). in 2 parts. Part I. Shcho znaiut i vmiiut vypusknyky pochatkovoi shkoly ta yak zminylasia sytuatsiia za try roky – What elementary school graduates know and can do and how the situation has changed in three years / under the editorship O. Osadchai and V. Tereshchenko; Ukrainian Center for Evaluation of the Quality of Education. Kyiv, 2022. 189 p. [in Ukrainian].

6. Zvit pro rezultaty pershoho tsyklu zahalnoderzhavnoho monitorynhovoho doslidzhennia yakosti pochatkovoi osvity «Stan sformovanosti chytatskoi ta

matematychnoi kompetentnostei vypusknykiv pochatkovoi shkoly zakladiv zahalnoi serednoi osvity» [Report on the results of the first cycle of the nationwide monitoring study of the quality of primary education «The state of formation of reading and mathematical competences of primary school graduates of general secondary education institutions»]. (2018). Part III. Reading / Ukrainian Center for Evaluation of the Quality of Education. Kyiv, 2019. 252 p. [in Ukrainian].

7. Kalyuzhka, N. S. (2017). Potentsiini mozhlyvosti suchasnykh metodiv navchannia yak zasobu realizatsii kompetentnisnoho pidkhodu v pochatkovii osviti [Potential possibilities of modern teaching methods as a means of implementing the competence approach in primary education]. *Teoretychna i dydaktychna filolohiia : zb. nauk. pr. Seriia : Pedahohika. Pereiaslav-Khmelnyts. derzh. ped. un-t im. Hryhoriia Skovorody – Theoretical and didactic philology: a collection of scientific works. Series: Pedagogy. Pereyaslav-Khmelnytskyi State Pedagogical University named after Hryhoriya Skovorody*, Vol. 24, 31–39 [in Ukrainian].

8. Kosareva, N. P. (2016). Pochatkova shkola : realii, problemy, perspektyvy [Primary school: realities, problems, prospects]. *Anhliiska mova ta literatura – English language and literature*, 4–5, 2–4 [in Ukrainian].

9. Kuz, V. G. (2017). Nova ukrainska shkola za kontseptsiieiu rozvytku osvity na period 2015–2025 rr. [New Ukrainian school according to the concept of education development for the period 2015–2025]. *Pedahohika i psykholohiia. Visnyk NAPN Ukrainy – Pedagogy and psychology. Bulletin of the National Academy of Sciences of Ukraine*, 1, 21–26 [in Ukrainian].

10. Matsenko, N. V. (2018). Pro pidkhody do navchannia u Novii ukrainskii shkoli : rozdumy vchytelia pilotnoho klasu [About approaches to learning in the New Ukrainian school: reflections of the teacher of the pilot class]. *Pedahohichnyi visnyk – Pedagogical bulletin*, 1, 11–12 [in Ukrainian].

11. Onyshchuk, L. A. (2018). Nova ukrainska shkola : realii ta perspektyvy [New Ukrainian school: realities and prospects]. *Ukrainskyi pedahohichnyi zhurnal – Ukrainian Pedagogical Journal*, 1, 47–53 [in Ukrainian].

12. Onopriyenko, O. V. (2017). Nova ukrainska shkola : aktualitety modernizatsii pochatkovoi zahalnoi osvity [New Ukrainian school: current issues of modernization of primary general education]. *Problemy suchasnoho pidruchnyka : zb. nauk. pr. / NAPN Ukrainy, In-t pedahohiky – Problems of the modern textbook: coll. of science pr. / National Academy of Sciences of Ukraine, Institute of Pedagogy*. Kyiv, Vol. 19, 244–252 [in Ukrainian].

13. Orhanizatsiia metodychnoi roboty v pochatkovii shkoli [Organization of methodical work in primary school]. (2011). *Zavuch – Head teacher*, 6. Tab. [in Ukrainian].

14. Pavlenko, A. (2017). Rozvytok osvitnikh osobystisnykh rezultativ uchniv suchasnoi pochatkovoi shkoly : kompetentnosti i paradyhmy [Development of educational personal results of modern elementary school students: competences and paradigms]. *Molod i rynok – Youth and the market*, 2, 13–16 [in Ukrainian].

15. Pluhina, A. P. (2017). Realizatsiia kompetentnisnoho pidkhodu v osvitnomu protsesi pochatkovoi shkoly [Implementation of the competence approach in the educational process of primary school]. *Onovlennia zmistu, form ta metodiv navchannia i vykhovannia v zakladakh osvity : zb. nauk. pr. : nauk. zap. Rivnen. derzh. humanitar. un-tu / Rivnen. derzh. humanitar. un-t – Updating the content, forms and methods of teaching and upbringing in educational institutions: a collection of scientific works: scientific notes of the Rivne State Humanities University*, Vol.15, C. 5–8 [in Ukrainian].

16. Prypykhaylo, L. (2007). Novovvedennia v pochatkovii shkoli [Innovations in primary school]. *Dyrektor shkoly. Ukraina – School Director. Ukraine*, 11, 26–36 [in Ukrainian].