

Shvets O. V., Kremenets regional humanities pedagogical academy named after Taras Shevchenko

**POETIC-SPEECH TRAINING AS A MEANS OF PREPARING
THE FUTURE EDUCATOR OF THE INSTITUTION OF PRESCHOOL
EDUCATION FOR THE USE OF POETRY WORKS IN THE PROCESS
OF ARTISTIC AND SPEECH ACTIVITY**

Shvets O. V.

Poetic-Speech Training as a Means of Preparing the Future Educator of the Institution of Preschool Education for the use of Poetry Works in the Process of Artistic and Speech Activity

The article is devoted to highlighting the features of «Poetic-Speech Training» as a means of preparing the future educator of a preschool institution for the use of poetic works in the process of artistic and speech activity. The author outlines the purpose, subject, tasks and content of the program of the special course, the peculiarities of its implementation in the Kremenets Taras Shevchenko regional humanitarian and pedagogical academy. It is emphasized that it is important during the implementation of training courses to take into account the fact that training forms of training initialize all human potential: the level and volume of types of competencies that take place in professional activities (professional, analytical, systemic, communicative and others), independence, ability to accept decisions, interactions, etc. The trainer must be able to perform many functions in order to effectively implement the goal of «Poetic-Speech Training», involve students – members of the group to accomplish tasks not only in classes, but also outside them – during their independent work, the execution of individual tasks. The author of the article focuses on the fact that the development and implementation of the «Poetic-Speech Training» showed a positive dynamics of certain levels of readiness of future educators of pre-school establishments to use poetry in the process of artistic and speech activity at the final stage of our study. This has been evidence of its important role and effectiveness in preparing future educators of pre-school establishments for the use of poetry works during artistic and linguistic activities.

Key words: training, poetic-speech training, preparation of the future educator of the institution of preschool education, presenter, competence.

The personal way of realizing the personal potential of the future teacher of the institution of preschool education should be formed taking into account his abilities, interests, needs, motivation, opportunities and experience, based on the choice of the

student of education of the types, forms and pace of education, subjects of educational activity and their proposed educational programs, academic disciplines and the level of their complexity, methods and means of training. The introduction of the future specialist of preschool education into the wide international interaction of the European educational space necessitates the further systematic implementation of the principles of optimal scientific and methodological support for future specialists in preschool education, in particular, necessitated the development and implementation of a «Poetic-Speech Training» for third-year students of the specialty «Preschool education» in the Kremenets regional humanities pedagogical academy named after them Taras Shevchenko.

Currently, the interest of scientists in optimizing the activity of the individual, creating an environment conducive to various forms and types of artistic and speech activity of preschoolers, their expression (L. Artemova, I. Bekh, A. Bogush, Z. Borisova, N. Havrysh, O Kononko, K Krutiy, S. Ladyvir, T. Pirozhenko, Z. Plokhii, I. Rogals'ka, I. Onyshchuk etc.). Modern scholars A. Bogush, N. Gavrish, T. Kotik study the problems of vocational-speaking competence formation, theoretical and methodical principles of organization of artistic and speech activity of children in pre-school establishments [1; 2; 4]. The issue of introducing intellectual training as a means of improving the teacher's cognitive skills is highlighted by B. Benera [4].

The researchers reveal certain aspects of work with poetic works in the institution of preschool education, such as: enriching the children's vocabulary with the vocabulary of poetry works by Marika Pidhiryanka (N. Kirsta), the methodology of raising the sound language culture of middle-aged children by means of folklore (O. Tryfonova), creative use means of expressiveness of speech of preschool children (O. Amatyeva), development of figurative speech of children of the senior preschool age by means of poetic humor (I. Popova), training of senior preschool children of suffixal creation is nications and adjectives on the material of emotional and expressive vocabulary (N. Makovetska), activation of the use of prefixal verbs and awareness of their semantics by children of the senior preschool age (N. Lopatinskaya), revealing of functional features and forms of interaction of

intonational and non-native communication means in the English language of children of the senior preschool age in the process of transferring the emotional values of joy, interest, surprise, the amount (S. Bondar), the formation of rhetorical culture (V. Tarasova) and the emotional and expressive speech of older preschool children in the process of perceiving works of painting (O. Sotska) etc. Issues of stimulating the creative activity of junior schoolchildren by means of a poetic word are devoted to the scientific researches of I. Osadchenko [1; 2; 4]. However, in spite of certain achievements, the training of future educators of preschool institutions for work on the use of poetry works with preschool children has not yet been sufficiently studied and has not yet been clarified in solving specific problems that are always present in the practice of a specialist in pre-school education.

The purpose of the article is to characterize the author's program «Poetic-speech training» and the peculiarities of its implementation, role in preparing future educators of pre-school establishments for the use of poetry works in the process of artistic and speech activity. The purpose of «Poetic-speech training»—to form poetic-linguistic competence in the future educator of preschool children by integrating various types of activity and constructing interactions «teacher of a preschool institution—pre-schooler» in artistic and speech activity by means of poetry works. The subject of course study is theoretical and methodological aspects of the use of poetry in the process of artistic and speech activity. During the teaching of the special course «Poetic-speech training» the implementation of a comprehensive cross-cutting scientific and methodological support is possible provided the purposeful and systematic formation of the poetic-speech competence of the future educator of preschool-age children in the process of theoretical and practical training of applicants of the higher education «bachelor» [7].

We under the scientific and methodological support of the future teacher of preschool children to work on the use of poetry works during the artistic and speech activities see a complex of innovative techniques and technologies and pedagogical-linguistic conditions, the use of which will ensure the professional growth of the future specialist of preschool education and will contribute to the formation of them poetically-language competence [5, p. 123]. While defining the content of the

training [7], at the same time, we aimed at helping a future specialist in preschool education address specific problems that arise in his practical activity in organizing artistic and speech activities. In the context of the above, the following tasks were outlined:

- to understand the specifics of the art of living poetic word in the system of artistic and aesthetic education and training of preschool children;
- to clarify the concept of artistic and speech activity and to consolidate the peculiarities of its organization by the future educator in a modern institution of preschool education;
- ensure the creation of speech and communication situations for maximal poetic-speech activity of the future educator of preschool children, the formation on this basis of poetic-speech competence and corresponding to its structure of competences (cognitive-speech, poetic-emotional, appraisal-ethical, theater-game, expressive-emotional);
- to develop practical skills in the use of poetry in various emotionally-rich forms of activity– artistic-speech, poetic-speech, theatrical-poetic, pictorial-poetic, musical-poetic, poetic-game, and others;
- to know the technical indicators of expressive reading; work of the speech apparatus;
 - use the rules of logical reading;
 - to pronounce words clearly, with a normal voice, not in a hurry;
 - understand and reproduce intonation (question, exclamation, story);
 - analyze systems and methods of teaching explicit reading of poetry works;
 - understand the main tasks of the reader and the narrator; conditions for verbal action in the art of artistic word; features of reading poetry works of different genres;
- expressly read the prose, amusements, children's songs, poems; transmit the emotional expressiveness of individual sentences; transmit the rhythm of folk melodies, rhyme poems, adhere to accents;

- intonation of the expressive means of the work and the different characters of the characters (lyricism, solemnity, joy, humor); logical pauses and stresses; dialogue broadcasting;

- to show their attitude to works of different themes and genres;

- to transfer literary text in a meaningful, logical and consistent, clear and distinct way;

- to form the ability of future educators to organize an educational and developing environment for the planning and implementation of speech acts in the form of reasoning through the prism of poetic writings;

- develop a «linguistic sense» and, on its basis, use the pedagogical potential of poetic works in working with children of different preschool age;

- raise the ability to creativity, self-evaluation of their own activities; implementation of diagnostics of the level of speech development of children of preschool age for the search of more optimal ways of interacting with them means of poetic writings;

- to promote professional development and professional personal growth of the future educator of preschool children through their acquisition of a system of skills, abilities, methods of poetic and creative activity, as a new type of work on the use of poetic works in the process of artistic and speech activity [7, p. 4–5].

The developed training provided for the use of training technology as a system of activities aimed at working out certain algorithms of work, cognitive actions and methods of fulfilling various tasks in the educational process within the institution of higher education and at the first workplace (pre-school establishment). The program envisaged the formation of general and special competencies, outlining the programmatic learning outcomes, among which the most important were: to demonstrate the ability to understand the specifics of the art of living poetic word in the system of artistic and aesthetic education and training of preschool children; to design and organize poetic-speech activity taking into account the modern sustainable development of society and the level of development of the personality of the child of the infant, early and pre-school age; to apply in practice the ability to use the technical indicators of expressive reading; work of the speech apparatus; to use the

rules of logical reading of poetry works in the institution of preschool education; to pronounce words clearly, with a normal voice, not in a hurry during poetic-speech activity; understand and reproduce intonation (question, exclamation, narration) during the organization of the use of poetry in the process of artistic and speech activity; apply the ability to analyze systems and methods of teaching explicit reading of poetic works for children; Understand the main tasks of the reader and the narrator; conditions for verbal action in the art of poetic word; features of reading poetry works of various genres, etc. [7, p. 6–7].

The content of the discipline covered: analysis of poetic text; speech logic; principles of creating a score of poetic text; creative vision, attitude, subtext; means of emotional expression; auxiliary (nonverbal) means of emotional expressiveness in poetic writings; subtext– the basis of verbal action; types of communication with the listener; peculiarities of the narration of poems, amusements, excitements, various kinds of songs (lullabies, kupala, harvivars, etc.), fairy tales, poems, tales, mimicry, lychelles, teas, etc.; speech and communicative activity (communication); ways and means of improving the culture of speech and performing skills of the future educator of preschool children; the basis of education of speech technology; principles and regularities of verbal action; personality of the speaker; receptions to intensify the attention of listeners– children (from infant to pre school age inclusive); broadcasting standards; communicative signs of the culture of speech; comprehension of the system connections of the structure of speech with non-language structures; expert, perceptual and suggestive abilities of the speaker; self-esteem, expert evaluation of the performance; the influence of the art of poetic word on the formation of the personality of the teacher of the institution of preschool education and the child in the institution of preschool education; the specifics of poetry in the structure of fiction; poetic speech and language of poetic writings [7, p. 8].

Our training, which was developed by us, was primarily focused on questions and searches. Unlike traditional, training forms of learning initialize the entire human potential: the level and volume of competencies that take place in the professional activity (professional, analytical, systemic, communicative, etc.), autonomy, decision-making ability, interaction, etc. The program covered three content modules:

«Normative artistic style of speech», «Art of poetic word» and «Pedagogical skill as means of poetic word». The course was 72 hours, of which 2/3 was independent work of students, the rest-classroom training sessions. In total 12 training sessions were developed. The subjects of practical classes consisted of information and executive units, according to which the structure of each training session was developed, appropriate exercises for the introductory, main and final part of the training sessions were selected. During the training, it was compulsory to adhere to the following principles: confidentiality, voluntariness, equality, personality-oriented approach, humanization, democratization, personalization of speeches, providing participants with autonomy in choosing the mode of action, group support, feedback, etc.

Independent work, according to the program, provided for the implementation of a number of creative tasks related to working with poetic texts for children from the infant to pre-school age, including the preparation for the simulation of various forms of work with poetic works in the process of artistic and speech activity, the conclusion of explanatory dictionaries- lessons on the content of poetry works for preschoolers, preparation of e-portfolio for practice, work in children's magazines- preparation of poetic pages for children, illustration of poetry works (for those who could draw you) and others. Students performed individual tasks under the direction of the trainer, preparing a presentation of their own experience in using poetry during artistic and linguistic activities in the institution of preschool education (while staying in pedagogical practice).

The main objective of the examination of the effectiveness of training training is to ensure the effective formation of skills, skills and competences, to stimulate students' educational activities, to form their desire for self-education and self-development for the successful use of poetic works in future professional activities, in particular, during the organization of artistic and speech activity in institutions preschool education. To the main elements of control of abilities, skills, competencies of students, participants of the training, we counted:

- examination, which includes the identification of skills, skills and competences (expressive emotional, cognitive-speech, poetic-emotional, evaluative-ethical and theatrical-game);

- evaluation, ie measurement of skills, skills and competences;
- accounting, recording of results in the form of marks (points) [7, p. 16].

Different types of control can take place during the training course. Among the main types of controls we used: pre-training (preliminary), current, final, external, post-trending (remote results). The experience of introducing training sessions has shown that the effectiveness of monitoring during training courses depends on various aspects, such as: observance by the trainer (leader) of objectivity during the evaluation of the activities of the group participants; enough data to evaluate; the unity of the requirements for evaluation; optimization of control; transparency and comprehensiveness of control; his thematic orientation; compliance with ethical standards.

The main criteria for evaluating the training were:

- evaluation of the training process, which has a matrix for self-assessment and evaluation by participants (participants' activity, regulations, structure, terms of conduction, organization of conducting, atmosphere of conducting);
- assessment of the content of the training (relevance to the subject, professional orientation, the correctness of the selection of exercises, the availability of handouts);
- assessment of the work of the trainer (audience management, coherence, competence);
- the effectiveness of the training (formed competencies, the correspondence between the results obtained and the expectations of participants).

Assessment of the student's success – participated in the training included: knowledge of the theoretical material of the discipline, the ability to apply it; professional skills; the ability to act independently (competencies); to the tools of control and evaluation of skills, skills, competences in the training training include: assessment of the accumulation of points; by the level of educational achievements (V. Bepalko), according to B. Bloom's taxonomy, using factor-criterion model, self-estimation and mutual evaluation. The general assessment of the students who took part in the training was obtained on the basis of the calculation of the integral index by the formula:

About units = $PT * 0.2 + PT * 0.3 + CP \text{ rooms} * 0.2 + CP \text{ p.a.} * 0.3$ [7, p.18].

More detailed criteria and evaluation system, transfer points are presented in [7, p. 15–18].

We agree with the opinion of V. Benera, who in his work «Intelligent training as a means to improve teacher's cognitive skills» emphasizes that a special role in conducting the training belongs to the trainer (conductor) who should perform the role of «expert», «catalyst», «conductor», «model for group members», «friend» [4, p. 10]. The role of «expert» should be to evaluate the content of the relations of the participants of the training group and create favorable conditions for equal treatment of the participants of the training, as a pledge of trusting partnerships. As a «catalyst», the coach induces participants in the training group to cognitive actions, obtaining certain special competencies in the process of interaction with other members of the group, effectively performing the assigned roles. Successful resolution of the above is facilitated by the style and manner of the coach, his ability to create and maintain the emotionality of the training training and the friendly atmosphere in the group as a «friend». In the role of «conductor» helps to solve the problems of different perspectives of participants in the training to the problem, not to cause moral hazard to any of the participants. Being an example of a member of the group, the coach shows the most optimal model of the behavior of the member of the training group. The experience of the implementation of the training has shown that the participants of the training group mostly seek to express themselves through the creation of their own model of behavior, which will be based on the proposed model coach, but will bear specific features (individuality of expression and advocacy of opinions, views, desire or lack of it in the search for compromises, external appearance (the same in all training sessions or completely different (contrastive) during each class to memorize other participants, etc. typological features and features For the practical use by prospective poets of poetry teachers during the artistic and linguistic activities, a training manual was also prepared and published «Poetic steps of growth» [5], which we successfully used during each training session and classes in the creative creative studio «Poetic Grain».

Thus, the development and implementation of the «Poetic-speech training showed its important role and effectiveness in preparing future educators of pre-school establishments for the use of poetry works during artistic and linguistic activities. The participants of the training became more motivated to work with poetic works, gained the ability to convey literary poetic text meaningfully, logically and consistently, clearly and distinctly while using poetry in the process of artistic and speech activity; skills in the use of poetry in various emotionally-rich forms of activity-artistic-speech, poetic-speech, theatrical-poetic, visual-poetic, musical-poetic, poetic-game, and others; skills and abilities of analysis of the system and methods of teaching expressive reading of poetic works for children; began to realize the main tasks of the reader and the narrator; conditions for verbal action in the art of poetic word; features of reading poetry works of different genres, etc. This was confirmed by the positive dynamics of certain levels of readiness of future educators of pre-school educational institutions to use poetic works in the process of artistic and speech activity at the final stage of our study.

Prospects for further exploration we see in the substantiation of the results of the final stage of the pilot study on the training of future educators of pre-school establishments in the use of poetry works during artistic and speech activities.

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Швець О. В.

Поетично-мовленнєвий тренінг як засіб підготовки майбутнього вихователя закладу дошкільної освіти до використання поетичних творів у процесі художньо-мовленнєвої діяльності

Стаття присвячена висвітленню особливостей «Поетично-мовленнєвого тренінгу» як засобу підготовки майбутнього вихователя закладу дошкільної освіти до використання поетичних творів у процесі художньо-мовленнєвої діяльності. Автором окреслюються мета, предмет, завдання та зміст програми спецкурсу, особливості його впровадження у Кременецькій обласній гуманітарно-педагогічній академії ім. Тараса Шевченка. Наголошується, що важливо під час впровадження тренінгових занять враховувати те, що тренінгові форми навчання ініціалізують весь потенціал людини: рівень та

обсяг видів компетенцій, які мають місце в професійній діяльності (професійні, аналітичні, системні, комунікативні та інші), самостійність, здатність до прийняття рішень, до взаємодії тощо. Тренер повинен вміти виконувати чимало функцій, щоб ефективно реалізувати мету «Поетично-мовленнєвого тренінгу», залучати студентів – учасників групи до виконання завдань не лише на заняттях, але й поза ними – під час самостійної роботи, виконання індивідуальних завдань. Авторка статті акцентує увагу на тому, що розробка та впровадження «Поетично-мовленнєвого тренінгу» засвідчили позитивну динаміку визначених рівнів готовності майбутніх вихователів закладів дошкільної освіти до використання поетичних творів у процесі художньо-мовленнєвої діяльності на прикінцевому етапі нашого дослідження. Це стало свідченням його вагомої ролі та ефективності в підготовці майбутніх вихователів закладів дошкільної освіти до використання поетичних творів під час художньо-мовленнєвої діяльності.

Ключові слова: тренінг, поетично-мовленнєвий тренінг, підготовка майбутнього вихователя закладу дошкільної освіти, ведучий, компетентність.

Швец О. В.

Поэтически-речевой тренинг как средство подготовки будущего воспитателя заведения дошкольного образования к использованию поэтических произведений в процессе художественно-речевой деятельности

Статья посвящена рассмотрению особенностей «Поэтически-речевого тренинга» как средства подготовки будущего воспитателя заведения дошкольного образования к использованию поэтических произведений в процессе художественно-речевой деятельности. Автором определяются цель, предмет, задачи и содержание программы спецкурса, особенности его внедрения в Кременецкой областной гуманитарно-педагогической академии им. Тараса Шевченко. Отмечается, что важно при внедрении тренинговых занятий учитывать то, что тренинговые формы обучения инициализируют весь потенциал человека: уровень и объем видов компетенций, которые имеют место в профессиональной деятельности (профессиональные, аналитические, системные, коммуникативные и другие), самостоятельность, способность к принятию решений, к взаимодействию и тому подобное. Тренер должен уметь выполнять много функций, чтобы эффективно реализовать цель «Поэтически-речевого тренинга», привлекать студентов – участников группы к выполнению задач не только на занятиях, но и вне их – во время самостоятельной работы, выполнения индивидуальных заданий. Автор статьи акцентирует внимание на том, что разработка и внедрение «Поэтически-речевого тренинга» продемонстрировали положительную динамику определенных уровней готовности будущих воспитателей учреждений дошкольного образования к использованию поэтических произведений в процессе художественно-речевой деятельности на заключительном этапе нашего исследования. Это стало свидетельством его весомой роли и эффективности в подготовке будущих воспитателей учреждений дошкольного образования к использованию поэтических произведений во время художественно-речевой деятельности.

Ключевые слова: тренинг, поэтически речевой тренинг, подготовка будущего воспитателя заведения дошкольного образования, ведущий, компетентность.

Відомості про автора

Shvets Oksana Viktorovna – Assistant of the Department of Theory and Methodology of Preschool and Primary Education of the Kremenets Regional Humanitarian Pedagogical Academy named after Taras Shevchenko. A sphere of scientific interests: education, upbringing and education of preschool children and elementary school students; vocational training of preschool children in the use of poetry in the process of artistic and speech activity; methods of work with poetic works for children of different preschool age; innovations in preschool and primary education, etc.

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Reviewer – V. Ye. Benera, Doctor of Pedagogical Sciences, Professor