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В настоящее научное издание вошли материалы докладов международной научно-практической конференции «Педагогика и психология в современной системе образования», состоявшейся в рамках международного научного форума «Образование. Наука. Культура» в Гжельском государственном университете 20 ноября 2019 г.

В работе форума приняли участие более пятисот научных и педагогических работников из России, Белоруссии, Казахстана, Китая, Кубы, Молдовы, Узбекистана, Украины, Франции.

METHODS OF STUDENTS' ARTISTIC LITERARY TASTE TEACHING

In the system of education and upbringing of personality, literature occupies a special place. Influencing the reader's intellect (mind) and the sphere of emotions (heart), literature contributes to the holistic and systemic development of worldview, world outlook and (according to the concept of the subject Russian Literature) *the general culture of everyone who comes into contact with its wealth* [4].

At all levels of education, the continuity of literary education is carried out. The concept of individual artistic thinking is revealed and formed through the works of national and world literature.

Literature helps to know the world, another person, oneself. Each literary work is called to show this world from the position of the author, who (with the help of the word) creates the educational process into which the reader is immersed. If in everyday life an adult himself chooses what and how to read (book-reader model), in educational institutions the list of works is strictly defined by the Ministry of Education and the teacher acts as a correlator and mediator between the book and the student (book-teacher-student model).

One of the goals of studying literature is *preparing students for the process of lifelong education and self-education* [4]. Thus, a relationship is formed between self-education and a steady need for reading, as well as the education of artistic taste. This article will examine the literary vector of students' artistic taste.

As the author of the essay notes: *The reader does not begin in the library or in a bookstore* [5]. In today's sociocultural situation the main role of education is assigned to the family and educational institutions. Based on this, the teacher should be a competent person in matters of children's literature. One of the first and main tasks of the teacher is to introduce children to the book (from a very early age). Another task is to stimulate students' enthusiasm for the reading process, for the study of literature. This makes up the upbringing of literary and artistic taste and a deep awareness of the content of the work. The teacher also acts as a consultant in the areas (topics, genres, types) of home reading; as a sociologist who is able to respond quickly and accurately to changes in children's attitudes to the book and the reading process itself. One of the priorities is the task of the teacher as a psychologist who is able to monitor carefully the perception and effect of the literary text on children [5].

Thus, being the organizer of children's reading, the teacher has an active influence on the formation of students' worldviews and relationships, on their cultural formation and intellectual development.

The child learns the environment through images, the adult does it through logic. One of the predominant forms of psychological activity of a primary school pupil is fantasy. According to V.G. Belinsky's observations: *A child does not require conclusions, evidence and logical sequence: he needs images, colors and sounds. A child does not like ideas: he needs stories, tales, and fairy-tales* [2, p. 335].

Thus, complex types of classes will be preferable in the methodology of introducing fiction to children. So, for example, classes *including a combination of artistic and speech, visual and musical activities* [3, p. 46], developed by O.S. Ushakova and N.V. Gavrish. In the process of such classes, educational tasks aimed at arising artistic and literary taste, expanding the horizons and creative abilities of students are solved.

A difficult situation is when the teacher meets a family in which reading is not welcome and the world of the book for the child is closed. It is often difficult for such children to understand the texts of literary works, to express their thoughts and formulate desires. It will be quite difficult for a teacher to set up a child for reading and to develop respect for literature, and even more difficult to form a literary and artistic taste.

According to the recommendation of a researcher in the field of children's speech, Candidate of Pedagogical Sciences M. M. Konina [1, p. 252] it is advisable to take *reading condensation method*. It

involves reading literary works on a specific topic for a short period of time. In this way important “missing” personality traits are brought up and fixed.

Consolidation of the read vertex works of classical literature of different genres can be carried out in the form of a conversation (about parables), guessing heroes of artistic works, in the form of quizzes, as well as viewing illustrations for the literary works read. All these techniques form a positive sensual attitude towards literature, and bring up the artistic taste of the younger generation.

The result of moral and aesthetic education of a person materializes in socially valuable traits and qualities of a person and is manifested in relationships, activities and communication.

Literature

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