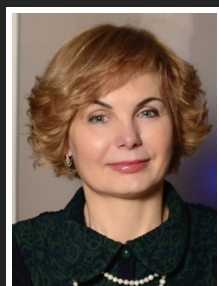


Teacher training on reading skills development for pupils

The monograph outlines the content and methodological support for the training of future teachers to promote reading literacy among students of the National School of Education. It presents current educational programs for the training of future teachers of Ukrainian language and literature that have an interdisciplinary and socio-economic focus.

The content and methodological support for the training of future teachers of literature for the formation of reading literacy of students of the National University of Science and Technology in foreign language literature classes based on the PISA-2018 study is outlined. The developed exercises and tasks are aimed at developing the reading competence of schoolchildren, which includes the ability to interact with the text at a deeper, interpretive level; critically evaluate the information received, formulate their own hypotheses based on what they have read and apply them in real-life situations.



Olena Semenog, Doctor of Pedagogical Sciences, Professor, Head of the Center for Scientific and Pedagogical Partnership and Network Interaction of A. S. Makarenko Sumy State Pedagogical University.



Teacher training on reading skills development for pupils

Theory and practice

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**Ministry of Education and Science of Ukraine
Sumy State Pedagogical University
named after A. S. Makarenko**

SEMENOG Olena, PLUZHNYK Julia

**FUTURE TEACHER TRAINING
TO PROMOTE THE READING SKILLS
OF PUPILS:
Theory and practice**

2025

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NOTE

The monograph outlines the content and methodological support for training future teachers to promote reading literacy among National School of Education students.

The current educational programs for the training of future teachers of Ukrainian language and literature are presented, which have an interdisciplinary and socio-economic focus and are based on modern scientific achievements in the field of philology, pedagogy and methods of teaching language and literature. take into account the specifics of the work of a teacher who has basic knowledge and relevant competencies in the fields of pedagogy, psychology and secondary school methodology; is able to provide competence-oriented training at a high professional level and solve tasks in the professional field characterized by uncertainty and complexity of conditions.

The content and methodological support measures for the training of future teachers for reading literacy development of NUS students in foreign language teaching are outlined on the basis of the PISA 2018 study.

Taking into account the "National report on the results of the international study on the quality of education PISA-2018" and the analysis of model curricula for foreign language literature in the 5th grade, the content of the concept of "reading literacy" was clarified as the ability of a person to comprehensively understand the text, search for new information, reproduce and use it, interpret the content and formulate their own conclusions, understand and evaluate the content and form of the text.

It was shown that model programs for foreign language literature in grades 5-6 and textbooks developed on the basis of these model programs contain the necessary source base to ensure a successful transition from elementary school to lower secondary school as well as the gradual acquisition of subject knowledge by pupils and the development of reading skills as a key competence.

The exercises and tasks developed aim to develop the reading skills of school children, which includes the ability to interact with the text at a deeper, interpretive level; to critically evaluate the information received, to formulate their own hypotheses based on what they have read and to apply these in real-life situations.

FOREWORD

Relevance of research. The modern world requires people to be able to think critically, analyze and perceive large amounts of information quickly. We believe in the future of Ukraine, in our victory, in the flourishing of statehood. Faith is strengthened when students develop stress resistance, analytical and critical thinking, and the basics of a reading culture. However, the development of language, communication skills and education in general are not possible without the mastery of reading skills and literacy.

Comprehensive reading, expressing one's own opinion, logically justifying one's point of view, developing the ability to perceive, analyze and evaluate a written text, expanding reading potential and, on this basis, forming a patriot of Ukraine and a person of Europe - such priority positions of key competencies for teaching the Ukrainian language, Ukrainian literature and foreign literature in general secondary schools are set out in the regulations for the 2022/2023 and 2023/2024 school years.

Most experts in the field of education worldwide agree that the most important skills of the 21st century are creativity, critical thinking, the ability to solve complex problems and make optimal decisions, communication skills, negotiation skills, teamwork (the ability to interact in a team in a coordinated way to achieve a common goal), innovation (the willingness to offer something new) and emotional intelligence. In addition, there are rightly information and media skills (the ability to work with information) as well as life and social skills such as flexibility, initiative, independence, responsibility and leadership qualities.

As an integral part of full-time, distance or blended learning, we must take into account the results of the international comparative study on the quality of education PISA-2018 (Program for International Student Assessment) in terms of reading literacy. It should be noted that according to the results of an international study conducted in 2018, Ukraine ranked 37th to 42nd in reading among 90 participating countries (access mode: <https://testportal.gov.ua/zvity-dani-4/>). Pupils/students at Ukrainian schools/universities under the age of 15 only scored an average of 466 out of a possible 1,000 points. 25.9 percent of respondents did not even reach the basic level and were practically unable to cope with the tasks of finding relevant information in the text and integrating the content of text parts to determine their main idea and purpose.

In addition, the results of the external assessment in Ukrainian language and literature also indicate a disappointing situation for several years in a row, especially in 2018: 65 percent of school graduates were unable to skillfully formulate their position, 71 percent were unable to argue; in 2021 - 26.6 percent of those tested were unable to take a position

on the discussion question posed at all, 30.7 percent were unable to support it with appropriate arguments. 48 percent did not provide any examples from their own reading or artistic experience.

The results of PISA and the national report have encouraged language teachers to look for new effective methods and tools for language and literature teaching. And this in the face of unprecedented challenges and problems of existing educational losses and lack of resources for the proper implementation of the reform of the "New Ukrainian School".

The results achieved during the difficult wartime period express the goal of the professional activity of a teacher of Ukrainian language and literature. The functional responsibilities specified in the Professional Standard of a Teacher of General Secondary Education (2024) - organization of teaching and training of students through the formation of key competencies, the development of intellectual, creative and physical abilities, necessary for successful self-realization and further education - are enriched by functions such as psychologist, counsellor and coordinator of students' pedagogical and cognitive activities, which encourages them to acquire knowledge independently, structure it, apply it in educational and life situations, exercise self-control and reflection and develop social soft skills..

These changes also require an updating of approaches and a modernization of the content of subject and methodological training for future teachers at teacher training colleges in order to ensure students' readiness to teach as part of the implementation of the NUS reform.

Over 30 years of experience in pedagogical work confirm the importance of literacy readiness for young pupils as an essential component of general cultural and national spiritual values in the context of European integration. It is clear that it is necessary to prepare pupils for such research as early as elementary school. From the 2022/2023 school year, the fifth graders will become students of the New Ukrainian School, which will require new approaches to learning from their teachers.¹

We are currently working in the school and continue the process of forming one of the most important competencies - reading literacy - from the 5th grade. The focus of our research is on preparing future teachers of Ukrainian language and literature for students' reading literacy based on the PISA-2018 study.

The relevance of the research topic is evident in the international PISA reading study (PISA-2018), the Law of Ukraine "On Education" (2017), the "New Ukrainian School" concept (2016), the state standard of

¹ Note: The monograph is based on the research and experimental materials of Pluzhnyk Yu's master's thesis. "Формування читачкої грамотності учнів на засадах дослідження PISA-2018". СумДПУ, 2023. Наук. кер. - проф. Семенов О.М.

secondary education (2020), the reading development strategy for the period until 2032 "Reading as a life strategy" (2023) and in model curricula for Ukrainian and foreign literature.

The characteristics of the international PISA study are described by M. Mazorchuk, V. Tereshchenko, T. Vakulenko, G. Bychko, K. Shumova², M. Golovko, S. Naumenko, S. Lomakovic,³ IN. Novoselova⁴.

The study of the basics of reading and reading skills is devoted to the scientific works of domestic and foreign researchers: N. Bondarenko⁵, H. Golub⁶, D. Drozdovsky⁷, S. Dyachok⁸, V. Kapustin⁹, V. Martynenko¹⁰, L. Matsko¹¹, O. Semenog¹², I. Staragina.¹³

Current issues of teaching Ukrainian and foreign literature are discussed by O. Isaeva, O. Nikolenko and Zh. Klymenko, V. Turyanitsa.¹⁴

Taking into account scientific works and conducted research, we set ourselves the goal of outlining the substantive and methodological support for the preparation of future teachers of Ukrainian language and literature to study at the National School of Education. We see the task in reviewing the updated educational programs of the specialty of secondary education (Ukrainian language and literature) for the training of candidates for higher education, studying the content and methodological support for the

² Мазорчук М., Вакулєнко Т., Терешченко В., Бичко Г., Шумова К., Раков С., Горох В. та ін. Національний звіт за результатами міжнародного дослідження якості освіти PISA-2018. Український центр оцінювання якості освіти. Київ : УЦОЯО, 2019. 439 с.

³ Вакулєнко Т. С., Ломакович С. В., Терешченко В. М. PISA: читацька грамотність. Київ: УЦОЯО, 2017. 123 с. URL: https://kristti.com.ua/wp-content/uploads/2018/04/PISA_Reading.pdf

⁴ Новоселова В. Уроки PISA-2018: Аналіз результатів та методичні поради вчителям української мови і літератури. Українська мова і література в школі. 2020. № 1 (148). С. 3-8.

⁵ Бондаренко Н. В. Україна в оптиці PISA-2018 - міжнародного дослідження якості освіти [Ukraine in the International PISA- 2018 Education Quality Survey]. Perspectives of science and education : the 14th International youth conference

(New York, USA, January 17, 2020). SLOVO\WORD, New York, USA. 2020. P. 296-307.

⁶ Голуб Н. Б. Комунікативна компетентність учнів загальноосвітньої середньої школи: структурні компоненти. Наук. вісн. ХДУ : Педагогічні науки. Херсон, 2011. № 58. С. 220-224.

⁷ Дроздовський Д. Виклики й перспективи реформування сучасної освіти в Україні. Дивослово. 2018. № 1. С. 2-6.

⁸ Дячок С. Компетентнісно орієнтовані завдання у підручнику української літератури як засіб формування читацької грамотності школярів. URL: https://lib.iitta.gov.ua/724501/1/%D0%94%D1%8F%D1%87%D0%BE%D0%BA_%D0%A2%D0%B5%D0%B7%D0%B8.pdf

⁹ Капустін І.В. Актуальні проблеми щодо формування читацької грамотності учнів у сучасному вимірі. URL: file:///C:/Users/%D0%90%D0%B4%D0%BC%D0%B8%D0%BD/Downloads/Jerelo_1_2021-65-70.pdf

¹⁰ Мартиненко В.О. Структура і зміст читацької компетентності молодших школярів. Збірник наукових праць: Педагогічна освіта: теорія і практика. Вип. XV. Кам'янець-Подільський, 2013. С. 145-151.

¹¹ Мацько Л. Українська мова в освітньому просторі: навчальний посібник для студентів-філологів освітньо-кваліфікаційного рівня "магістр". Київ: Вид-во НПУ імені М. П. Драгоманова, 2009. 606 с.

¹² Семенов, О. М. Формування читацької грамотності учнів: від теорії до практики. Українські студії в європейському контексті : збірник наукових праць. 2023. Вип. 6. С. 108-121.

¹³ Старагіна І. П., Терешченко В. М., Панченко А. О. Нова українська школа: розвиток читацької компетентності в учнів початкової школи в системі інтегрованого навчання: навчально-методичний посібник. Харків: Соняшник, 2020. 176 с.

¹⁴ Модельна навчальна програма "Зарубіжна література. 5-6 класи" для закладів загальної середньої освіти (автори: Ніколенко О., Ісаєва О., Клименко Ж., Мацевко-Бекерська Л., Юлдашева Л., Рудницька Н., Туряниця В., Тіхошенко С., Вітко М., Джангобекова Т.) URL: <https://drive.google.com/file/d/1VcmR4LmucemTyXWO2wcaGO22ME-lIEH/view?usp=sharing>

training of future teachers of Ukrainian language and literature to promote the reading skills of fifth and sixth grade students in the teaching of Ukrainian and foreign literature based on the PISA-2018 study, and developing exercises aimed at promoting students' reading skills.

Research methods: *theoretical* - study of regulatory documents, international PISA-2018 study, external assessment reports, analysis of scientific sources; analysis of model curricula, textbooks on Ukrainian and foreign literature for grades 5-6; generalization of own teaching experience; empirical - analysis of interviews with teachers and students to study the level of reading literacy development of students in grades 5-6, development of exercises for the research work conducted in 2022/2023, 2023/2024. Flow on the basis of the Romensk comprehensive school of grades I-III No. 5 of the Romensk city council of the Sumy region. 53 students and 5 literature teachers took part in the survey and testing of the exercises.

Theoretical value. An updated educational program for the training of future teachers of Ukrainian language and literature is outlined, which has an interdisciplinary and socio-economic focus and focuses on modern scientific achievements in the field of philology, pedagogy and methods of teaching language and literature.

Based on the analysis of normative and scientific sources, the content of the concept of "reading literacy" is outlined; a review of the international study on the quality of education PISA-2018 and external assessment from the perspective of students' reading literacy was carried out. The state of pedagogical and methodological support for the formation of reading literacy of students in grades 5-6 of the National School of Ukraine was analyzed using the example of the disciplines "Ukrainian literature" and "Foreign literature".

Practical significance: For teaching Ukrainian and foreign literature to 5th and 6th grade students of the National Secondary School, tasks and exercises have been developed that take into account the ideas of the PISA-2018 study and the provisions of competence-based, personality-based, activity-based and value-based approaches and can be used in teaching Ukrainian and foreign literature and in practical courses on teaching methods at the Pedagogical University.

Chapter 1

PREPARING FUTURE TEACHERS TO DEVELOP PUPILS' READING SKILLS: THEORETICAL ASPECT

The section examines the theoretical aspects of the problem of training future teachers of Ukrainian language and literature on the basics of the formation of reading literacy of a student of the National Ukrainian School of Education, the essence and content of the concept of "reading literacy of a student of the National Ukrainian School of Education"; international comparative study on the quality of education PISA-2018 as an indicator of the level of reading literacy and external independent assessment of Ukrainian language and literature from the perspective of reading literacy

1.1 Professional and methodological preparation of future teachers for teaching pupils at the New Ukrainian School.¹⁵

The realities of war led to a strong surge in development and the "triumph of the Ukrainian language" as a guarantor for the "strengthening of state unity, a system-forming component of the Ukrainian civil nation".¹⁶

The report was presented at a meeting of the Presidium of the National Academy of Sciences of Ukraine on November 9, 2022 by the Director of the Institute of Linguistics of the same name. O.O. The necessary NAS of Ukraine Bohdan Azhnyuk also had the meaningful title "Ukrainian language and Ukrainian state".¹⁷

The word "language" in the title of the report comes before the word "state", as language is first and foremost a "state matter".

The defense and restoration of Ukraine largely depends on the belief in victory, on the motivation for "related" true work of all who are committed to the cause of education, on influencing the value orientations of the personality of future citizens and flexibly overcoming educational losses, on the implementation of the provisions of the concept of a new Ukrainian school based on a competency-based approach.

On August 29, 2023, the State Service for the Quality of Education of Ukraine presented the results of a monitoring study on the quality of

¹⁵ У параграфі використано матеріали публікації: Семенов О., Плузник Ю. Фахово-методична підготовка майбутніх учителів до формування читачької грамотності учнів на засадах дослідження PISA-2018. *Слобожанський науковий вісник. Серія Філологічні науки* : 2023. Вип. 3. DOI: <https://doi.org/10.32782/philspu/2023.3.27>

¹⁶ Law of Ukraine "On ensuring the functioning of the Ukrainian language as a state language".2019. URL: <https://zakon.rada.gov.ua/laws/show/2704-19#Text>.

¹⁷ Ажнюк, Б. М. Українська мова і українська держава: Стенограма доповіді на засіданні Президії НАН України 9 листопада 2022 року. *Вісник НАН України*. 2023. (1), 68-72. URL <https://doi.org/10.15407/visn2023.01.067>

education of 6th and 8th grade students in Ukrainian language and mathematics. As the analysis showed, the majority of respondents (6,189 sixth-graders and 6,188 eighth-graders took part in the tests) completed the Ukrainian language tests at an average level: Tasks on logical thinking, applying knowledge in a specific life situation, reading and understanding the text, tasks from the "Morphology" and "Syntax" sections proved to be difficult.¹⁸

The results achieved during the difficult war period determine the creation of a modern educational environment, the introduction of innovative technologies and teaching aids into the educational process of the National School of Ukrainian Language and Literature and express the goal of the professional activity of a teacher of Ukrainian language and literature. Functional responsibilities described in the teacher's professional standard:¹⁹ - Organization of learning and training of students through the formation of key competencies, development of intellectual, creative and physical abilities necessary for successful self-realization and continuation of education, - are combined with such functions as psychologist, counselor, coordinator of students' educational and cognitive activities, encouraging them to independently acquire knowledge, structure it, apply it in educational and life situations, exercise self-control and reflection, form "social soft skills, adaptability, ability to manage emotions" (L. Hrynevych).²⁰

These changes also require updating the approaches and modernizing the content of professional and methodological training of future teachers of Ukrainian language and literature at pedagogical universities in order to ensure students' readiness for teaching within the framework of the implementation of the NIS reform.

The "New Ukrainian School" concept for the period up to 2029 points to the need for a partnership-based pedagogy between pupils, teachers and parents as well as thorough training of teachers in new teaching methods and technologies, especially information and communication technologies.²¹

Current issues of restructuring the content of Ukrainian language teaching in general secondary schools within the framework of the implementation of the National Language School are examined and tested

¹⁸ Presentation of the monitoring study on the quality of education under martial law: results of tests of 6th and 8th grade students in Ukrainian language and mathematics
URL:https://sqe.gov.ua/wpcontent/uploads/2023/08/Testuvannya_uchniv_6_8_klasiv_matematika_ukrainska_mova_SQE-SURGe-2023_presentation.pdf

¹⁹ On the recognition of the professional standard for the professions "Primary school teacher of a general secondary school", "Teacher of a general secondary school", "Primary school teacher (with higher education entrance qualification)". Official web portal of the Ukrainian Parliament. URL : <http://surl.li/nydd>

²⁰ Гриневич Л. Як Нова українська школа виявилася сильнішою за війну. 2024. URL:<https://www.ukrinform.ua/rubric-society/3767770-ak-nova-ukrainska-skola-nus-viavilasa-silnisou-za-vijnu.html>

²¹ Нова українська школа: порадник для вчителя / за заг. ред. Бібік Н.М. Київ: Літера ЛТД, 2018. 160 с.

on the basis of the author's developments by N. Golub, O. Goroshkina, A. Popovich, S. Omelchuk and others.

Taking into account the research of scholars and the conducted research, we will outline the content and methodological support for the training of future teachers of Ukrainian language and literature for the implementation of the competency-based approach at the National School of Education.

The current challenges of the war reality make it necessary for the institutions of higher pedagogical education to update their approaches and modernize the content of both professional and methodological training of future teachers of Ukrainian language and literature. Taking into account the study of pedagogical experience related to the renewal of educational and professional programs at the Kharkiv National Pedagogical University named after G. Skovoroda, Volodymyr Hnatyuk National Pedagogical University, Ternopil National Pedagogical University, Hryhoriy Skovoroda University in Pereyaslav, the study of the requirements of the labor market, the needs of the language and literature education sector, the requests of stakeholders, employers and the historical and cultural potential of the region by the sponsors of the Department of Ukrainian Language and Literature of Sumy State Pedagogical University named after A. WITH. Makarenko, projects for educational and professional programs at the secondary level (Ukrainian language and literature, English language) for Bachelor's and Master's degrees were completed in cooperation with stakeholders.

Educational programs define the normative content of education, requirements for the content, scope and level of educational and professional training of applicants and identify integral, general and professional competencies in the subject area 014 Secondary Education (Ukrainian language).²²

The program projects focus on a harmonious combination of psychological and pedagogical, computer science and philological disciplines in theoretical and applied aspects, as well as on practical training in the methodology of teaching Ukrainian language, literature and English in secondary educational institutions. The authors are convinced that this will enable the training of teachers who will implement the basic principles of the New Ukrainian School concept: They will conduct competency-based education and develop students' social skills taking into account Ukrainian and European experience, develop and implement the latest technologies and methods in the educational process, and

²² Educational and professional program Secondary education (Ukrainian language and literature. English language) in preparation for the Master's degree. URL: https://spsu.edu.ua/images/2024/docs/opp/proekt/proekt_opp_serednya_osvita_ukr_angl_2024_magistrat_d00b4.pdf

conduct research activities involving modern information and digital technologies. At the same time, such specialists will have to solve problems in the professional sphere, which are characterized by uncertainty and complexity of conditions.

Professional training at a higher education institution should reflect the specifics of the methodological activity of a teacher of the New Ukrainian School. To this end, a comparison was made with the educational and professional program "Secondary education" (Ukrainian language and literature, English language) for preparation for the Master's degree (project) in 2022, taking into account the professional standards of a teacher (2020) and surveys conducted, including in the Sumy region, Kyiv region and Transcarpathia, and correcting the item "Professional (special) competencies".

The projects of the educational and vocational programs emphasize skills training:

- identify and take into account the age and individual characteristics of students, especially those with special educational needs, in the organization of cognitive activities; apply effective methods of motivation and organization of students' cognitive activity when teaching Ukrainian language and literature; apply strategies for working with students that contribute to the development of their positive self-esteem; build an individual learning and educational process (psychological competence);

- To research information, critically evaluate it and use it in professional activities; to effectively use open resources, information and communication technologies, digital technologies and computer programs in the context of Ukrainian language teaching; to create a culture of digital literacy, media literacy and academic integrity among students (information and digital literacy);

- design a creative learning environment for teaching Ukrainian based on the analysis of modern teaching and educational concepts; promptly respond to changes; predict the results of the educational process; adapt methods, techniques, teaching technologies, forms of organizing lessons and educational and cognitive activities of students to the author's methodological teaching system; identify relevant scientific and methodological problems, plan, organize, conduct and present applied research independently or as part of a research team; apply elements of theoretical and experimental research in professional activity (design and forecasting competence).

The pedagogical partnership of the organizations in which the co-author of the monograph works led to the development of textbooks based on the model curriculum "Ukrainian language. 5th-6th grade; 7th-9th

grade" (authors: N. B. Holub, O. M. Goroshkina) for 5th, 6th and 7th grade at secondary educational institutions.

The overarching idea of the author's textbook concept is defined by the following components: I learn (acquire knowledge), improve myself (motivate myself), develop skills (apply knowledge in different life situations, evaluate and draw conclusions), gain experience (form an attitude towards myself, other people, events, actions, phenomena), set new goals, strive for new achievements and gather friends around me. We take into account the ideas of a personality-oriented, action-oriented and competence-oriented approach, the principles of child-centeredness and continuity; accessibility for the age category, instrumentality, textocentrism, dialogicity, communication skills, interactivity; information and media literacy. A personality-oriented approach strengthens the integrity of the pupil's personality and promotes independence in language learning, self-knowledge and self-development.

The activity approach is implemented in the process of mutual improvement of the types of language activity of the students: Listening, reading, speaking, writing, cognitive actions; In the competence-based approach, knowledge is shifted to the level of forming personal values and attitudes, solving life problems and personal development.

Competency-based tasks aim to implement key competencies (fluency in the national language, mathematics, competence in science, innovation, environment, information and communication, lifelong learning, civic, cultural, entrepreneurial and financial literacy); mobilize the ability to communicate successfully in different life situations, encourage initiative and creative thinking; work independently and in small groups, solve problems in partnership; "take" them out of the classroom: Encourage them to use language to solve problem situations, conduct research, develop creative projects, and complete individual and group assignments (we suggest preparing a speech or selecting information and formatting it as a table, mind map, or message; sharing impressions of what they have read or seen).

The use of techniques to develop critical thinking technologies (decision tree, unfinished sentence, Senkan, logbook) and elements of interactive learning (working in pairs or small groups, brainstorming) is provided; tasks based on game and project technologies have been introduced. Pupils are also motivated by the exercises "Streusel", "Wunder im Sieb", "Editor", crossword puzzles, rebus and riddles.

The war has highlighted the importance of having the social and flexible skills of a culturally savvy individual to rationally consume media content, critically perceive information, distinguish facts from judgments, recognize the emotional impact of media, detect manipulative content and

fakes, and master the techniques of communicative interaction. Many exercises are therefore aimed at developing information media skills: we work with graphic, text, video and audio information, learn to distinguish between facts and judgments, true and false information and different types of manipulation in the media sector and in social networks.

To develop written language, we actively use free and formal essays, dictation and self-dictation, selective, concise and creative retellings, create posts for websites and social networks, edit billboards, announcements, signs, comments and posts on blogs and online communities; we learn to express compliments, thanks, joy and admiration, distinguish between argument and disagreement, listen carefully, apply directions and summarize.

Within the framework of the study, we will characterize certain aspects of content and methodological support of professional and methodological training of future literature teachers for the formation of reading literacy of students of the National University of Ukraine based on the PISA-2018 study.

Nature and content of the concept of "pupils' reading skills"

"Reading", "literacy", "reading competence" - these conceptual associations have filled the regulatory and educational space. Let's take a closer look at the essence of these concepts.

The lexeme "read" is explained in the Ukrainian dictionary as the ability to read, to perceive printed matter.²³

The Ukrainian teacher of the 20th century, V. Sukhomlynsky, states that "good reading is first and foremost the elementary skill of "reading technique". The researcher is convinced that "knowing how to read means being sensitive to the meaning and beauty of the word, to its subtlest nuances." Only the pupil "reads", in whose head the word wins, shimmers with the colors and melodies of the surrounding world.²⁴

L. writes correctly about reading fiction. Matsko: This process "prolongs perception, stabilizes attention and develops imaginative power. "Lost thought processes (psychologists say: traces) merge into a chain of thought, linguistic thinking and language production develop".²⁵

The experience of teaching Ukrainian and foreign literature confirms the linguist's thesis that reading "makes thinking more effective and language more correct".²⁶

²³ Словник української мови: в 11 томах. Том 11, 1980. С.337.

²⁴ Сухомлинський Серце віддаю дітям. В. О. Сухомлинський. Вибрані твори. У 5-ти томах. Т.3. Київ. Рад.школа,1976. С.9.

²⁵ Мацько Л. Українська мова в освітньому просторі: навчальний посібник для студентів-філологів освітньо-кваліфікаційного рівня "магістр". Київ: Вид-во НПУ імені М.П.Драгоманова, 2009. С.75.

²⁶ Там само.

After all, a read work not only stimulates the reader to imaginative thinking, creativity and personal reflection. Students who read widely are likely to perform better academically as they develop analytical and speaking skills.

BEI. Semenog characterizes reading as a pedagogical dialogue between the language personalities of the teacher and the students.²⁷

We agree with the importance of such a pedagogical partnership, but point out that success in reading and understanding a literary text in class also depends to a large extent on students' individual experience, their acquired background knowledge and their creative thinking. For a teacher-philologist - according to O. Semenog and O. Zemka - the distinctive reading culture of the text is particularly important.²⁸

We need to lay the foundations for such a culture at all stages of school education.

The definition of reading given in the above "Dictionary of the Ukrainian language" is currently considered far from complete: Modern students have access to various text carriers: printed or electronic books, publications in various social networks and comments on them, advertisements and signs that surround us every day, etc. Furthermore, work in literature lessons is not limited to works of fiction; it also includes media texts, popular science literature and translations.

When compiling exercises to develop reading skills, it is important to consider groups such as the group of skills related to the reproduction of the phonetic form of a word; a group of skills based on expression, perception, comprehension, awareness, adequate understanding of semantic information and its analysis.²⁹

The reading promotion strategy for the period up to 2032 emphasizes that literacy education is an opportunity for quality education and the development of critical thinking, and that reading itself is one of the key factors in the development of human potential.³⁰

Changes in the understanding of reading modernize the approach to the concept of "literacy". It should be noted that according to the Law of Ukraine "On Education" (2017), the concept of competence is characterized as a dynamic combination of knowledge, skills, abilities, ways of thinking, views, values and other personal qualities that determine

²⁷ Семеног О. М. Формування читацької грамотності учнів: від теорії до практики. Українсь студії в європейському контексті : збірник наукових праць. 2023. Вип. 6. С. 108-121.

²⁸ Семеног О. М., Земка О.І. Формування дослідницьких умінь у майбутніх учителів-словесників: теорія і практика: монографія. Суми: Видавництво, 2014. С.42.

²⁹ Бех І. Д. Психологічні джерела виховної майстерності: навчальний посібник. Київ: Академвидав, 2009. 246 с.

³⁰ Стратегія розвитку читання на період до 2032 року. Розпорядження КМУ від 3 березня 2023 року. "Читання як життєва стратегія". URL: <https://zakon.rada.gov.ua/laws/show/190-2023-%D1%80#Text>

a person's ability to successfully establish contacts and carry out professional and/or educational activities.³¹

We choose B. Martynenko's explanation as a working definition of a student's reading competence. The author emphasizes the importance of knowledge, skills, abilities and attitudes, which in their combination enable independent work with various types of written texts: Reading, finding the necessary information, interpreting, evaluating and applying this information to solve educational and cognitive tasks in standard and new situations.³²

When teaching Ukrainian and foreign literature in grades 5-9, we strive for students to take notes and excerpts, create a text plan, write down a short plot of the work, create literary portraits of the characters using quotes, describe their own impressions and emotions from what they read, and draw parallels between the work and real life while reading.

The PISA-2018 (Programme for International Student Assessment) study and the participation of 15-year-old Ukrainian schoolchildren in the tests in 2018 prompted researchers to look at the concept of students' reading literacy from the perspective of a universal personal trait that can function not only with literary texts but also with informational texts. This approach prompted the suggestion of this term as a synonym for the term "literacy", which is often used in the PISA and PIRLS studies.

As T. Vakulenko, the national coordinator of PISA, stated, reading literacy is the understanding, use, evaluation and comprehension of written texts and the expression of interest in them in order to achieve specific goals, expand one's knowledge and develop one's reading potential and willingness to actively participate in social life.³³

In the terminological group "literacy" we explain the lexeme "literacy" according to the "Dictionary of the Ukrainian language in 11 volumes"³⁴: it is the ability to read and write; express their thoughts according to language norms; interpret and transform information. Experts describe different types of competencies: scientific, financial, media, social, environmental, etc. The national standard for basic secondary education (2020) also introduces a cross-cutting area entitled "entrepreneurship and financial literacy". The subject of our scientific research is precisely "literacy".

³¹ Закон України "Про освіту" (Відомості Верховної Ради (ВВР). 2017, № 38-39, ст.380). URL: <https://zakon.rada.gov.ua/laws/show/2145-19#Text>.

³² Мартиненко В.О. Структура і зміст читацької компетентності молодших школярів. Збірник наукових праць: Педагогічна освіта: теорія і практика. 2013. Вип. XV. Кам'янець-Подільський. С. 145-146.

³³ Вакулєнко Т. С., Ломакович С. В., Терешенко В. М. PISA: читацька грамотність. Київ: УЦОЮА, 2017. 123 с. URL: https://kristi.com.ua/wp-content/uploads/2018/04/PISA_Reading.pdf

³⁴ Словник української мови: в 11 томах. Том 11, 1980.

Literacy development is a key element of learning and development for students at the New Ukrainian School. It promotes knowledge acquisition, critical thinking, cognitive and social development and helps students to become more competent and active participants in society. The reading competence of an NUS student includes a set of skills that allow a child to deal with texts of different complexity and genres, understand the main idea and details of the text, analyze its structure and logical connection between parts, distinguish facts and assumptions, formulate their own position and express a different point of view on the issues raised in the text.

T. Vakulenko, S. Lomakovich and V. Tereshchenko write about a competent reader as a person who uses cognitive reading processes, skills and strategies to find and understand information and to critically evaluate the relevance and reliability of this information.³⁵

Being a competent reader means adapting quickly to a changing context, communicating effectively, self-learning, competently evaluating and skillfully handling information on different media types (paper/digital) and from different sources.³⁶

According to the national standard for basic and comprehensive education at general secondary level, competence is "an integrated ability of a student acquired in the learning process, consisting of knowledge, skills, experiences, values and attitudes that can be put into practice holistically".³⁷

Therefore, the results of the PISA study on functional literacy can be seen as indicators for the development of students' key competencies.

According to the 2018 reading process typology, the following sequence of cognitive processes is distinguished in the development of reading skills: - free reading; - finding information; - understanding the text; - evaluating and interpreting the text. Fluent reading is the ability of a person to read words and coherent texts fluently and automatically and to process the meaning of words and the content of texts in order to understand the overall meaning of the text. Information retrieval is the ability of students to read a text and find and isolate the necessary information, paying attention to what is essential in the text and discarding what is unnecessary.³⁸

³⁵ Вакулєнко Т. С., Ломакович С. В., Терешченко В. М. PISA: читальська грамотність. Київ: УЦОЯО, 2017. 123 с. URL:https://kristti.com.ua/wp-content/uploads/2018/04/PISA_Reading.pdf

³⁶ Новосолова В. Уроки PISA-2018: Аналіз результатів та методичні поради вчителям української мови і літератури. Українська мова і література в школі. 2020. № 1 (148). С. 3-8.

³⁷ State standard of basic and complete general secondary education approved by the Resolution of the Cabinet of Ministers of Ukraine of November 23, 2011 No. 1392. URL.: <http://zakon2.rada.gov.ua/laws/show/1392-2011-п>

³⁸ Вакулєнко Т. С., Ломакович С. В., Терешченко В. М. PISA: читальська грамотність. Київ: УЦОЯО, 2017. С.37. URL:https://kristti.com.ua/wp-content/uploads/2018/04/PISA_Reading.pdf

In the last decade, the term "reading competence" has been positioned alongside the term "reading comprehension". The position of I. Staragina, V. Tereshchenko, A. Panchenkov on the consideration of reading comprehension as a cross-cutting competence of key competencies.³⁹

This involves the ability to recognize information implicitly contained in the text, to prove the credibility of arguments, to support one's own conclusions with facts from the text and evidence, and to express assumptions about a new understanding of the text after analyzing the text and selecting arguments.

Despite the wide range of semantic, structural and cognitive aspects of reading literacy, the term requires research from different areas.

As a working definition in the study, we choose the term "reading literacy of students", which is presented in the framework document "National Results Report of the International Education Quality Study PISA-2018". Experts define reading literacy as "the ability of a person to understand a text comprehensively, to search for, reproduce and use new information, to interpret the content and formulate their own conclusions, to understand and evaluate the content and form of the text, as well as an interest in reading in order to expand their own knowledge, achieve personal goals, develop their own potential and actively participate in social life".⁴⁰

1.2 International comparative study on educational quality PISA-2018 as an indicator of the level of reading literacy.

Within the framework of the course "Methods of teaching Ukrainian literature in secondary education", taking into account the studied sources (N. Bondarenko, "National report on the results of the international study on the quality of education PISA-2018" together with students, we outline the tasks of the International Study on the Quality of Education PISA, which has been coordinated by the Organization for Economic Cooperation and Development (OECD) since 1997.

³⁹ Старагіна І. П., Терещенко В. М., Панченков А. О. Нова українська школа: розвиток читачької компетентності в учнів початкової школи в системі інтегрованого навчання: навчально-методичний посібник. Харків: Соняшник, 2020. 176 с.

⁴⁰ Мазорчук М. (осн. автор), Вакуленко Т., Терещенко В., Бичко Г., Шуумова К., Раков С., Горох В. та ін. Національний звіт за результатами міжнародного дослідження якості освіти PISA-2018. Український центр оцінювання якості освіти. Київ : УЦОЯО, 2019. 439 с.

Based on the generalization of the works of N. Bondarenko⁴¹, T. Vakulenko⁴², M. Mazorchuk⁴³, S. Lomakovich⁴⁴, M. Golovko⁴⁵ We will review the international study on the quality of education PISA (Programme for International Student Assessment). As the analysis shows, the international PISA study was launched in 1997 and is coordinated by the Organization for Economic Cooperation and Development (OECD). The prestigious event has been held every three years since 2000 in almost 90 countries worldwide as part of the OECD education programs.

The aim of the project is to evaluate education systems worldwide. The tasks include finding out how and to what extent 15-year-old college students/graduates have acquired important knowledge and skills for full participation in society, solving life problems and coping with challenges under unfamiliar conditions.

According to the experts, the "substantive core" of the PISA study consists of the subjects of reading, mathematics and science. - One of the tasks of an authoritative study is to determine the level of students' key knowledge and skills in reading, mathematics and science and to assess the ability of respondents to apply acquired knowledge effectively in new, non-standard situations.

The international comparative study PISA (Programme for International Student Assessment) is one of the most important instruments for assessing the quality of education and training in various countries around the world. PISA examines the math, science and reading skills of students at the age of 15 and their ability to solve real-world problems. This study provides a unique perspective on the skills and knowledge of students from different countries and helps to identify the strengths and weaknesses of education systems.

Reading literacy is one of the key skills assessed in the International Survey of Educational Quality. The international comparative study on educational quality PISA from 2018 was about testing the reading skills of young people: perceiving, analyzing and interpreting texts and evaluating the content and form of the text.

The cross-sectional competence "reading comprehension", i.e. the ability to perceive, analyze and evaluate written texts, was identified as a

⁴¹ Бондаренко Н. Формування читачкої грамотності учнів у контексті стандартів PISA-2018: методичні рекомендації. URL: https://lib.iitta.gov.ua/722178/1/%D0%91%D0%BE%D0%BD%D0%B4%D0%B0%D1%80%D0%B3%D0%BD%D0%BA%D0%BE_1.pdf

⁴² Вакулєнко Т. С., Ломакович С. В., Терещенко В. М. PISA: читачка грамотність. Київ: УЦОЯО, 2017. 123 с. URL:https://kristti.com.ua/wp-content/uploads/2018/04/PISA_Reading.pdf

⁴³ Мазорчук М., Вакулєнко Т., Терещенко В., Бичко Г., Шумова К., Раков С., Горох В. та ін. Національний звіт за результатами міжнародного дослідження якості освіти PISA-2018. Український центр оцінювання якості освіти. Київ : УЦОЯО, 2019. 439 с.

⁴⁴ Вакулєнко Т. С., Ломакович С. В., Терещенко В. М. PISA: читачка грамотність. Київ: УЦОЯО, 2017. 123 с. URL:https://kristti.com.ua/wp-content/uploads/2018/04/PISA_Reading.pdf

⁴⁵ Головко М., Науменко С. PISA-2018 як індикатор стану загальної середньої освіти в Україні. Уроки PISA-2018. Методичні рекомендації. Інститут педагогіки НАПН України. Київ. Педагогічна думка, 2020.

key competence for teaching Ukrainian and foreign literature at general secondary schools (hereinafter referred to as ZZSO), taking into account the results of the international educational quality study PISA.⁴⁶

The results of the PISA 2018 study show the level of reading literacy of students in different countries. The PISA study allows us to compare the level of reading literacy between different countries. This allows us to assess how effective the education systems in different countries are in developing this skill. The PISA study also helps to identify the relationship between reading literacy levels and various factors such as socio-economic status, pedagogical methods, learning approaches, etc. The PISA results can point to problematic aspects of reading literacy and the need to improve teaching methods, especially in the context of pedagogical reforms.

Participants were asked to analyze a text or text excerpt describing a real-life situation or revealing the content of a specific problem within two hours. Several types of ready-made test questions are also provided: Select a correct answer from four suggested options; Provide a short or detailed answer (outlined in the authors' previous articles)/⁴⁷

Характерною особливістю дослідження є компетентнісний характер: тести стосуються реальних життєвих ситуацій, для їх розв'язування важлива здатність ефективно застосовувати набуті знання в нових, нестандартних ситуаціях.

Ukraine took part in the above-mentioned study for the first time in 2018. The most important area of investigation was reading literacy. The results of the 2018 PISA study became an important incentive for the implementation of educational reforms within the framework of the NIS concept. The reading literacy of young people is defined in the document as an indicator that characterizes the understanding of the text read and the extent to which the young person can effectively apply their knowledge, skills and abilities in life situations.⁴⁸

Let us explain some aspects of the PISA 2018 test items. Participants, according to T. Vakulenko, S. Lomakovich and V. Tereshchenko, were offered a stimulus for analysis (texts or an excerpt

⁴⁶ Інструктивно-методичні рекомендації щодо викладання навчальних предметів у закладах загальної середньої освіти у 2023/2024 навчальному році. Мовно-літературна освітня галузь. 5-6 клас. URL: <https://mon.gov.ua/storage/app/media/zagalna%20sередnya/metodichni%20recomendazii/2023/09/12/IMR-2023-2024-Ukr.mova.12.09.2023.pdf>.

⁴⁷ Семеног О., Плужник Ю. Формуємо читацьку грамотність: з досвіду роботи в літній школі "Європейська якість навчання для кращої успішності учнів - 2022". Збірник матеріалів VI Міжнародної наукової конференції "Педагогічна компаративістика і міжнародна освіта - 2022 в умовах турбулентності світу. Ін-т педагогіки НАПН України / За заг. ред. О.І.Ложкиної. Київ-Тернопіль: Крок, 2022. С. 247-252. DOI: <https://doi.org/10.32405/978-617-692-729-7-2022-296>.

⁴⁸Капустін І.В. Актуальні проблеми щодо формування читацької грамотності учнів у сучасному вимірі. URL: file:///C:/Users/%D0%90%D0%B4%D0%BC%D0%B8%D0%BD/Downloads/Jerelo_1_2021-65-70.pdf

from a text depicting a real-life situation or revealing the content of a particular problem) and test questions for the stimulus of various types: Test items to select a correct answer from four proposed options; Test items to provide a short or detailed answer.⁴⁹

Учні мали відповідати на питання, що стосуються різних читацьких процесів: знаходити потрібну інформацію, інтерпретувати текст, здійснити рефлексію, оцінити текст. На виконання завдання відводилося дві години.

Участь у тестовому заході взяли представники учнівства майже 90 країн. Україна посіла 37-42 місце з читання.

As stated in the document⁵⁰, participants from Ukraine achieved on average only 466 out of 1000 possible points Access mode: <https://testportal.gov.ua/zvity-dani-4/>.

25.9% of the respondents did not even reach the basic level; did not complete the task of searching for relevant information in the text, integrating the content of parts of the text to determine the main idea, and did not make an analytical evaluation of the text. Some respondents have difficulty understanding familiar categories in a new context and have poor skills in searching for relevant information in the text and identifying its main idea, working with facts in the text, making assumptions, evaluating them critically and not just retelling the plot.⁵¹

A thorough analysis of students' reading literacy development is presented in the framework document "National Results Report of the International Education Quality Program PISA-2018".

Experts complement our understanding of reading as a complex human ability that enables us to perceive and process information in a text. Through reading, we acquire new knowledge, establish cause-and-effect relationships, realize the idea of what we read, form our own attitudes and have the opportunity to apply the information we receive for the benefit of ourselves and society. All of a student's learning activities are based on reading high-quality texts.

A team of authors led by M. Mazorchuk provided several explanations as to why the students participating in the test showed only mediocre performance:

1) There is a significant gap between the average results of students and the results of elite technical education institutions.

⁴⁹ Вакуленко Т. С., Ломакович С. В., Терещенко В. М. PISA: читацька грамотність. Київ: УЦОЯО, 2017. 123 с. URL:https://kristti.com.ua/wp-content/uploads/2018/04/PISA_Reading.pdf

⁵⁰ Мазорчук М., Вакуленко Т., Терещенко В., Бичко Г., Шумова К., Раков С., Горох В. та ін. Національний звіт за результатами міжнародного дослідження якості освіти PISA-2018. Український центр оцінювання якості освіти. Київ : УЦОЯО, 2019. 439 с.

⁵¹ Дячок С. Компетентнісно орієнтовані завдання у підручнику української літератури як засіб формування читацької грамотності школярів. URL : https://lib.iitta.gov.ua/724501/1/%D0%94%D1%8F%D1%87%D0%BE%D0%BA_%D0%A2%D0%B5%D0%B7%D0%B8.pdf

2) In secondary education and later in higher education, not enough attention is paid to the analysis of real problems.

As reasons for the rather mediocre indicators, experts cite a significant gap between the results of students from schools of different ZZSOs and elite specialized educational institutions; insufficient consideration of the analysis of real-life problems in texts both in the ZZSO and in the professional and methodological training of future teachers.

MIT. Based on an analysis of the PISA 2018 tasks completed by Ukrainian teenagers, Dyachok found that students did not deal with the facts of the given stimulus text, but mostly either focused on their own emotions and experiences related to the fragment or simply retelling the plot. Tasks with large texts were practically not completed.⁵²

The review of the international educational quality study PISA-2018 from the perspective of students' reading literacy encourages us to consider the report materials of the Ukrainian Center for Educational Quality Assessment.

The results of an observational study of the quality of teaching Ukrainian language to 6th and 8th grade students in wartime conditions (tasks on logical thinking, application of knowledge in a specific life situation, reading and understanding texts proved to be difficult) require the creation of a modern educational environment at higher pedagogical educational institutions to prepare future teachers of Ukrainian language and literature for teaching at the National School of Ukrainian Language and Literature.

1.3 External independent assessment of Ukrainian language and literature from the perspective of reading competence

The external independent assessment (EIA) in Ukrainian language and literature is an important tool for assessing students' reading skills as well as their knowledge and understanding of Ukrainian language and literature. One of the most important components of the Ukrainian language and literature tasks is the analysis of texts of different genres - from fiction to academic texts. This requires students to be able to understand and analyze the content, structure, style and other aspects of texts. Some external assessment tasks require students to think critically and reason logically. This may include analyzing and comparing different

⁵² Дячок С. Компетентнісно орієнтовані завдання у підручнику української літератури як засіб формування читачької грамотності школярів. URL:

https://lib.iitta.gov.ua/724501/1/%D0%94%D1%8F%D1%87%D0%BE%D0%BA_%D0%A2%D0%B5%D0%B7%D0%B8.pdf

perspectives on the topic of the text. External assessment also tests students' ability to understand and interpret works of art.

As part of the research question, we will analyze the results of the external assessment of Ukrainian language and literature in recent years. An analysis of the reporting materials of the Ukrainian Center for Assessment of Education Quality for 2017 shows that only four out of 230,053 participants in the external examination in the Ukrainian language scored 200 points, and more than 17,000 candidates did not pass the external examination in the Ukrainian language and literature.⁵³

At intermediate level, the ability to understand and correctly use certain forms of linguistic units in context and to read and understand texts is developed. We see serious deficits in the ability to correctly compose a written statement, select suitable arguments, draw conclusions and present one's own point of view.⁵⁴

➤ We also analyzed the results of the external evaluation in Ukrainian language and literature from 2018 to 2021 and summarized them in Table 1.1.

➤ The results of the external evaluation of the Ukrainian language and literature over several years also point to a disappointing situation:

➤ 2018 - 65 percent of the school leavers tested were unable to formulate their position skillfully, 71 percent were unable to argue;

➤ 2019 - 86 percent of participants did not formulate a position on the proposed discussion question, 82 percent could not substantiate it with relevant arguments and 52 percent did not provide any examples at all from their own reading or artistic experience;

➤ 2020 - 20 percent were unable to formulate their position on the proposed discussion question at all;

➤ 2021 - just under 27 percent did not substantiate their position on the issue with relevant arguments, 48 percent did not provide any examples from their own reading experience.

Table 1.1

Results of the external assessment of participants in Ukrainian language and literature (prepared on the basis of official reports on the performance of external audits in the years 2018-2021.⁵⁵)

	2018	2018	2018	2018
years				

⁵³ Official reports on the conduct of external examinations. Ukrainian Center for Educational Quality Assessment. URL:<https://testportal.gov.ua/ofzvit/>

⁵⁴ Пентилюк М. І., Окуневич Т. Г. Сучасний урок української мови. Х. : Вид. група "Основа", 2007. 176 с.

⁵⁵ Там само.

Evaluation participants				
They are not able to skillfully formulate their position on the proposed discussion question.	65%	86%	57,2%	38,6%
They are not in a position to back up their position with appropriate arguments.	71%	82%	75%	30,7%
As a rule, they are unable to formulate a position on the discussion question posed.	-	-	-	26,6%
They do not cite examples from literature or other art forms.	52%	52%	54,8%	48%
They do not cite any examples from history or	42%	40%	34,2%	37,6%

their own experience.				
Serious violations of logic, consistency and consistency of presentation .	65,24%	60%	60%	60,3%
Number of B forms marked "Not relevant to the topic"	1028	796	1197	1478
"Work with less than 100 words"	8443	8834	5972	5905
You have not written your own declaration at all.	-	-	32565	40746

The results showed that candidates had average reading skills overall. At the same time, we note that in recent years there has been a trend towards substitution of concepts when selecting an answer, indicating a fundamental misunderstanding of the content of what has been read. In 2020-2021, a significant number of graduates did not write their own statements at all, which indicates a low development of reading skills. Such data is also presented in the country report on the results of the international education quality study PISA-2018.

In 2022 and 2023, the NMT only used closed test items on the Ukrainian language, such as choosing a correct answer from four or five options, matching, etc., but no open items, especially items with a detailed answer, as traditionally found in external assessment tests. There are no tasks on Ukrainian literature at all.

We are convinced that the problem of developing reading skills in young people is important for various subjects. Because if a student has poor reading comprehension, they will not achieve good results in math, science or the Ukrainian language.

The review provides an opportunity to analyze the state of pedagogical and methodological support for the development of reading skills of 5th and 6th grade students of the National Secondary School and to develop a system of exercises aimed at developing students' reading skills. We will show this in the next section using the example of the disciplines "Ukrainian literature" and "Foreign literature".

Conclusions on chapter 1

The section describes updated educational programs for the training of future teachers of Ukrainian language and literature, which have an interdisciplinary and socio-economic focus. It is noted that the creation of a modern educational environment and the introduction of innovative technologies and teaching aids of the concept into the educational process of the National Ukrainian School of Education requires a renewal of approaches and modernization of the content of professional and methodological training of future teachers of Ukrainian language and literature for teaching at the National Ukrainian School of Education in higher education institutions.

The content of the concept of "reading competence" as the ability of a person to understand the text comprehensively, to search for new information, to reproduce and use it, to interpret the content and formulate their own conclusions, to understand and evaluate the content and form of the text is clarified.

It is argued that the international PISA 2018 study and the results of external independent assessments over the last five years have pointed to shortcomings in the education process and have led to the updating of the necessary methods and tools to improve the situation.

Chapter 2 ANALYSIS OF PEDAGOGICAL AND METHODOLOGICAL SUPPORT FOR THE LITERACY EDUCATION OF NUS STUDENTS

The two of you should have a look at the models of the new programs textbooks on Ukrainian and foreign literature for grades 5-6 in the context of literacy development; scientific approaches to the development of reading skills of NUS students in the PISA-2018 final.

2.1 Analysis of model curricula for the subjects "Ukrainian Literature" and "Foreign Literature" for middle-aged students.

The main goal, defined in the "Strategy for the development of reading for the period until 2032" (2023)⁵⁶, - The development of a reading habit and a need for reading as a mandatory component of citizens' life strategy, improving reading literacy and promoting the development of human potential are crucial for Ukrainian education and should be reflected in the training of future literature teachers at institutions of higher pedagogical education.

We share the opinion of the authors of the model curriculum "Foreign Literature. 5th-6th grade" O. Nikolenko, O. Isaeva, J. Klymenko and others⁵⁷, що наразі не лише дитині, а й дорослим важливо допомогти усвідомити, що читання - це не марнування часу, а можливість здобути безцінний, соціокультурний, і, зрештою, життєвий досвід.

Let us outline some aspects of the model curricula for the subjects "Ukrainian Literature" and "Foreign Literature" in grades 5-6 of the National School of Ukraine.

A model curriculum (hereafter referred to as MCP) is a normative educational document developed by national or regional education authorities for use in schools as a supplementary or alternative educational resource. It can be used by a teacher as a basis for planning lessons, classes and courses.

The MNP typically includes recommendations on the structure of the training, such as how to distribute the lessons across different topics, sections or training units; defines the goals and objectives to be achieved during the training with this program; may also include recommendations on the use of different teaching materials, sources and resources; may

⁵⁶ Стратегія розвитку читання на період до 2032 року. Розпорядження КМУ від 3 березня 2023 року. "Читання як життєва стратегія" URL: <https://zakon.rada.gov.ua/laws/show/190-2023-%d1%80#Text>

⁵⁷ Модельна навчальна програма "Зарубіжна література. 5-6 класи" для закладів загальної середньої освіти (авт. Ніколенко О., Ісаєва О., Клименко Ж., Мацевко-Бекерська Л., Юлдашева Л., Рудницька Н., Тураєвська В., Тихоненко С., Вітко М., Джангобекова Т.) URL : <https://drive.google.com/file/d/1VcmR4LmucemuTyXWO2wcaGO22ME-lIEh/view?usp=sharing>

provide teachers with recommendations on teaching methods, teaching approaches, the use of interactive methods and other pedagogical strategies; may indicate how the acquisition of the material is to be assessed, including assessment tasks and assessment criteria; include a list of additional recommended resources, e.g. books, videos and electronic resources. e.g. books, videos and electronic resources.

Subjects of Ukrainian and foreign literature in grades 5-6, as shown by the analysis of the Ukrainian law "On Education",⁵⁸ State standard for full general secondary education,⁵⁹ Methodological recommendations for teaching Ukrainian language, Ukrainian literature and foreign literature in the academic years 2022-2023 and 2023-2024. River,⁶⁰ MNP "Ukrainian literature. Grades 5-6 for secondary educational institutions (Authors: Arkhipova V.P. and others⁶², "Foreign literature. Grades 5-6" for secondary educational institutions (author: Nikolenko O. et al.)⁶³, represent the linguistic and literary branch of education, serve as an adaptation stage from elementary school to the next basic specialized education (grades 7-9) and are aimed at "developing and forming an educated, aesthetically developed and creative reader with a humanistic worldview, who speaks the Ukrainian language, reads informative and artistic texts for the purpose of spiritual, cultural and national self-expression, enrichment of emotional experiences, creative self-realization and formation of value orientations and attitudes".⁶⁴

From the 2022/2023 school year, the study of Ukrainian literature in grades 5-6 of the National Secondary School will be carried out in accordance with the following MNP: "Ukrainian Literature. Grades 5-6 for secondary educational institutions (Arkhipova V.P. and others),

⁵⁸ Закон України "Про освіту" (Відомості Верховної Ради (ВВР). 2017, № 38-39, ст.380. URL: <https://zakon.rada.gov.ua/laws/show/2145-19#Text>.

⁵⁹ Державний стандарт базової і повної загальної середньої освіти, затверджений постановою Кабінету Міністрів України від 23 листопада 2011 р. № 1392 URL: <http://zakon2.rada.gov.ua/laws/show/1392-2011-п>

⁶⁰ Методичні рекомендації щодо викладання української мови, української літератури, зарубіжної літератури у 2022-2023 н.р. URL: <https://www.schoollife.org.ua/metodychni-rekomendatsiyi-shhodo-vykladannya-ukrayinskoyi-movy-ukrayinskoyi-literatury-zarubizhnoyi-literatury-u-2022-2023-navchalnomu-rotsi/>

⁶¹ Методичні рекомендації щодо викладання української мови, української літератури, зарубіжної літератури у 2023-2024 н.р. URL: <https://mon.gov.ua/storage/app/media/zagalna%20serednya/metodichni%20recomendazii/2023/09/12/IMR-2023-2024-Ukr.mova.12.09.2023.pdf>.

⁶² Модельна навчальна програма "Українська література. 5-6 класи" для закладів загальної середньої освіти (автори: Архипова В.П., Січкач С.І., Шило С.Б.) URL: <https://mon.gov.ua/storage/app/media/zagalna%20serednya/Navchalni.prohramy/2021/14.07/Model.navch.prohr.5-9.klas.NUSH-poetap.z.2022/Movno-literat.osv.hal/Ukr.lit.5-6-kl.Arkhypova.Sichkar.Shylo.14.07.pdf>

⁶³ Модельна навчальна програма "Зарубіжна література. 5-6 класи" для закладів загальної середньої освіти (автори: Ніколенко О., Ісаєва О., Клименко Ж., Мацевко-Бекерська Л., Юлдашева Л., Рудницька Н., Туриця В., Тихоненко С., Вірко М., Джангобекова Т.) URL: <https://drive.google.com/file/d/1VcmR4LmueemuTyXWO2wcaGO22ME-lIEh/view?usp=sharing>

⁶⁴ Модельна навчальна програма "Українська література. 5-6 класи" для закладів загальної середньої освіти (автори: Архипова В.П., Січкач С.І., Шило С.Б.) URL: <https://mon.gov.ua/storage/app/media/zagalna%20serednya/Navchalni.prohramy/2021/14.07/Model.navch.prohr.5-9.klas.NUSH-poetap.z.2022/Movno-literat.osv.hal/Ukr.lit.5-6-kl.Arkhypova.Sichkar.Shylo.14.07.pdf>

(Chumarna M.I., Pastushenko N.M.), "Ukrainian literature." 5-6 grades" for secondary educational institutions (Yatsenko T.O. and others).

The study of foreign literature in grades 5-6 takes place according to the following MNP: "Schule der Freude. Foreign literature. 5th-6th grades" (Nikolenko O.M. and others); "Foreign literature. 5-6 grades (Voloshchuk E.V.); "Foreign literature. 5-6 grades" (Bogdanets-Biloskalenko N.I. and others). The texts of the model curricula for grades 5-6 of general secondary schools can be found on the website of the Institute for the Modernization of the Content of Vocational Education: <https://imzo.gov.ua/>.⁶⁵

The teacher independently selects one of the proposed model programs and creates a curriculum based on it. Let's analyze some of the multinational companies in more detail.

MNP "Ukrainian Literature. 5th-6th grade" for secondary educational institutions (authors: Yatsenko T.O. and others) is built in accordance with the content of school literature education and pays attention to scientificity, accessibility, systematicity, consistency and continuity in teaching. The aim of the program is to ensure the development of all key competencies of 5th and 6th grade students defined in the state standard for basic secondary education (2020), including the subject of reading.

The program provides for the development of cross-cutting skills that students must master: Reading with comprehension; expressing their own opinions orally and in writing; thinking critically; justifying a position logically; assessing risks; solving problems; collaborating with others.⁶⁶

The MNP is based on the thematic-genre principle and observes the chronological order of presentation of literary figures within each thematic section. In grades 5 and 6, thematic sections are offered with works from the fields of folklore, poetry and adventure fantasy.

An important component is also the "Literature of Home" section, which introduces NUS students to talented personalities from the city, district or region. The teaching material for each topic section of the model program is selected to ensure interaction with others in oral form. Perception, analysis and critical understanding of information in texts of different types; expression of thoughts, feelings and attitudes; written interaction; own language creativity. Expected outcomes include:

⁶⁵ Institute for Modernization of Educational Content. URL:<https://mon.gov.ua/ua/osvita/zagalna-serednya-osvita/navchalni-programi/modelni-navchalni-programi-dlya-5-9-klasiv-novoyi-ukrayinskoyi-shkolizaprovadzhuysya-poetapno-z-2022-roku>

⁶⁶ Модельна навчальна програма "Українська література. 5-6 класи" для закладів загальної середньої освіти (автори Яценко Т.О., Пахаренко В.І. та ін.). URL:<https://mon.gov.ua/storage/app/media/zagalna%20serednya/Navchalni.prohramy/2021/14.07/Model.navch.prohr.5-9.klas.NUSH-poetap.z.2022/Movno-literat.osv.hal/Ukr.lit.5-6-kl.Yatsenko.ta.in.13.09.2023.pdf>

understands and reproduces the content of the information heard; finds answers to questions posed in the message heard; compares what is heard with life experience and argues; formulates conclusions, creates, draws parallels.⁶⁷

The model curriculum "Ukrainian Literature. Grades 5-6 for secondary educational institutions (Arkhipova V.P., Sichkar S.I., Shylo S.B.) offers a course in Ukrainian literature structured according to the following interrelated topics and problem sections:

Class 5 - "Artistic legacy to descendants", "Poetry paints the world", "From fairy tale to the book of being";

Class 6 - "Song treasures of the homeland", "Poetic wonder", "Nutrient sources of wise books".⁶⁸

Note that each topic block includes a list of literary texts for both required and elective study, providing the opportunity for additional reading of the teacher's choosing, if possible or if additional time is available.

This broadens the range of reading and improves pupils' reading activity in line with the requirements of the state standard for basic education at secondary level. It should be noted that the authors selected the works for the text study taking into account artistic-aesthetic and ideological-value criteria as well as genre-thematic diversity and also modernized the content and took into account the reading interests of children.

An important addition is the section "Types of educational activities", which presents possible forms of work in the process of studying the work: "Role play", "Idea circle", "Identifying the hero", "Reviving the photo", "Picture gallery", "Situation modeling" and others. Such interactive exercises increase the learning effect, implement the principles of partnership and child-centeredness and ensure the training of reading skills.

Therefore, the above-mentioned model curricula of Ukrainian literature focus on the formation of students' interdisciplinary skills, arouse an interest in fiction and other art forms, contribute to the formation of a worldview, spiritual and moral values, and the development of students' reading and key skills.

The author of the model curriculum "Foreign Literature. 5th-6th grade" E. Voloshchuk sees the purpose of the subject as enabling students

⁶⁷ Модельна навчальна програма "Українська література. 5-6 класи" для закладів загальної середньої освіти (автори Яценко Т.О., Пахаренко В.І. та інші). URL: <https://mon.gov.ua/storage/app/media/zagalna%20serednya/Navchalni.prohramy/2021/14.07/Model.navch.prohr.5-9.klas.NUSH-poetap.z.2022/Movno-literat.osv.hal/Ukr.lit.5-6-kl.Yatsenko.ta.in.13.09.2023.pdf>

⁶⁸ Модельна навчальна програма "Українська література. 5-6 класи" для закладів загальної середньої освіти (автори: Архипова В.П., Січка С.І., Шило С.Б.). URL: <https://mon.gov.ua/storage/app/media/zagalna%20serednya/Navchalni.prohramy/2021/14.07/Model.navch.p.rohr.5-9.klas.NUSH-poetap.z.2022/Movno-literat.osv.hal/Ukr.lit.5-6-kl.Arkipyova.Sichkar.Shylo.14.07.pdf>

to move to a new and more complex level of understanding of works of art, familiarizing them with a number of works - literary focal points of foreign literature, while preserving and developing the interest in reading that arose in elementary school.

As the analysis shows, the concept of the program is based on a personal approach and the principles of: Aesthetics, combination of classical and modern literature, representativeness, interdisciplinarity.⁶⁹

It should be noted that the structure of the program is logically linked to the content and building blocks of literary education in elementary school, i.e. the gradual acquisition of specialist knowledge by pupils and the development of key skills within the fifth and sixth grade age group.

The program comprises four sections ("Biblical stories", "In the world of fairy tales", "In the world of nature", "In the world of childhood") and also offers a sufficient selection of literary works from antiquity to the present day. Various forms of text work are offered: a discussion based on what has been read with a discussion of moral problems, the study of tables and diagrams in the textbook, tasks for comparing images, a complex analytical discussion and the determination of the topic and micro-topic of the work.

The authors of the model curriculum "Foreign Literature. 5th-6th grade" for secondary educational institutions: O. Nikolenko, O. Isaeva, Zh. Klymenko and others. emphasize that the main idea of the lesson is to develop in students the desire for an active dialogue with books, for an independent search and critical reflection of works of art; use of modern library and digital resources in the process of individual work, in pairs, microgroups and teams.⁷⁰

We teach applicants according to the program and are convinced that the authors strive to develop in students a diverse view of the world, positive thinking and cultivate a sense of belonging to the spiritual culture of Ukraine and the peoples of the world from the position of a conscious citizen.

It is impressive that the authors are not primarily concerned with the amount of scattered information, but with the student's developed ability to comprehensively apply the acquired knowledge, skills and abilities in various life situations and socially adapt to the conditions of a

⁶⁹ Модельна навчальна програма "Українська література. 5-6 класи" для закладів загальної середньої освіти (автори Яценко Т.О., Пахаренко В.І. та інші). URL: [https://mon.gov.ua/storage/app/media/zagalna%20serednya/Navchalni.prohramy/2021/14.07/Model.navch.prohr.5-9.klas.NUSH-poetap.z.2022/Movno-literat.osv.hal/Ukr.lit.5-6-kl.Yatsenko.ta.in.13.09.2023.pdf](https://mon.gov.ua/storage/app/media/zagalna%20serednya/Navchalni_prohramy/2021/14.07/Model.navch.prohr.5-9.klas.NUSH-poetap.z.2022/Movno-literat.osv.hal/Ukr.lit.5-6-kl.Yatsenko.ta.in.13.09.2023.pdf)

⁷⁰ Model curriculum "Foreign Literature. Grades 5-6" for secondary educational institutions (Authors: Nikolenko O., Isayeva O., Klymenko Zh., Matsevko-Bekerska L., Yuldasheva L., Rudnitska N., Turyanitsa V., Tikhonenko S., Vitko M., Dzhangobekova T.) URL: <https://drive.google.com/file/d/1VcmR4LmucemuTyXWO2wcaGO22ME-lIEh/view?usp=sharing>

modern multicultural and multipolar society. In fact, it is thanks to high-quality literary texts that we learn about the world and ourselves in the world, stimulate our own development and gain certain life experience.

The authors of the "School of Joy" program devote great attention to classic works: Fairy tales by the Brothers Grimm, Wilhelm Hauf, "The Ink Heart" by Cornelia Funke; adventure prose by Jules Verne; "Alice in Wonderland" and "Alice Behind the Mirrors" by Lewis Carroll, "A Christmas Story in Prose" by Charles Dickens, "Treasure Island" by Robert Louis Stevenson, fairy tales by Oscar Wilde, "The Jungle Book" by Relyard Kipling, "Winnie the Pooh and All, All, All" by Alan Milne, etc.

We share the authors' opinion that it is currently difficult not only for children but also for adults to understand the "information vortex" of today, which is characterized by the "patchwork" and fragmentation of fast-moving news. It is important to make it clear to school children that reading is not a waste of time, but an opportunity to gain invaluable psychological, socio-cultural and ultimately life experience.

MNP "Ukrainian literature. 5th-6th grade" for secondary educational institutions (authors: Arkhipova V.P., Sichkar S.I., Shylo S.B.) and "Foreign literature. 5th-6th grade" for secondary educational institutions (authors: Nikolenko O., Isayeva O., Klymenko Zh., Matsevko-Bekerska L., Yuldasheva L., Rudnitska N., Turyanytsia V., Tikhonenko S., Vitko M., Dzhangobekova T.) were well received by the teaching staff of the city of Romny in the Sumy region and the Romny secondary school of grades I-III No. 5 of the Romny City Council, where we have been working for over 12 years.

In the 2022/2023 school year, we created educational programs for the 5th grade of the NIS school based on the above-mentioned model curricula. The programs were approved by the Pedagogical Council on August 31, 2022, Protocol No. 1. In the 2023/2024 school year, the curricula prepared for the 6th grade of the National School of Ukraine were tested. The programs were approved by the Pedagogical Council on August 30, 2023, Protocol No. 1.

It should be noted that the Romensk secondary school of grades I-III No. 5 ranks first in the ranking of community schools and takes first place among educational institutions in the Sumy region according to the results of the 2021 external assessment and fourth place in the 2023 National Secondary Education Test. The students of the school were repeated winners and active participants of the II, III and IV stages of the All-Ukrainian Specialized Olympiads and the defense of their works at the Academy of Sciences. Teachers work creatively and responsibly.

In the school year 2022/2023, 2023/2024, as noted by the director of the Romenska secondary school of I-III grades No. 5 of the Romenska

city council of the Sumy region, Natalia Fedorivna Dikhnych, a specialist of the highest qualification category, teacher and methodologist, the teaching staff of the school continues to work on the implementation of the city methodological problem "Formation of professional mobility of teaching staff in the context of the implementation of state educational standards and integration into the European educational space".

The team's work took into account the regional scientific and methodological problem of "Ensuring high-quality education through the formation of an innovative teacher culture as an important factor in the implementation of state educational initiatives and the creative and intellectual development of students." We continue to work on the problem of "Creating a modern educational environment as a necessary component of the comprehensive development of students based on the innovative activities of the teaching staff."

The institution's activities are based on the principles of child-centeredness, equal access to education, transparency and publicity, democracy and humanism of the educational process, intolerance of manifestations of corruption and bribery, education for patriotism and respect for the cultural values of the Ukrainian people.

An internal education quality assurance system is being developed. The regulation on the internal system for ensuring the quality of education was developed and approved by the Pedagogical Council on August 28, 2020 (Protocol No. 1 of August 28, 2020), approved by order of the Director.

Teaching staff set themselves the task of promoting lifelong learning skills in pupils and teachers and focusing their work on improving the educational process through a personally oriented teaching and education system. With regard to the modern labor market, school teachers focus on: the ability to work with technologies and knowledge that meet the demands of the information society and the preparation of students for new roles in this field. It is therefore important not only to be able to operate with one's own knowledge, but also to be prepared to process and manage information, to act actively, to make decisions quickly, to think critically and to be able to apply the knowledge acquired.

In 2023/2024. flow Systematically planned work was carried out with 11th grade graduates to prepare for and participate in NMT-2024. 14 Year 11 students studied pedagogy in the philological profile. 13 graduates participated in the National Multiple Subject Test. During the lessons, teaching materials were reviewed, multi-level test tasks for students were developed and integrated into the educational process, and appropriate visual materials (stands) were designed to support information.

At school pedagogical councils and meetings of professional communities in 2022/2023 and 2023/2024, the author examined the results of the "National Results Report of the International Educational Quality Study PISA - 2018", the annual results of the external independent evaluation. The decisions of the pedagogical meetings approved the development of literacy development exercises for students, especially NUS- students, taking into account the PISA-2018 Educational Quality Study.⁷¹

2.2 Review of textbooks on Ukrainian and foreign literature for 5th and 6th grade students of the National School of Ukraine in the context of literacy development.

An important indicator of the quality of literacy education work is the textbook and its compliance with the curriculum and content. A textbook of Ukrainian literature in the context of modern educational tasks should be not only a source of knowledge, but also a workbook that teaches students to independently understand and memorize educational material, independently acquire new information, mobilize their mental efforts and direct them in the right direction.⁷²

Let us illustrate this with the example of textbooks of Ukrainian and foreign literature for grades 5-6 of the National School of Ukraine.

In 2022 and 2023, a competitive selection of textbooks on Ukrainian and foreign literature for grades 5-6 of the National Secondary School was held at the Institute for the Modernization of Educational Content (IMZO) in accordance with the model curricula for grades 5-6. Electronic versions of textbooks that have received the stamp of the Ministry of Education and Science of Ukraine were submitted to the IMZO website. Let's focus on some of them in the context of literacy development among NUS students.

Textbook "Ukrainian literature. 5th grade" Arkhipova V.P., Sichkar S.I., Shylo S.B.⁷³ corresponds to the state standard of primary education (2020) and is prepared according to the program of the same team of authors. The structure of the textbook includes three sections "Artistic heritage to descendants", "Poetry paints the world", "From fairy tales to the book of being" and creates conditions for students to familiarize themselves with a variety of children's literature. The topics of the content

⁷¹ According to the results of the 2023 national multi-subject test, taken from the official statistics of the Ukrainian Center for Educational Quality Assessment, Romensk Secondary School No. 5 of the Romensk City Council in the Sumy Region once again took first place in the ranking of municipal schools. Average score - 158.63. <https://www.education.ua/schools/best-by-tests/romny/>

⁷² Бандура О. М. Шкільний підручник з української літератури. Київ : Пел. думка, 2001. 76 с

⁷³ Архипова В. П., Січкач С. І., Шило С. Б. "Українська література. Підручник для 5 класу закладів загальної середньої освіти". URL: <https://lib.imzo.gov.ua/wa-data/public/site/books2/5kl-nush/movno-litr-galuz/ukr-lit.pdf>

blocks ensure the implementation of the appropriate level of development of reading skills, perception of what has been read, analysis, interpretation, evaluation of information and its communicative use.

The content of the textbook serves to teach and apply certain literary concepts when analyzing a literary text. The authors have made sure that the material is interesting, informative, and elementary school-like. The textbook contains interactive tasks, media exercises, photo puzzles, work with additional sources of information and more.

One feature of the presentation of the material is the use of headings:

- "Lifehack" - helps a fifth grader understand the theory of literature using schemas, not to memorize definitions, but to learn important aspects (p. 14 "How not to confuse genres", p. 37 "What is the difference between a proverb and a saying", p. 50 "How to recognize a fairy tale among other genres");

- section "Enrich your speech"; these are specific glossaries for works that provide interpretations of unknown words in the text.

- The "New and interesting" section aims to enrich the reader's intellectual level (p. 19 - article "Berehynia", p. 22 - article "The unburnt thorn bush").

The textbook contains infographics, drawings by the author, tasks with QR codes and links.

Creative tasks are interesting and informative and aim to teach students to formulate their own point of view on an object or phenomenon, develop creative imagination and expand students' vocabulary.

For example:

- p. 39 - Write an essay about the situations in which people use proverbs and sayings. Use 3-4 proverbs in your essay;

- p. 48 - If a swallow were a person, what character traits do you think it would have? What would such a person look like? Draw it!

- p. 59 - Write a fanfiction about the fairy tale "The Lion King" - make up your own ending. Give reasons for your opinion;

- p. 75 - Listen to the fairy tale "The Egg Rat". Do you think this fairy tale is fantastic? What exactly did you like best about this fairy tale? Illustrate interesting episodes with the help of comics;

- p. 131 - Due to his popularity and relevance, Shevchenko became the subject of internet jokes, i.e. memes. Try to create a meme about Shevchenko.

Tasks that shape a child's life experience are important.

For example: p. 37 - You already know many proverbs and sayings. Write 5-6 examples in your notebook and comment on their content. In which situations in life can they be useful?

p. 64 How do you feel when you have to communicate with cunning or treacherous people? Would you like to be friends with such people? Why?

p. 213 - Should we avoid or not accept people who are different from others? Are there such people in your environment? What do you think about them? Do you try to understand their particular world? How do you do this?

Tasks that encourage research, project work and group work play an important role in developing the reader's critical thinking.

Example: p. 39 - Find out how much grain costs today. Ask adults for help. What costs the most and what costs the least? Draw a table in your notebook;

p. 78 - Read the fairy tale "The Colorful Fox" by the famous writer Ivan Franko. What do you know about foxes? Why are they called cunning?

p. 88 - Play the game "Story Chain". Divide into groups. Each group is given key words which they must use to retell an excerpt from the fairy tale content. The winner is the one who conveys the content more artistically and precisely;

p. 123 - Find out on the Internet which Ukrainians are among the most powerful people in the world. Experiments on how this person managed to develop such a power that helped him;

p. 147 - As you know, the Dnieper is one of the largest rivers in Europe. It flows through Ukraine and through eight regions. In addition to this legendary river, there are many other bodies of water in our country - rivers, lakes and ponds. Find out about the bodies of water that exist in your region. Present your project as an infographic.

Textbook "Ukrainian Literature. 6th grade" (authors O. Kalynych, S. Dyachok, scientific editors: Professor Yu. Kovbasen ⁷⁴ created according to the model curriculum "Ukrainian Literature. 5th-6th grade" by Yatsenko T. etc. The textbook was developed based on the ideas of personality-oriented learning, dialogicity, communicability, interactivity and accessibility for the age group. To simplify the use of the textbook, the authors have proposed symbols - famous characters from popular cartoons that will help sixth graders find the necessary information, follow their vocation and complete a specific task.

The pages of the textbook are decorated with reproductions of Ukrainian masters, which plays an important role in forming the aesthetic taste of sixth graders. Another element of the textbook design is an interesting visualization of the material about the writer: a portrait of the

⁷⁴ Калинич О., Дячок С. Українська література. За ред. Ю.Ковбасенка. 6 клас. Тернопіль. Астон. 2023. https://aston.te.ua/userfiles/file/ukr_1_t_6_kl_aston_kalinich_dyachok_dlya_mzo_na_konkurs_9_bereznya_2023_17_20.pdf

artist in his native city is placed on the map of Ukraine. This makes it easier to remember relevant information.

For example:

- p. 42 - Portrait of G. Skovoroda and the map shows in blue the Poltava region - the homeland of the Ukrainian poet and philosopher;

- p. 61 - Portrait of T. Shevchenko and an arrow from him to the Cherkassy region, which is highlighted in yellow on the map of Ukraine.

Please note that the literary texts contained in the textbook are complete and are not interrupted by comments, theoretical material and questions, which are placed in separate boxes.

For example, on pages 54-55 of the textbook, the text of the fable "The Wolf and the Cat" by L. Glibov is on the right-hand side, and on the left-hand side there is additional information, comments and questions about the text.

Since the aim of teaching literature is to develop subject-specific skills, especially reading skills, tasks in PISA format and test tasks in the form of external assessments are an important part of this textbook.

For example:

Examination tasks on p. 16, 33, 50, 107; p. 264 - offers a portrait of Pavlo Tychyna in 1901 and a corresponding task: Determine how old Pavlo is here (he was born in 1891). Does the appearance of the boy in the photo match the portrait provided by Marina Pavlenko?

p. 260 - Re-read the works of Mykola Vingranovsky "It will inevitably snow ..." and Oksana Radushynska "How strange the first snow smells." Comment on what they have in common and what is different.

p. 274 - Can we say that language is a sign of a nation? Give reasons for your opinion.

Textbook O. Kalynych and S. The student is encouraged to complete tasks independently, participate in search and research activities and work in groups.

For example:

p. 43 - Follow G.'s route on Google Maps. Frying pans;

p. 46 - Task 11 (project group work according to plan);

p. 60 - Task 7 (with research elements);

p. 65 - Experiments on the use of the phrase "Spring is red" in folklore;

p. 141 - What do you know about the Egyptian pyramids? Find out on the Internet.

The focus of the textbook on the education of a patriot of one's own country is traced: Epigraphs, additional information, pictures, tasks.

For example:

p. 33 - Information on the Christmas carol "Shchedryk" by M. Lysenko;

p. 58 - read the original poem by Pavlo Chubynskyi "Ukraine is not dead yet ...";

p. 68 - How do you imagine Ukraine? Illustrate it with your own drawing.

Note that the endpapers in the textbook also fulfill an educational function. The pages offer algorithms for completing tasks: Creating a video, writing a project paper, writing your own statement; algorithm for searching for information on the Internet.

Textbook "Foreign Literature. 5th grade" (O. Nikolenko)⁷⁵, as shown by the analysis based on the model program "School of Joy" (2021; author: O. Nikolenko et al.). A glance at the pages convinces us that the book is designed for children living in a digital environment. The textbook contains the texts of 12 main works as well as references to electronic resources of variant works, which can be read additionally or independently at the teacher's choice.

In addition to literary texts, the authors also offer educational, popular science and media texts in the textbook. The following headings are highlighted: "Literary Journey", "Preparing for Reading", "Colors of a Work of Art", "In the Media Room", "Reading with Understanding", "Love of Ukraine", "Literary Theory", "Place of Art".

The methodological system "classroom" is clearly presented and ensures the implementation of the expected results of the state standard of primary education (2020): oral interaction, analysis and interpretation, critical evaluation of information, expression of own thoughts and study of linguistic phenomena.

We comment on some of the exercises together with the students in class. For example, after reading the Japanese folk tale "Momotaro or the Peach Boy", the pupils complete a creative task: they create their own manga-style comic based on the plot of the tale (task 10, page 28). And during the discussion of the German folk tale "Frau Metelitsa", the children are assigned to work in groups on the project "Proverbs and sayings from different nations about work and laziness" (task 15, page 40).

On page 158, question 14 of the textbook, problems from the section "Life situations" are presented: Which of the laws invented by R. Kipling is appropriate for the human world? In which life situations can the law of the jungle be applied? Give one or two examples.

We give and explain examples. Such creative tasks deepen your understanding of the topics addressed in the text and also enable you to formulate your own conclusions.

⁷⁵ Ніколенко О., Мецєвко-Бекєрєська Л., Рудніцька Н. та ін. Зарубіжна література. Підручник для 5 класу. К.: ВЦ "Академія", 2022. URL:<https://academia-pe.com.ua/wp-content/uploads/2022/02/nikolenko-zarubizhna-literatura-5-klas-vcz-akademiya.pdf>

As a supplement to the textbook, the authors have created the online platform "Pollyanna's Friends" [<https://www.academia-nikolenko-5klas.com.ua/>], which contains an electronic reading book, a video reading book, multimedia presentations, recordings of express lessons by Natalia Rudnitska and links to digital tools for testing the knowledge acquired. To help teachers, a "Methodological Platform" [<https://www.5klas.com.ua/>] has been created. In particular, in the "Test Yourself" section, students can complete interactive exercises and tests by following the QR code.

Let's comment on the textbook N. Milianovska "Foreign literature. 6th grade. The book was compiled according to the model program "Foreign Literature. 5-6 classes" (authors: Nikolenko O., Isayeva O.⁷⁶, taking into account the principle of age-appropriate perceptiveness of teaching content.

The theoretical material is presented in an accessible form, as concisely as possible and using clear examples. The author pays particular attention to the literary text. Please note that these are not individual excerpts, but complete texts that convey an overall picture of the work. The tasks are selected to ensure maximum engagement with the content of the work.

Here are examples of tasks for studying Jules Verne's novel "The Fifteen-Year-Old Captain", shown on pages 65-66:

Task 13: What do you think is the complexity of the position of a loving wife and mother of a five-year-old boy?

Task 27: What annoys you about the behavior of Negor and Harris? What do you think guides these characters in their actions?

Such questions encourage the student not simply to retell the content of the story, but rather to formulate the problems raised in the literary work from the perspective of his or her own understanding.

Example: Task 3 on page 188: Compare the characteristics of the French and Ukrainian secondary school systems. It can be completed by a student who has read Anna Gavalda's story "35 kilos of hope".

We notice the attention to creative forms of work, the development of heuristic thinking, emotional intelligence involving the students' personal experiences and their relation to everyday life.

Example: On page 49 there is a task from Fantazerchik to formulate the rules of hospitality for foreigners who find themselves in a difficult situation.

The textbook contains references to interactive exercises, test tasks and QR codes that offer the opportunity to quickly check and carry out

⁷⁶ Мілянoвська Н. Зарубіжна література. 6 клас. Тернопіль. Астон. 2023. URL: <https://pidruchnyk.com.ua/2622-zaralit-6-klas-milianovska-2023.html>

formative assessments. The "For those who still want to know" section enables children to acquire additional knowledge quickly and independently.

We conclude that the analyzed textbooks involve students in various types of reading activities, active dialogue with the literary text, performance and discussion (individually or in a group/team) of creative works based on the read works, constant expansion of the reading offer through Internet services, etc. We are convinced that thanks to the updated textbooks, fifth and sixth graders will show interest in reading works whose characters they will recognize in the whirlpool of everyday problems and life trials. However, we would like to point out that teachers need to develop additional exercises and tasks aimed at developing the reading skills of NUS students based on the PISA study.

2.3 Scientific approaches to the development of reading skills of NUS students based on the international study PISA-2018.

The results of the international PISA-2018 study serve as an important basis for the scientifically sound training of reading skills among the students of the New Ukrainian School through the improvement of teaching methods and the development of this important skill.

In order to promote the reading skills of NUS students, it is advisable, as the analysis of scientific papers shows (M. Vashulenko, N. Holub⁷⁷, O. Goroshkina, S. Karaman⁷⁸, O. Kucheruk, L. Mamchur⁷⁹, N. Ostapenko, M. Pentylyuk⁸⁰), take into account the requirements of the competence-oriented, personality-oriented and action-oriented approach.

Let us consider the specifications of the competence-based, personality-oriented and action-oriented approach in the context of the research question. The term "education" is characterized by reference sources: These are qualitative changes that occur under the influence of internal and external factors. In the context of education, this is a systematic process of developing and acquiring skills, knowledge and abilities that form the basis for a person's competencies and vocational training.

⁷⁷ Голуб Н. Б. Комунікативна компетентність учнів загальноосвітньої середньої школи: структурні компоненти. Наук. вісн. ХДУ : Педагогічні науки. Херсон, 2011. № 58. С. 220-224.

⁷⁸ Караман С. О. Застосування методів і прийомів навчання української мови у школах різного типу. Наука і сучасність: зб. наук. праць. Вип. 46. К. : Логос, 2006. С. 3-12.

⁷⁹ Мамчур Л. І. Перспективність і наступність у формуванні компетентності учнів основної школи : автореф. дис. на здобуття наук. ступеня доктора пед. наук зі спец. 13.00.02. Херсон, 2012. 45 с.

⁸⁰ Пентиліук М. І., Окуневич Т. Г. Сучасний урок української мови. Х. : Вид. група "Основа", 2007. 176 с.

Let us define the term "approach" taking into account the considerations of S. Omelchuk⁸¹ : This is the starting point of the research activities.

The main characteristics of the personality approach are described by I. Beh⁸² , N. Bibik⁸³ , N. Glub⁸⁴ , M. Pentylyuk⁸⁵ : individuality of the individual, development of the individual through cognitive and exploratory activities, activities of teachers and students on a partnership basis.

As the source analysis shows, the core positions of the competence-based approach are as follows: Personality development, training not only in subject-specific skills but also in key competencies and an active educational success. The competency-based approach takes into account the individual characteristics of each student, promotes the development of skills for independent information search and analysis during the reading process and develops students' ability to express their thoughts correctly and clearly.

In order to implement the principles of competence-based learning in literature lessons, the teacher uses the method of creating problem situations, practice-oriented tasks and working in groups. When designing the educational process, it is important to take into account the individual characteristics of each student, i.e. the level of reading skills, interests, needs and abilities of each child. A competency-based approach encourages the development of critical thinking, analytical skills and evaluation of the information received.

Main characteristics of the activity approach⁸⁶ : effective interaction of a person with the world, society and other people, which contributes to the development of one's own potential and active participation in social life. Important provisions of the activity approach⁸⁷ : Values of the child, the family, peace between peoples and states.

The definition of the term "activity" is provided by the Ukrainian dictionary: "Work, activity of people in any field".⁸⁸

⁸¹ Омельчук С. Навчання морфології української мови на засадах дослідницького підходу: теорія і практика : [монографія]. К. : Генеза, 2014. 368 с.

⁸² Бех І. Д. Психологічні джерела виховної майстерності: навчальний посібник. Київ: Академвидав, 2009. 246 с.

⁸³ Бібік Н. М. Переваги і ризики запровадження компетентнісного підходу в шкільній освіті. Український педагогічний журнал. 2015. № 1. С. 47-58.

⁸⁴ Голуб Н. Б. Комунікативна компетентність учнів загальноосвітньої середньої школи: структурні компоненти. Наук. вісн. ХДУ : Педагогічні науки. Херсон, 2011. № 58. С. 220-224.

⁸⁵ Пентиліук М. І., Горошкіна О. М., Нікітіна А. В. Концепція когнітивної методики навчання української мови. Дивослово. 2004. № 8. С. 5-9.

⁸⁶ Бех І. Д. Психологічні джерела виховної майстерності: навчальний посібник. Київ: Академвидав, 2009. 246 с.

⁸⁷ Дроздовський Д. Виклики й перспективи реформування сучасної освіти в Україні. Дивослово. 2018. № 1. С. 2-6.

⁸⁸ Словник української мови: в 11 томах. Том 11, 1980. С.311.

The core of the activity approach is that the student does not consume ready-made information, but acquires it himself in the process of educational and cognitive activity.

Proper organization of educational activities also educates the student to be a doer - a person who acts skillfully in rapidly changing circumstances, is ready to anticipate, improvise professionally and is capable of active communication and integrative interaction with representatives of different spheres of life.⁸⁹

The aim of action learning is to develop practical skills and abilities that can be used in various life situations. Students learn to solve non-standard tasks with their own creativity and innovative approach, to interact with each other, to solve tasks together and discuss results, to make decisions independently and to take responsibility for their actions.

The technology of the activity method comprises the following didactic principles (according to L. Peterson):

1. activity principle - the student obtains information independently instead of receiving it prefabricated; understands the contents and forms of his/her own pedagogical activity.

2. the principle of continuity - continuity between all levels and stages of education in terms of technology, content and methodology, taking into account the age and psychological characteristics of children.

3. the principle of integrity - the development of a generalized systemic worldview by the students.

4. the principle of psychological comfort - the absence of all stress-inducing factors of the educational process, the creation of a friendly atmosphere, the development of dialogical forms of communication.

5. the principle of variability is the ability to systematically weigh up options and make appropriate decisions in decision-making situations.

6. the principle of creativity - maximum focus on creativity in the educational process, students gain their own experience of creative activity.⁹⁰

The basic idea of person-centered learning is to take the uniqueness of each individual into account when designing the learning process. This includes the development of curricula, tasks and methods that take into account the personal interests, needs, pace and learning style of each individual student.

Key technologies for person-centered learning instruction⁹¹ : situations of interest, choice, problem seeking; problem-based learning (heuristic questions, problem and research questions, Socratic dialogue,

⁸⁹ Богосвятська А.- М. І. Зарубіжна література в школах України. 2014 № 6.

С. 18-23.

⁹⁰ Ліпман М. Критичне мислення: чим воно може бути? Постметодика. 2005. №2. С. 33-41.

⁹¹ Пенцілюк М. І., Окуневич Т. Г. Сучасний урок української мови. Х.: Вид. група "Основа", 2007. 176 с.

puzzles, experiments, analysis of life situations, etc.); interactive learning (O. Pometun and L. Pyrozhenko): Critical thinking (discussions, graded reading; Socratic questions that involve exploring content information, clarifying context, identifying assumptions, and formulating one's own opinion).

The opinion of M. is correct. Lipman, a well-known expert in this field. The researcher identifies six key elements of critical thinking: thinking skills, responsibility, formulation of independent judgments, criteria, self-correction, attentiveness and context sensitivity. Let us also take into account the opinion of O. Pometun and I. Sushchenko, who point out that in teaching the process of independent research, the construction of students' knowledge in the process of active cognitive activity should be at the forefront. The main model for building learning should be a combination of individual student work and interactive interaction.⁹²

In line with the above approaches, we focus our teaching on taking into account the needs of each individual student in the literacy building process. It is about giving students the opportunity to choose a text that is appropriate for a particular age, taking into account the developmental level of their skills in dealing with a work of art and creating tasks that are geared to the needs of a particular student.

We use these approaches, technologies of personally oriented, problem-based, interactive learning and the development of critical thinking in tasks and exercises.

Conclusions on chapter 2

It was found that model curricula for subjects in the field of language and literature, textbooks on Ukrainian literature and foreign literature for grades 5-6 of secondary educational institutions provide a continuous educational process that takes into account technologies of competency-based, personality-oriented and activity-based learning.

The tasks and questions proposed in the complex are developed taking into account modern educational standards and aim to teach students to think, analyze, draw certain conclusions and summarize text material.

Taking into account the "National report on the results of the international study on the quality of education PISA-2018" and the analysis of model curricula for foreign language literature in the 5th grade, the content of the concept of "reading literacy" was clarified as the ability of a person to comprehensively understand the text, search for new information, reproduce and use it, interpret the content and formulate their

⁹² Пометун О., Сущенко І. Путівник з розвитку критичного мислення в учнів початкової школи. Методичний посібник для вчителів. Київ, 2017. С.12-13.

own conclusions, understand and evaluate the content and form of the text.

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Chapter 3

TRAINING FUTURE TEACHERS TO PROMOTE PUPILS' READING SKILLS

The section presents the work on the creation of projects within the framework of the summer school "European quality of education for better student performance - 2022"; research on the development of reading skills among 5th grade students of the National School of Economics; exercises and tasks were developed as an important component of the development of reading skills of students in Ukrainian and foreign literature classes in grades 5-6 of the National School of Ukraine.

3.1 Project creation as part of the summer school "Quality European education for better student success - 2022"

The study of scientific sources, PISA 2018 research and reports on external independent assessments of Ukrainian language and literature from the perspective of reading literacy prompted the co-authors to participate in the summer school of the Institute of Pedagogy of the National Academy of Sciences of Ukraine in August 2022 as part of the Jean Monnet module "European Teaching Quality for Better Student Achievement" and to develop a mini-project in PISA format for students and teachers as part of the training.⁹³

The aim of the summer school is to improve the skills of educators in the development of test items in the PISA format for testing pupils' reading skills. The participants of the summer school represented 16 regions of Ukraine. The classes were conducted by specialists from the Institute of Pedagogy of the National Academy of Sciences of Ukraine, Doctors of Pedagogical Sciences, Professors O. Zabolotna and O. Noodles.

The course examined the experiences of the leading PISA countries, the "National Report on the Results of the International Study on the Quality of Education PISA-2018"⁹⁴, studied the typology of texts, tasks in PISA format prepared by participants of the 2021 summer school, and

⁹³ The paragraph takes into account the work of the authors: Семенов О., Плужник Ю. Формуємо читацьку грамотність: з досвіду роботи в літній школі "Європейська якість навчання для кращої успішності учнів - 2022". Збірник матеріалів VI Міжнародної наукової конференції "Педагогічна компаративістика і міжнародна освіта - 2022 в умовах турбулентності світу. Ін-т педагогіки НАПН України / За заг. ред О.І. Локшині. Київ - Тернопіль : Крок, 2022. С. 247-252. DOI: <https://doi.org/10.32405/978-617-692-729-7-2022-296>.

⁹⁴ Мазорчук М., Вакуленко Т., Терещенко В., Бичко Г., Шумова К., Раков С., Горох В. та ін. Національний звіт за результатами міжнародного дослідження якості освіти PISA-2018. Український центр оцінювання якості освіти. Київ : УЦОЯО, 2019. 439 с.

also developed test tasks in PISA format to test students' reading skills and mastered new digital tools.

The work in the project suggested that:

1) In the texts for PISA, it is advisable to provide enough information so that the reader understands the content and can answer the questions asked in the test correctly.

2) Texts for tasks must have a different resource: single or multiple; a specific format: static or dynamic; contain non-textual objects: Drawings or graphic images;

3) the format of the text can be continuous, interrupted or mixed;

4) taking into account the situation of use, a distinction is made between personal, social, educational and professional texts; according to type, a distinction is made between descriptive text, narrative text and argumentative text.

During the mini-group lessons, we developed practical exercises to improve the students' reading skills in order to prepare them for such research and provide them with the necessary life skills.

The first phase of the work involved selecting topics for future assignments, finding and editing texts that most accurately emphasize the main idea, and adding images or infographics that are necessary for understanding the topic or contain additional information.

In the second step, a test was designed in the form of a scenario for the students and a scenario for the teacher. Let us explain their content in more detail.

The student scenario contains a card in PDF format with text and graphic information, various test types and tasks for understanding and perceiving the text read. Instead, in addition to a corresponding form for the students, the script for the teacher also contains information on the individual assessment task options, i.e. the algorithm for the students' correct answer and possible incorrect answer options that are not taken into account when evaluating the survey results.

Text-based tasks were developed in various formats:

1) Tasks with a short answer and the possibility to choose one of the suggested ones (test);

2) Tasks with a detailed answer (own opinion) and arguments to support it;

3) Multi-component tasks on the ability to work with several texts and find similarities and differences in them, on the ability to analyze different views held, to substantiate one's own opinion with facts and to determine whether the opinion of the author of one work agrees with the opinion of the author of another.

The tasks required the students to answer questions, find the necessary information, interpret and evaluate the text.

Here you can see an example of a task to record the development of reading skills that was developed by our creative group as part of the summer school.

Text - based on Neil Gaiman's lecture "Why our future depends on reading?".⁹⁵

Why does our future depend on reading?

Fiction has two purposes. First, it makes you prone to reading addiction. The desire to find out what happens next, the desire to turn the page, the need to keep going even when it's hard because someone is in trouble and you have to figure out how it all ends... There's a real drive in that. It forces you to learn new words, think differently and move forward. Discover that reading is a pleasure in itself. Once you are aware of this, you are on your way to reading regularly. Reading is the key.

Secondly, words are more important today than ever. We explore the world through words, and as the world becomes embedded in the web of the internet, we follow it to communicate and understand what we read. Fiction creates empathy. When you watch a show or a movie, you see things that happen to other people. You start to "feel" things, visit places and worlds you would not have known about before. You will learn that the outside world is also you. You will become a different person, and when you return to your world, something inside you will change a little.

In a world of text messages and emails, in a world of written information, literacy is more important than ever. We need open-minded citizens who can easily read, understand what they read, recognize nuances and be understood by others.⁹⁶

The text was proposed as a single, coherent text.

To improve the content perception of the text, Figure 3.1 has been added, which reflects the essence of the main idea: Reading as a process of acquiring vital information inspires a person, opens up new opportunities, helps to acquire and form basic life skills and provides opportunities to achieve set goals.

⁹⁵ Ніл Гейман. Лекція: Чому наше майбутнє залежить від читання? У кн.: Зарубіжна література. 10 клас. Ю.І.Ковбасенко. Літера. ЛТД. 2018. С.290-296. URL:<https://www.ukrlib.com.ua/world/printit.php?tid=8129>

⁹⁶ Right there.



Fig.3.1 We carry the book on our wings
(Image from the social networks).

We have also provided an infographic (Figure 3.2) that presents statistics on the regularity of book reading by people in different countries.

We recommend that survey participants read the text and answer the questions:

Task 1: According to Neil Gaiman, what is the "key" in human life?

- A. Reading.
- B. Fiction.
- C. Art.
- D. Economic stability.
- E. Carr'ra.

Task 2A: What empathic reactions does fiction evoke in the reader?

Task 2B: What is the purpose of reading? (from the author)

Task 3: What is important in the world of written information today?

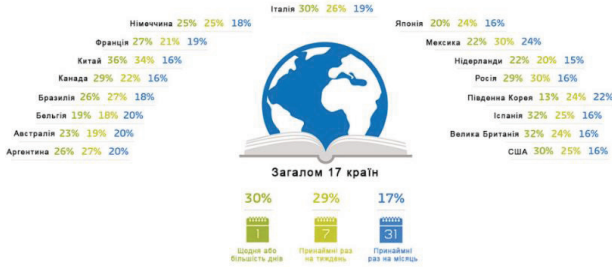
- A. The presence of a gadget.
- B. Digital competence.
- C. Literacy.
- D. Internet network.

Task 4: Look at the infographic (Fig. 3.2), compare the statistical data and answer the question: In which country is a book read most often every day?

- A. USA
- B. Great Britain
- C. Belgium
- D. China

РЕГУЛЯРНІСТЬ ЧИТАННЯ КНИГ

Результати країн



Source: GfK survey among 22,000 Internet users (age: 15+) in 17 countries - rounded
Question: Please indicate how often you do the following activity. Read books

© GfK 2017

Fig.3.2 Regularity of book reading (taken from social networks).

Here is an example of a student scenario that contains four tasks.

The first and third questions require specific answers from a list of suggested answers.

For example, in the first task, the student must choose the answer "reading" as the process of coming to terms with information, not the actual fiction that allows us to do the reading process. This type of task is primarily about understanding the text, rather than integrating meanings and formulating a conclusion based on a combination of information from the text and one's own experience.

The second task A and B is an open task where you are asked to formulate your own opinion, referring to the author's words. The task is to formulate an answer to a question based on the information provided specifically in this text. This task evaluates the reading process from the perspective of understanding the form of the text: it determines the basis for the author's decision about the meaning of reading as a process.

Correct answers:

- 1) forces us to develop spiritually, to move forward;
- 2) Words are more important today than ever.

The fourth task is to analyze graphical information (Fig. 3.2) and summarize facts. The student chooses a specific answer based on assumptions. The purpose of the task is to test your ability to work with graphical information and draw conclusions based on factual data. The students' mathematical competence is promoted.

Let us comment on the teacher's scenario. It differs from the student model in that it provides clear instructions on how to evaluate the research participants' responses and includes a detailed analysis of the reading processes, the source of the submitted text, the format and type of text, and the situation, which enables the creation of an appropriate code for evaluation.

Please note that PISA uses a typology of texts (author - E. Verlykh), according to which they are divided into simple, multiple, complete, interrupted and mixed texts.⁹⁷

A single text has a specific author or group of authors, the time of writing or date of publication and a title. Websites with only a few pages are considered individual texts unless different authors or dates are explicitly named.

Multiple - contain several texts on a common topic, but written by different authors, published at different times or with different titles. It should be noted that several texts can be listed on one page. This happens in printed newspapers and in many textbooks.

A complete text is a complete text consisting of sentences grouped into paragraphs, sections and chapters.

Interrupted - presents information in the form of lists, tables, graphs, diagrams, etc., on the basis of which something has to be found out.

Mixed texts combine text fragments with graphic elements or lists.

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In the PISA tests, texts of different "language types" are used, namely descriptions (What?), narratives (When? In what order? Why?), considerations (arguments) (Why such a position?), instructions (What and how to do?), explanations (What is the connection between something?) and transactions (How to proceed in order to interact?).

Participation in the summer school and the development of innovative projects stimulated research work at Romensk Secondary School No. 5 of Romensk City Council, Sumy Region.

3.2 Research on the formation of reading skills of students of grades 5-6 of the Romensk comprehensive school of grades I-III No. 5 of the Romensk city council, Sumy region.

The researched scientific sources, analysis of national monitoring research reports, familiarization with the scientific and methodological support of teaching Ukrainian and foreign literature in grades 5-6 of the National Primary School and participation in the summer school "European Quality of Education for Better Student Success - 2022" provide an opportunity to study the level of development of reading skills of schoolchildren. Students of the Romensk comprehensive school of

⁹⁷ Бондаренко Н. Українська нова школа у контексті світових трендів освіти. Science progress in European countries: new concepts and modern solutions: papers

of the 7th International Scientific Conference. May 31, 2019. Stuttgart, Germany: ORT Publishing, 2019. p.304-316.

⁹⁸Офіційні звіти про проведення ЗНО. Українськй центр оцінювання якості освіти. URL:<https://testportal.gov.ua/ofzvvt/>

grades I-III No. 5 of the Romensk city council, Sumy region, took part in this study.

Using methodological recommendations from researchers who analyzed the results of PISA-2018, questionnaires and test items were selected to measure the level of development of students' reading skills.

By analysing and generalizing the results of theoretical studies on the research topic, criteria could be identified as a basis for the application of diagnostic methods. Central aspects are the level of communication skills, the development of critical and analytical thinking and the development of students' creative abilities. We take into account the linguistic complexity of the text, the extent of prior knowledge, the presence of reading experience, the ability to process text material and cognitive skills. In the research process, we use a questionnaire, test items from collections and self-developed tests. ⁹⁹¹⁰⁰

Similar tasks make it possible to determine the students' reading competence level, namely:

- understand the text;
- to search for, find and receive the required information or messages;
- analyze what you have read;
- to develop a common understanding;
- Integrate meanings;
- Interpret information;
- Interpret and evaluate news;
- distinguish between factual information and its interpretation as well as between main and secondary ideas;
- determine the position of the author;
- Draw conclusions (from simple to more complex);
- Evaluate the content and form of texts.

Based on the international PISA 2018 study, which is based on the scientific research of N. Bondarenko, we used the following types of tasks depending on the purpose of reading and the corresponding reading actions: analytical, informative, interpretative and positional tasks.

Analytical tasks are based on the information field and contain irrelevant information. To answer such a question, the student must select facts, compare, interpret and find missing elements in order to recover the complete information. Such activities involve quickly familiarizing oneself with the available information by skimming, determining the

⁹⁹ Вакуленко Т. С., Ломакович С. В., Терещенко В. М. PISA: читальська грамотність. Київ: УЦОЯО, 2017. 123 с. URL: https://kristti.com.ua/wp-content/uploads/2018/04/PISA_Reading.pdf

¹⁰⁰ Європейська якість навчання для кращої успішності учнів. Збірник завдань у форматі PISA для розвитку читальської грамотності учнів. За заг. редакцією дійсного члена НАПН України професора О.М. Топузова. Частина 2. Київ: Педагогічна думка, 2023 81 с.

micro-theme of each part of the text, searching for and understanding information relevant to the answer and critically evaluating it.

Information tasks aim to find specific information in the text (e.g. information about a country and the date of its visit by a specific person). In this case, exploratory reading is recommended. Such tasks are part of analytical tasks and are often included in these.

Interpretation tasks are traditionally applied to literary texts. With their help, we link the factual and symbolic levels of the text.

Positional tasks are about clarifying the author's non-explicitly stated position, presenting their arguments and identifying their own evidence. To highlight the author's opinion, a key skill is required: to distinguish a concrete fact from an opinion.¹⁰¹

In addition, test tasks to determine the level of reading competence are differentiated according to their degree of complexity: from the simplest, where the task is simply to understand the text read, to complex tasks, where the task is to carry out an in-depth analysis of the text on unfamiliar topics and solve tasks to select the necessary information. And also by form: open-ended, where an answer has to be selected from several suggested ones, and closed-ended, where a detailed answer is required.

Diagnostic research on students' reading literacy levels aims to determine the development of the following skills:

- distinguish between different types of information, texts and contexts;
- Receive target information that the text contains explicitly or indirectly;
- formulate simple conclusions based on the information available in the text;
- Interpret text messages and summarize information;
- Analyze, interpret and evaluate information and its transmission methods, language features and text structure.¹⁰²

In accordance with the purpose of the study, we set the following tasks:

1. determine the level of development of the pupils' reading skills.
2. work with students to improve their reading skills.
3. analyze the research results and formulate conclusions.

Having analyzed the state of the problem under study in scientific and pedagogical sources, we set ourselves the task of determining the

¹⁰¹ Бондаренко Н. Формування читачкої грамотності учнів у контексті стандартів PISA-2018: методичні рекомендації. URL: https://lib.iitta.gov.ua/722178/1/%D0%91%D0%BE%D0%BD%D0%B4%D0%B0%BD1%80%D0%B5%D0%BD%D0%BA%D0%BE_1.pdf

¹⁰² Бондаренко Н. Українська нова школа у контексті світових трендів освіти. Science progress in European countries: new concepts and modern solutions: papers of the 7th International Scientific Conference. May 31, 2019. Stuttgart, Germany: ORT Publishing, 2019. p.304-316.

criteria and indicators of the level of development of students' reading skills. Determine the relationship between these criteria and results.

Indicators for the development of reading skills in pupils in grades 5-6 are shown in Table 3.1.

Table 3.1

Assessment of the reading skills of students in grades 5-6 using the PISA 2018 scale

PISA literacy level	Results of the actions predicted during the reading process	Takes reading skills into account
Playback level	The ability to find information: accessing information, finding it in the text, searching and selecting text.	
Level of the connection setup	The ability to understand what you read: To perceive and process information and draw conclusions.	
Level of argumentation	The ability to understand and evaluate, assessing the quality and reliability of information, understanding the content and form of the text, recognizing and overcoming contradictions .	Text-based: Memorize, understand, apply.

Based on the selected criteria and indicators of reading literacy development among 5th and 6th grade students of the National School of Ukraine, we determine high, average and low levels. Let's analyze each of them in more detail.

High level:

- At the reproduction level, the student quickly gains access to information, finds the required text, memorizes what is necessary, understands the context, reproduces information and applies it to solve specific tasks.

- At the level of making connections, the student understands the information read, integrates several texts and draws correct conclusions;

- At the level of argumentation, the student critically evaluates the quality and reliability of the information, fully understands the content and form of the text and accurately identifies and overcomes any contradictions it contains; analyzes different texts, summarizes the information obtained and gives them a comprehensive evaluation.

Intermediate level:

- At the reproduction level, the student gains access to information and finds the required text with the help of the teacher, partially memorizes the required information, understands the context, does not reproduce all the information and does not always apply the information received to solve certain tasks.

- At the level of making connections, the student partially understands the information read, integrates several texts with difficulty and draws correct conclusions with the help of the teacher.

- At the level of reasoning, the student partially and with the help of the teacher assesses the quality and reliability of the information, understands the content and form of the text, takes into account the teacher's explanations and identifies one or two contradictions in the text; at an average level, he analyzes different texts, summarizes individual pieces of information and is hardly able to evaluate them.

Low:

- At the reproduction level, the student does not know how to access information, memorizes the required information at a low level, almost does not understand the context, does not reproduce information and does not understand how to apply the information received to solve specific tasks.

- At the level of making connections, the student does not understand the information read, does not integrate several texts and does not draw conclusions.

- At the level of reasoning, the student does not evaluate the quality and reliability of the information, does not understand the content and form of the text and does not recognize contradictions in it; is not able to analyze, systematize and evaluate information.

53 students were involved in the research work. The work began in October 2022, when the participants in the experiment were in the 5th grade. In the 2022/2023 school year, test tasks analogous to the PISA study were tested. The research work continued in the 2023/2024 academic year. Corresponding conclusions were also drawn as part of the research process.

At the beginning of the experimental study, a diagnostic questionnaire and tests were carried out to determine the level of reading competence [Appendices D and G]. In particular, it was important to determine the students' motivation for reading activities.

The questionnaire contained 13 questions aimed at determining the child's interest in reading fiction, motivation and self-esteem in reading literacy, and the student's awareness and understanding of the importance of reading for self-development and successful learning, the student's ability to think critically and analytically.

The most important answers to the questions in the questionnaire were "yes" or "no". The level of development of reading skills was determined by the arithmetic mean of the answers.

In addition to the questionnaire, the students had to complete a test task similar to PISA-2018, which consisted of a text and five reading comprehension tasks.

The diagnosis took into account the student's independence and the presence and total number of errors in the answers; time spent by the student on the questionnaire and the test task.

The results of the survey are summarized and presented in Table 3.2.

Table 3.2

Results of a survey of Year 5 pupils at the National School of Economics

with regard to reading competence level (number of participants n=53)

Levels	Awareness of the necessity of reading	Reading activity	Motivation for reading activity
High	18/34%	15/28%	17/32%
average	26/49%	27/51%	25/47%
Low	9/17%	11/21%	11/21%

Let us briefly outline the answers to the questions in the questionnaire:

- Around 32% of pupils showed a high level of reading development. They visit libraries, read fiction, express their own opinion on the text they read and give reasons for their answers.

- Average reading activity was found in 49% of respondents. The pupils show an interest in reading, know several children's book authors and have preferences for certain literary characters, but find it difficult to assess what they have read themselves.

- Low reading development was found in 19% of pupils. The respondents show no interest in reading, do not mention the names of famous authors or titles of works and have no preference for literary heroes. Children lack the motivation to read. They need additional support.

The results obtained with the test method are summarized and presented in Table 3.3.

Table 3.3

Test results of the 5th grade students at NUS with regard to reading competence level (number of participants n=53)

Competence levels	Playback level	Level of the connection setup	Level of argumentation
PISA	19/36%	16/30%	13/25%
High	23/43%	18/34%	23/43%
average	11/21%	19/36%	17/32%

The results of the tests of fifth-graders based on the PISA 2018 study showed that reading skills are being developed:

- for 36% of pupils at a high level in terms of reproducing the content of what they have read, for 30% - at the level of making connections, for 25% at the level of thinking about the content of what they have read;

- at an average level of 43% in content reproduction, 34% in making connections and 43% in argumentation;

- at a low level of 21% in terms of reproducing the content of what has been read, 36% - at the level of making connections, 32% - at the level of thinking.

The results of the student survey and student tests give rise to the assumption that the reading skills of Year 5 students at the National Secondary School are insufficiently developed: most students can reproduce the content of the text they read, but they have difficulties with tasks involving making connections. The task of formulating their own judgments and arguments proved difficult for many. All this indicates that the teacher should focus his work with the students on the development of vital skills, including - Literacy.

3.3 Exercises and tasks are an important part of reading literacy education for NUS students based on the international study PISA - 2018.

The analysis of scientific sources, national reports, model programs and textbooks, as well as participation in the summer school "European Quality of Education for a Better Quality of Pupils - 2022" provide the basis for identifying exercises and tasks whose implementation is advisable for the training of a vital competence - reading literacy.

We have taken into account that primary school pupils perceive the text at the level of developing reading techniques and basic understanding

of the reading content. From the fifth grade onwards, pupils can independently summarize, compare, analyze and draw conclusions from what they have read.

A teacher can develop similar tasks independently, which will ensure thorough preparation of middle school students for such tests. You can also use elements of exercises and tasks similar to the PISA study, which are included in textbooks for 5th and 6th grade on Ukrainian and foreign literature. This will develop the critical thinking of Ukrainian schoolchildren and allow them to form their own opinion on a given situation or the text they read.

In particular, as I. Kapustin correctly notes, the teacher can select tasks to: search for information that is not directly stated in the text; identify characters, setting, key events and main idea of the text; clarify the author's intention and the addressees of the text; formulate questions about the text to which there is no direct answer; determine the purpose of reading; study the structure of the text (create diagrams to show cause-effect relationships, sequences); studying the author's language; giving feedback on the text in oral and written form; evaluation of the content and form of the text by students according to their purpose of reading, from their own point of view (reliability, interestingness of information, thoughts and ideas of the author, realization of the purpose of reading), from the point of view of another reader (addressee).¹⁰³

We have developed similar tasks and use them in various types of Ukrainian and foreign literature teaching: acquisition of new knowledge; artistic perception of the work, in-depth study of the text of the work, teaching to generalize what has been learned.

During the learning process, the pupil should not act as a passive listener when the teacher introduces new material. On the contrary: if a child can independently process different sources of information, filter out what is necessary and reproduce what they have learned, they gain experience and can pass on the information they have received.

The system of tasks and questions based on the content of interesting cognitive texts on various topics and issues in all lessons motivates students, allows them to enrich themselves with the necessary knowledge from various industries and areas of life and develop a worldview, values and the best human qualities; develop thinking and language skills and reading skills; develop their own position on the problem, defend it and propose solutions; generate ideas; shape their own lives.¹⁰⁴

¹⁰³ Капустин І.В. Актуальні проблеми щодо формування читацької грамотності учнів у сучасному вимірі. URL: file:///C:/Users/%D0%90%D0%B4%D0%BC%D0%B8%D0%BD/Downloads/Jerelo_1_2021-65-70.pdf

¹⁰⁴ Бондаренко Н. Формування читацької грамотності учнів у контексті стандартів PISA-2018: методичні рекомендації. URL:

We offer indicative tasks for analyzing the information or literature text you have read:

Comment on the title of the text,

suggest your own option;

formulate the main idea of the paper and the most important questions raised by the author;

explain the reasons for certain situations;

Summarize information from a coherent text and draw appropriate conclusions; use quotation marks;

Describe the hero; give reasons for the hero's choice of behavior.

During the research we have developed a number of exercises from Ukrainian and foreign literature for testing among 5th and 6th grade students. Let us comment on some of them.

Exercise 1: Ukrainian literature. 5th grade. Topic: "The role of books in human life. "Literature as an artistic reproduction of life, everyday life, customs, spiritual and moral values of a person." We recommend that children familiarize themselves with various sources of information:

1) Text from the Internet "Why it is important to read books":

Indeed, people read a lot these days - countless news, an uninterrupted newsfeed, favorite blogs on the Internet ... But nothing can replace books. It is unnecessary to talk about the benefits of reading books in the 21st century, but we would like to mention the American expert Jordin Cormier, who highlights four undisputed benefits of reading books:

1. reading books stimulates a person's mental activity, improves memory and increases creative potential. The book can inspire you to develop projects, come up with ideas or gain other valuable experience.

2. reading helps to expand vocabulary and increase intellectual level. When a person feels competent in various matters, they gain more confidence in their abilities and are prepared for all of life's challenges.

3. reading books develops social skills and the ability to empathize. By immersing yourself in unfamiliar situations and getting to know different characters through the pages of books, you broaden the horizons of your own views and begin to understand other people better.

4. reading is a unique form of relaxation that helps combat stress and bad moods. A book can stimulate thinking and at the same time relax you and take your mind off problems.

<https://vmpdu.edu.vn.ua/biblioteka/chomu-vazhlyvo-chytaty-knygy>;

2)Infographics:



Figure 3.3 The role of books in human life (author's work)

3) Watch the video on the topic of vocation:
<https://www.youtube.com/watch?v=vafIzTUq0b0&list=PPSV>.

Task:

- Do you consider a book your true friend? Why?
- Convince your classmates that reading is important.
- Write down the five benefits of reading books that you think are the most important.

Such tasks encourage you to work with different types of text, analyze the information you receive, highlight the most important points, present your work and communicate in a group.

At the stage of updating basic knowledge, it is advisable to offer exercises: "Catch the mistake", "Believe it or not", "Wreath of associations", "I am an editor" and others. Such tasks draw students' attention to the text and its correspondence to the original presentation and "teach" them how to edit any text.

When checking homework, the teacher can use proactively differentiated tasks in which the students work independently with different sources of information, isolate and systematize the required material and present it to the class. This can also be group work.

Exercise 2: Foreign literature. 6th grade. Lesson topic: "Haiku. "First information on the peculiarities of the understanding of beauty in Japanese culture."

The children were given the task beforehand of writing short reports about Japan, its customs and traditions. Organize the information in a presentation that can be shown in class.

Exercise 3: Foreign literature. 5th grade. Lesson topic: "Roald Dahl (1916-1990). "Charlie and the Chocolate Factory." "Fairytale adventures of the characters in Mr. Wonka's Chocolate Factory."

The task that children receive in advance: Learn recipes for making chocolate at home; suggest to your classmates one that you think is the most accessible and give reasons for your choice. Make a list of the ingredients needed.

Such an exercise has practical significance and builds the student's life skills.

Exercise 4: Foreign literature. 5th grade. Lesson topic: "The image of Alice, the world of her fantasy and exciting adventures. The characters that surround the heroine." At the stage of updating basic knowledge, we recommend that students correct the semantic errors in the text based on the fairy tale by L. Carroll "Alice in Wonderland" by recalling the fairy tale text they have read:

The girl Alice was sitting bored on the seashore with nothing to do. When she saw the Cheshire Cat, she jumped down the rabbit hole after it. When she landed, she noticed a large four-legged table with a silver key on it. Alice tried to open the box with it, but it was too small. Then Alice met the pink caterpillar sitting on a tree.

This exercise develops the ability to recognize inconsistencies in the text and trains attention and concentration on the necessary material and key words.

In a lesson to generalize what has been learned, it is a good idea to offer the following exercise:

Exercise 5: Foreign literature. 5th grade. Lesson topic: "Images of children and adults in the fairy tale "Charlie and the Chocolate Factory". Task: Write a guide for parents "How to educate a child".

We offer this assignment after reading and analyzing R's story. She gave me "Charlie and the Chocolate Factory". Students express their views on the issues raised in the artwork.

We have developed tasks that contain an educational, cognitive, explorative and emotional component. When studying the section "Literary Fairy Tales of the World" (G. K. Andersen "The Snow Queen", Oscar Wilde "The Star Boy", Roald Dahl "Charlie and the Chocolate Factory"), for example, the following tasks are suitable:

Determine the genre of the work and give its characteristics using this work as an example.

formulate how the theme of the work is linked to the author's ideological intention; find out the thoughts of the main characters that correlate with the idea of the work;

Describe the language of the main characters and pay attention to how it affects the realization of the main idea of the work;

Compare the opponents' views, take the position of one of them, argue with quotations from the text; isolate unclear concepts from the overall context and find out their meaning;

Comment on the last part of the work, offer your own version of the development of events.

Such questions and tasks offer pupils the opportunity to compare the information gained from the text they have read with their own view of their life situation. Using the actions of fairy tale characters as an example, children form their own view of life.

When studying literary works whose main characters are animals, we practice popular science texts (encyclopedias, Internet articles) that tell about animals from a scientific point of view in Ukrainian and foreign literature classes in grades 5 and 6: Characteristics of the species, behavior, features, habitat, etc.

In the next lesson, we suggest that the children compare animal descriptions in texts of different styles: artistic and scientific.

It is recommended to use the following tasks:

- Determine the style of the text and give reasons for your opinion;
- identify the compositional parts of the text; which of the suggested descriptions appeals to you the most?
- What questions does the author raise? Does the author provide sufficient arguments?
- Write out key words from the text and explain their meaning;
- formulate several questions that can be asked about the content of the text;
- Which of the author's positions do you agree with and which do you disagree with?
- Find counter-arguments in other literature sources; how useful was this information for you?
- Let's outline the elements of problem-solving work.

Exercise 6: Ukrainian literature. 5th grade. Lesson topic: "Ivan Franko "The Painted Fox". The role of dialogs in revealing the character of the main character. "Moral and ethical issues of the work."

Before describing Nikita the fox, a literary character, we recommend that students familiarize themselves with the description of the fox as an animal:

If you study the description of the fox, you can see how interesting and clever this animal is, which adapts everywhere. The animal can be seen on all continents, differing only in color and size. Yes, there are 15 varieties in Europe alone. They live in all geographical zones and can withstand almost all climatic conditions.

The fox is a carnivore that belongs to the mammal class, the canine family. It is considered one of the most beautiful animals. Red foxes differ

from other subspecies in their larger size. Body length: 60-90 cm, weight: 6-10 kg. The tail reaches a length of 40-60 cm, is fluffy and has white fur at the tip. But the animal does not only have red fur. It is available in white, black and even silver.

The beast is quite flexible. It has a pretty, small, sharp muzzle with a long nose. The ears are large and always alert. It has hunting skills. Its strong, muscular legs, which appear somewhat short compared to its body, also contribute to this. Thanks to its large tail and strong paws, the fox can pursue its prey with quick leaps.

The main prey are small animals (hares, mice) or reptiles - this is what the fox feeds on in the forest. Foxes are excellent fishermen, they can feast on crayfish and sometimes even earthworms. The animal also eats various berries, fruits and other plant foods. In summer, fox cubs like to eat insects and crop pests. In winter, the animals feed mainly on rodents, whose squeaking can be heard 100 meters away. Foxes also hunt birds. They do this in pairs: While one distracts the birds by rolling on the ground, the other catches them. It is not for nothing that the animal embodies cunning and skill in the fairy tales of all peoples. (Material from the Internet) <https://naukozavr.info/biologiya/lysytysya/>).

Task: Find the description of Nikita the Fox in the fairy tale text and compare it with the previous description, find out the similarities and differences. Think about the literary works in which you have encountered this character.

An important step in any literature class is to work directly with the text (fiction, journalism, popular science). It can be either single, that is, belonging to one or more authors and written or published at the same time; and diverse, because it consists of parts belonging to several authors, dealing with different topics and published at different times.

Children learn to differentiate between text types, text styles, structures, topics and questions.

For example, when we deal with the topic "Listening to the voices of nature" and learn with the pupils the literary term "landscape" as a verbal description of nature, we give examples from prose works, poetry and educational literature with a similar description and encourage the fifth graders to find out which of the passages are more comprehensible, emotional and aesthetically pleasing.

Exercise 7: Ukrainian literature. 6th grade. Lesson topic: "Valery Shevchuk "Four Sisters". The significance of the dream motif and the depiction of family relationships between sisters in the work.

We recommend that students explore the lexical content of the fairy tale simile. While reading the text, fifth graders should complete Table 3.4. "Vocabulary of the fairy tale "Four Sisters"":

Table 3.4

Vocabulary of the fairy tale "Four Sisters"

	Adjectives	Proper names	Verbs	Conclusion - special features of the season
WINTER	white, black, icy, turbulent...	Sister Winter, white-haired, black bird, cold winds ...	they twisted, they swept, they turned, they cracked, they went numb ...	Cold, treacherous, snowy, windy ...
SPRING	Adjectives	Proper names	Verbs	Conclusion - special features of the season
SUMMER	white, black, icy, turbulent...	Sister Winter, white-haired, black bird, cold winds ...	they twisted, they swept, they turned, they cracked, they went numb ...	Cold, treacherous, snowy, windy ...
AUTUMN	Adjectives	Proper names	Verbs	Conclusion - special features of the season

Подібну роботу можна виконувати у групах, розподіливши завдання. Вправа зосереджує увагу на ключових словах, що характеризують певну пору року, та формує словниковий запас учня, вчить робити висновки.

Exercise 8: Foreign literature. 5th grade. Class topic: "Poetization of nature, affirmation of the connection between nature and man; the embodiment of love and care for the environment."

We recommend that fifth graders familiarize themselves with the following texts:

1st poem by Heinrich Heine :¹⁰⁵

¹⁰⁵ Ніколенко О. Зарубіжна література. Підручник для 5 класу. 2022. URL:<https://academia-pc.com.ua/wp-content/uploads/2022/02/nikolenko-zarubizhna-literatura-5-klas-vcz-akademiya.pdf>

*From the depths of silent sadness rings,
Sweet spring song, -
Linh goes on and on!
Linh, ring the bell, find the house,
The garden is green with flowers,
And a rose in front of him
Greetings from me.*

Translated by Leonid Pervomaisky

Excerpt from the story by V. Sukhomlynsky "Everything in the forest sings"

In spring, we went into the forest. The sun was rising, a light breeze was blowing and all the trees in the forest were singing. Each one sang its own song. The birch tree sang a soft song. When I heard this song, I wanted to go to the fair-skinned beauty and hug her. The oak sang a brave song. When we listened to the oak's song, we wanted to be strong and brave ..."

1. excerpt from Wikipedia:

At the beginning of March, the Earth tilts its northern hemisphere towards the sun due to its movement around the sun and the inclination of its axis to the plane of the ecliptic, so that the duration of daylight increases rapidly here. The earth's surface begins to warm up better (solar energy), which promotes plant development after the winter.

The snow begins to melt, streams flow, the frost subsides significantly and later only manifests itself as frost. In a snow-free climate with infrequent frost, air and soil temperatures rise even faster. Many short-lived plants begin to flower in early spring, sometimes while there is still snow.
[<https://uk.wikipedia.org/wiki/%D0%92%D0%B5%D1%81%D0%BD%D0%B0>].

Complete the task:

- ✓ compare the style of the texts;
- ✓ determine their theme and purpose;
- ✓ Which of the texts do you like best? Why?
- ✓ Is there enough information in all texts to understand the topic? compare;
- ✓ Which vocabulary is predominant in the individual texts proposed?
- ✓ Which of the texts expresses the theme more precisely and clearly?

Exercise 9: Ukrainian literature. 5th grade. Lesson topic: "Taras Shevchenko. The passage "Learn, read..." as a lyrical appeal to descendants. The author's thoughts on the role of patriotic education in the spiritual development of the individual and the nation. We offer a creative

homework: take a photo near the monument to Taras Shevchenko and choose a caption - a quote from the poems of the Kobzar. In addition, the student must comment on the selected lines.

Exercise 10: Ukrainian literature. 5th grade. Lesson topic: "Elena Pchilka. "With the Gringoliats." A story about the writer, family traditions of the Kosach family. Depiction of children's winter fun in the poem "With the Gringoliats". Praise of the beauty of winter nature. Reflection of moods and feelings in a lyrical work.

Task: Think about why Olga Petrovna Dragomanova (Kosach) chose the pseudonym Pchilka.

Exercise 11: Foreign literature. 6th grade. Test tasks for understanding the content of the ancient Greek myth "Prometheus":

Task 1: Who brought the Titan Prometheus to the land of the Scythians to chain him to a rock?

- A. Hermes.
- B. Strength and power.
- C. Hephaestus.
- D. Hercules.

Task 2: Think about why it is so difficult for Hephaestus to carry out Zeus' command.

Task 3: Is such a sacrifice worth Prometheus? Perhaps it was better to obey Zeus?

Task 4: Thanks to whom did the Titan's suffering end?

- A. Zeus.
- B. Prometheus.
- C. Stinking substances.
- D. Hercules.

Task 5: Which mythical figure do you admire, with whom do you sympathize and whom do you condemn? Give reasons for your choice.

The test is modeled on the PISA tasks. It contains two questions with one correct answer option each - tasks 1 and 4, questions on understanding the content of the presentation - task 2, and on your own view of the situation - tasks 3 and 5.

Key to the test: 1. B. 2. because he is a friend of Prometheus but fears his father. Fear conquers love. He is weak-willed. 3. it is worth it. 4. g. 5. Prometheus, Hephaestus, Zeus.

Task 12: Foreign literature. 6th grade. Lesson topic: "Jules Verne "The Fifteen-Year-Old Captain" Plot and visual system of the novel."

While familiarizing themselves with the works of Jules Verne, the students are given an additional task for the curious:

You know that Jules Verne was interested in scientific discoveries, could predict the development of many sciences and is considered the co-

author of numerous inventions. Of the 108 scientific ideas, 64 have already become reality. Find out which ones.

Task 13: Ukrainian literature. 5th grade. Lesson topic: "Boris Grinchenko "Stole". The dynamics of the story. The psychology of Alexandra's deed. The idea of understanding the human soul, compassion, forgiveness."

We suggest that the fifth graders imagine the following situation: A new pupil arrives at their school and over time they notice that some of the children are missing breakfast.

Comment on your actions when:

- a) You have learned that this particular girl/boy is taking them because he/she is currently in difficult circumstances;
- b) You followed him/her and saw that he/she was giving breakfast to stray animals on the way home from school;
- c) you realized that the theft was committed by a completely different student in order to compromise the newly arrived child.

Such situational tasks help students to put themselves in the position of the main character, to empathize with their emotions and experiences, to put themselves in the shoes of others and to develop empathy for people who find themselves in difficult situations.

Experience shows that the tasks teach the fifth graders the right behavior patterns and promote empathy, which is extremely important during this time.

Task 14: Ukrainian literature. 6th grade. Lesson topic: "Ivan Franko. "Grow, you tall oak..." A story about the poetic work of I. Franko and its sources.

Students are given the task of studying a previously read textbook article on the poet's personality and writing out quotes that present arguments supporting the thesis: Ivan Franko is one of the greatest intellectuals of his time on the planet.

Sixth graders learn to work with texts: analyze, find key words, formulate the main idea, select arguments and prove a thesis.

Task 15: Foreign literature. 6th grade. Lesson topic: "A Christmas Story in Prose" by Charles Dickens. Scrooge's journey through time and space.

We offer test tasks:

- 1 Which of the ghosts visited Scrooge first?
A) the spirit of Christmas past; B) the spirit of Christmas present;
C) the spirit of the coming Christmas; D) Marley's spirit.
2. on the eve of which holiday does Scrooge's journey through space and time take place?
A) the hero's birthday; B) New Year's Day;
C) Christmas; D) Easter.

3. what was the atmosphere like in the Cratchit family?

- A) Cruelty and hatred;
- B) Love and mutual understanding;
- C) Indifference and envy;
- D) Meanness and bullying.

4. what indicated the changes in Scrooge's soul?

- A) Tears; B) Fear;
- C) Desperation; D) There was no talk of change.

5 Which of the Christmas trips is the highlight?

- A) in the past; B) in the present;
- C) in the future; D) none.

By answering the exam questions, students show that they have understood the story they have read, the author's main idea and the most important points of the work.

Such exercises anticipate a creative component that sparks interest in most students, encourages imagination, requires initiative and is designed to develop NUS students' reading skills, which is in line with the PISA 2018 study objective.

As an example of the application of these exercises, we present the summaries of foreign language literature lessons in the 5th grade of the state secondary school (Appendices G, Z).

As is well known, grades 5 and 6 are a time of adaptive learning where students acquire key competencies and cross-curricular skills. Important components of this are the focus not only on students' acquisition of various knowledge and skills, but also on preparing for life, learning to solve problems that arise along the way and acquiring such qualities that help students to carry out their activities successfully in different situations.¹⁰⁶

Specifically, the expected learning outcomes in the lesson "Japanese Folktale 'Issumbosi or the Little Finger Boy'" meet the mandatory learning outcomes as specified in the state standard of basic secondary education. The student: distinguishes between known and new, important and secondary information, facts and judgments in informational and folklore texts; draws inferences based on analysis of informational and folklore texts; uses words in direct and figurative meaning, synonyms, antonyms, polysemantic words and units of expression in his/her own language to achieve the communication goal; draws conclusions on the basis of the analysis of information texts; analyzes the emotional state of fairy tale characters and their actions to

¹⁰⁶ Guide for language and literature teachers: assessment tools (for grades 5-7 (NSH) and 8-11 of general secondary schools). Tetyana Hnatkovich, Olena Kotusenko, Oksana Opachko. Approved by the Scientific and Methodological Council of the Transcarpathian Institute of Postgraduate Pedagogical Education for use in the educational process (Protocol No. 5 of September 16, 2024). URL: <https://drive.google.com/file/d/1gbveq8IEg40kGpNKwadc26cUP3z9FdPw/view>

model their own behavior and form basic moral and ethical norms and shows tolerance; expresses his/her own feelings, impressions and attitudes towards people, events and situations depicted in fairy tales.

During the proposed lessons we use the following activities:

- ✓ Answers to questions based on the content of what has been read/heard (exercises "yes or no", "I think, I don't think");
- ✓ Identification of key words in the text ("working with text");
- ✓ Analysis of the text structure (exercises "Chain of events", "Restore text");
- ✓ Answers to questions based on the content of what has been read/heard (exercises "Argumentation", "Heuristic Conversation");
- ✓ Change the form of the information presentation (exercises "Interview with a literary hero", "Role play "Encounter with a literary hero");
- ✓ Creating tables, diagrams, mental maps (exercises "associative cluster", "fill in table");
- ✓ Creating a text, a message, an essay, etc. (Exercise "Writing advice for parents").

3.4 Modern methods in the process of foreign language teaching and literacy development in NUS students.

Modern methods of teaching foreign languages at the New Ukrainian School (NUS) aim to develop students' literacy, critical thinking, creativity and communication skills. The main principles of effective teaching at NUS focus on a person-centered approach, the integration of knowledge and student activity, and the use of innovative technologies.

How do you arouse students' interest in your subject or a new topic? How do you design a lesson that not only attracts attention, but also motivates participants to further deepen their knowledge? Modern children get lost in the information noise that surrounds them. If the facts you hear don't immediately resonate with them, they automatically fall into the "uninteresting" category.

We analyzed the national report on the results of the international education quality study PISA-2022.¹⁰⁷

The data presented in this report refers only to the results of 17 regions of Ukraine, including Sumy.

¹⁰⁷ National results report of the international quality of education study PISA-2022 / Sp. author G. Bychko (lead author), T. Vakulenko, T. Lisova, M. Mazorchuk, V. Tereshchenko, S. Rakov, V. Peas, etc.; edited by V. Tereshchenko and I. Klymenko; Ukrainian Center for Educational Quality Assessment. Kyiv, 2023. 395 c.

As the analysis of the report shows, there is a growing gap in the area of reading: In 2018, it was 21 points; by 2022, it was already 48 points (equivalent to more than two school years).

Compared to the 2018 PISA cycle, the number of copied answers containing redundant information and re-told texts is significantly higher; participants often did not understand the core of the tasks or did not read the tasks carefully.

The PISA 2022 cycle tasks included multiple texts that simulated a digital environment: participants got confused in the tabs and used text from the wrong tab to answer. Another common problem was that participants focused on only one text, ignored others, gave generalized answers, confused facts and judgments, and had difficulty using background knowledge and their own experiences to answer questions about the text. Therefore, we need to work on updating the methods and techniques for engaging students.

Every year, more and more new, non-traditional methods and techniques emerge to spark students' interest in literature. These include "tag clouds", "mind maps", "insolar", "scrapbooking", "crossense", "storytelling", "gamification" and others. Let's take a closer look at some of them.

Storytelling is the art of telling stories for teaching and instructional purposes by conveying the content of the message through a special technique. In foreign language teaching, it is an effective teaching method that helps to motivate students and develop their reading skills and critical thinking. It is a technique for imparting knowledge through storytelling that aims to make the learning process more exciting, interactive and meaningful.

Students' own stories evoke emotional responses and contribute to a deeper immersion in literary works. Pupils find it easier to remember information through exciting stories. Children also learn to express their thoughts in a clear and structured way, to build logical chains and to argue.

The following storytelling methods were suggested as part of the research and experimental work in foreign language literature lessons:

- ✓ Students can retell the content of a literary work in their own words, giving it their own flavor, which helps them to better understand and interact with the text.

- ✓ Students can make up additional stories about secondary characters or imagine what happens to the characters after the work is completed, which encourages creative thinking and allows for deeper analysis of the characters' character;

- ✓ Students can suggest alternative developments in a literary work, which helps them to better understand the author's plot structure and motives.

Storytelling can be passive and active. In the first case, the teacher is responsible for creating and telling the story, in the second case the students help him. The choice of option depends on the topic of the lesson and the teacher's personal wishes.

Yes, passive storytelling is the best way to start studying a new topic. You can propose new rules, theories, laws, etc. in the form of a story.

Active storytelling is a great way to consolidate knowledge. Students create stories on their own and the teacher's job is to help them correct their opinions and correct mistakes.¹⁰⁸

For example, you can ask your students to write a first-person narrative about a literary character. Such an assignment demonstrates students' knowledge of the text, expands their vocabulary, improves their ability to creatively retell a literary work and develops their public speaking skills.

We used a similar task in the 5th grade lesson: "The interesting adventures of Charlie and his friends in Mr. Willy Wonka's magic factory. (Pictures of children who became owners of "golden" tickets)" (Appendix "Interview with a literary hero", "Role play").

One of the modern methods for testing acquired knowledge is the "cross-sense" method. This is an innovative visual thinking and learning technology that combines elements of play, associative thinking and creative analysis. The main goal of the cross-sense method is to help students gain a deeper understanding of a given material by making logical connections between different images or symbols.

The nine pictures are arranged in such a way that each drawing is connected to the previous and the next, and the middle drawing combines several of their meanings at the same time. The pupils' task is to decipher the individual connections between the pictures, explain their interrelationships and thus develop a coherent story or concept.

The important thing is that you can use not only obvious but also more abstract or associative connections with this tool. This encourages unconventional thinking and creativity. A teacher can make a cross-reference that relates to a specific literary work.

For example, to analyze a novel or poem, you can use key symbols from the work, images of characters or important events. Students should make connections between the images by discussing the plot or the author's ideas.

¹⁰⁸ Maria Schmorgun. Storytelling as an effective method of training communicative competence of younger schoolchildren. Borschiv.2021.Approved by the Scientific and Methodological Council of the Education Department of the Borschiv City Council, Protocol No. 2 of 28.01.2021. URL:<http://elar.ippo.edu.ua:8080/bitstream/123456789/5736/1/%D0%97%D0%BC%D1%96%D1%81%D1%82%20%D0%BF%D0%BE%D1%81%D1%96%D0%B1%D0%BD%D0%B8%D0%BA%D0%B0.pdf>

The cross senses train the ability to analyze information, find hidden meanings and draw conclusions. This promotes the development of critical and systemic thinking.

The didactic technique of "scrapbooking" is one of the most effective ways of awakening pupils' interest in reading fiction and developing and activating their imagination. This is a kind of "album for gluing in clippings or an album for clippings from printed publications, pictures, photographs" - a kind of handmade creativity based on the decorative design of photo albums. In addition to photos, such albums also contain things that have remained in the person's memory. For example, newspaper articles, postcards, tickets, drawings, records. The basic idea of scrapbooking is to preserve photos and other items relating to certain events for future generations.

Scrapbooking is attractive. Even the most stingy person with emotions will not remain indifferent when presented with an album or postcard created using the scrapbooking technique.

Let's look at an example of the use of scrapbooking in foreign language teaching. Scrapbooks and scrapbook albums can initially serve as visual aids and later turn to the symbolic content of the works.

By working with symbols, students can deepen their understanding of the characters in the work, recognize individual storylines and the teacher's attitude towards the work. Deciphering symbols, recognizing the author's intention - all this motivates the pupils.

Scrapbooks are helpful when conducting lessons of different types and in different phases of the lesson. You can not only show the students ready-made scrapbooks, but also try to create them together. A scrapbook can include information about the author, a description of a literary character, an essay about a literary era, style or genre, a review of a book read, and more.

For example, in the final lesson on Andersen's fairy tales in fifth grade, the pupils divide into groups to create a scrapbook. Each group works on its own scrapbook page: the first creates a page about Andersen's personality, the second about his works, the third about the storyteller's heroes and the fourth creates a poster about the fairy tale "The Nightingale". And then these pages are combined into a scrapbook dedicated to the Danish storyteller.

Creating a scrapbook card or scrapbook album can also be a homework assignment. This reveals the pupil's creative potential, allowing them to demonstrate their independence and find a solution to a non-standard question or task on their own.

The final and important stage is the presentation of one's own work, which also shapes the development of students' language, the consistency

of thought expression and the ability to present their own achievements, which is very important in our time.

The mind mapping technique is interesting because it allows you to effectively recover information, generate and record new ideas, draw conclusions and make connections between them. The result of this type of activity can be a mind map that the students create with the help of the teacher.

We start working with mind maps in Year 5 by forming associative circles or chains. For example, in a lesson in Year 5: "Japanese folk tale 'Issumbosi or little finger boy'."

By reflecting the love of work, intelligence, courage and attitude to nature in the image of Issumbosi, children recall information about the country whose fairy tales they are analyzing and reflect on it using an associative scheme. (Appendix "Create an associative cluster "Japan"). Such a tool teaches students to systematize the information received, logically construct statements, draw conclusions and think creatively.

The didactic techniques given will help to stimulate students' interest in reading fiction, increase cognitive interest and reading activity, develop and activate imaginative thinking and encourage creative collaboration between students and teachers. The success of the lesson, the willingness of the pupils to participate in the lesson and the effectiveness of the knowledge and skills acquired depend entirely on the teacher and their skills. A creative teacher unites children around him or her.

In addition, we use motivating memes from social networks on reading topics in many literature lessons. We try to visualize this especially in the first lessons of the school year when we deal with the importance of reading in human life. Visualization always works better. I suggest that children look for similar images or create their own.

Nothing motivates a pupil more than a teacher's own example. We regularly share our impressions of the books we have read with the pupils and briefly recount one or two interesting episodes. We choose appropriate quotes from the work that will arouse the child's interest.

Another tip: get hold of modern children's books that you can not only listen to, but also see, hold in your hand and read on paper. The office constantly organizes exhibitions of new contemporary Ukrainian and foreign literature for young people. There are students who are regularly interested in and read such books.

In particular, we offer additional points for those who read the program in its entirety and not in abridged form (according to the textbook). And also separate points for a book read independently and presented in class. The basic idea is to create a positive reading experience

and to show students that reading is interesting and beneficial for their personal development.

As an example of the use of different methods and techniques in literature lessons, we provide lesson summaries (Appendices E, G) as well as the development of an end-of-year assessment of the result groups achieved in the 6th grade of the state secondary school in the appendices.

Conclusions on chapter 3

Participation in the online summer school "European quality of education for better student performance - 2022" and the creation of the project "Collection of test exercises for the development of students' reading skills based on the 2018 PISA study (part 2)" prompted us to study the theoretical foundations of the problem in more detail, conduct a diagnostic experiment on the topic under study, and develop similar exercises and tasks for teaching Ukrainian and foreign literature tested on the basis of Romenska secondary school grades I-III No. 5.

Participation in the summer school and the development of projects stimulated the inclusion of the section "Formation of students' literacy on the basis of the PISA study" in the professional and methodological training of future teachers, which we consider to be a competence-oriented educational process, which, according to V. Khymynets, "shifts the emphasis from the process of accumulating normatively defined knowledge, skills and abilities to the level of forming students' personal values and attitudes, their ability to act practically and creatively apply the acquired knowledge and experience in various situations." ¹⁰⁹

Within the framework of the section and the updated topics, research work was carried out at the Romensk comprehensive school of grades I-III No. 5 of the Romensk city council in the Sumy region. The aim of the research work: to analyze the state of pedagogical and methodological support of foreign language teaching in the 2023/2024 academic year, to develop exercises for the development of students' reading skills in foreign language teaching, taking into account the PISA study. In order to determine the level of reading competence, we conducted a survey and a test among 5th and 6th grade students. It was particularly important to determine the pupils' motivation for reading activities.

The results are summarized and analyzed. Approximately 32% of pupils showed a high level of reading development. They visit libraries, read fiction, express their own opinion on the text they read and give reasons for their answers.

¹⁰⁹ Химинець В. Компетентнісний підхід до професійного розвитку вчителя. URL : : <http://zakinpoo.org.ua/2010-01-18-13-44-15/233-2010-08-25-07-10-49>.

Low reading development was found in 19% of pupils. The respondents show no interest in reading, do not mention the names of famous authors or titles of works and have no preference for literary heroes. Children lack the motivation to read. They need additional support.

The exercises and tasks developed aim to develop the reading skills of school children, which includes the ability to interact with the text at a deeper, interpretive level; to critically evaluate the information received, to formulate their own hypotheses based on what they have read and to apply these in real-life situations.

A more detailed analysis of the exercises and tasks completed by the students can be found in the following publications.

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GENERAL CONCLUSIONS

The theoretical analyses and research work carried out provided the basis for the following conclusions.

The results of an observational study of the quality of teaching Ukrainian language to 6th and 8th grade students in wartime conditions (tasks on logical thinking, application of knowledge in a specific life situation, reading and understanding texts proved to be difficult) require the creation of a modern educational environment at higher pedagogical educational institutions to prepare future teachers of Ukrainian language and literature for teaching at the National School of Ukrainian Language and Literature.

To this end, the educational programs for training future teachers of Ukrainian language and literature have been updated, focusing on modern scientific achievements in the field of philology, pedagogy and methods of teaching language and literature.

A theoretical and practical study of the problem of developing students' reading skills was conducted. In the course of the study, based on the analysis of normative and scientific sources and taking into account model curricula of Ukrainian and foreign literature in grades 5-6, the content of the concept of reading literacy was clarified: This is a group of skills based on the expression, perception, comprehension, awareness, adequate understanding of semantic information and its analysis; the ability to read and write; express their thoughts in accordance with language norms; transform information; the ability to identify information implicitly contained in the text, prove the credibility of arguments, support their own conclusions with facts from the text and implicit evidence, and express assumptions about a new understanding of the text after analyzing the text and selecting counterarguments. A student's reading literacy is an important process of creative perception of a literary work, a visual image of what is read, which stimulates the development of thinking and language. We emphasize that currently reading comprehension is the main priority of the educational process and an essential factor in the formation of important life skills.

It is argued that the international PISA 2018 study and the results of external independent assessments over the last five years have pointed to shortcomings in the educational process and have led to the updating of the necessary methods and tools to improve the situation. This encourages language and literature teachers to develop practice sets to develop school children's reading skills.

It was found that model programs on Ukrainian and foreign literature in grades 5-6 and the textbooks developed on the basis of these model programs contain the necessary source information to ensure the

participants of the educational process of the National Secondary School a successful transition from primary to basic secondary education to a new and more complex level of understanding of works, the gradual acquisition of subject knowledge by students, as well as the development of reading and key skills.

As the analysis shows, the concept of the programs is based on a personal approach and the principles: Aesthetics, combination of classical and modern literature, representative, interdisciplinary. It should be noted that the program structure is logically based on the content and components of literary education in elementary school, i.e. the gradual acquisition of subject knowledge by pupils and the development of key skills within the age group of fifth and sixth graders.

We have considered the main criteria for the analysis of textbooks that gave rise to the assumption: The textbooks correspond to the state standard of secondary education (2020) and are compiled according to a specific model program; The topics of the content blocks ensure the implementation of the appropriate level of development of skills for reading, perceiving what is read, analyzing, interpreting, evaluating information and its communicative use.

The content of the textbook provides for the acquisition and application of certain literary concepts in analyzing a literary text; the authors have made sure that the material is interesting and informative; in accordance with the National School of Education guidelines, the textbooks contain interactive tasks, media exercises, photo puzzles, work with additional sources of information and more. Tasks that shape a child's life experience are important. Tasks that encourage research, project work and group work play an important role in developing the reader's critical thinking.

It was found that model curricula for subjects in the field of language and literature, textbooks on Ukrainian literature and foreign literature for grades 5-6 of secondary educational institutions enable a continuous educational process that takes into account the technologies of competence-based, personality-oriented and activity-based learning.

The need for teachers to develop and incorporate their own exercises and tasks and to use them actively in language and literature lessons is emphasized. The analysis of academic papers showed the need to take into account the requirements of competence-based, personality-oriented and action-oriented approaches, the use of problem-based learning methods, practice-oriented tasks and teamwork, which contribute to the development of critical thinking and the ability to analyze and evaluate the information received. Active learning is relevant, in which students learn to solve non-standardized tasks and make decisions independently.

A questionnaire and tests were organized and conducted to determine the level of reading skills of 5th and 6th grade students at the National School of Ukraine. It turned out that one third of the total number of participants had these skills at a high level. Over 40% of the students showed an average development of reading skills. One fifth of all students had no desire to read fiction and accordingly had difficulties in taking the test.

The research conducted formed the basis for the development of exercises and tasks for the development of schoolchildren's reading skills, which include the ability to interact with the text at a deeper, interpretive level; critically evaluate the information received, form their own hypotheses based on what they have read and apply them in real-life situations. Similar tasks are used in teaching Ukrainian and foreign literature at Romenska Secondary School No. 5 for grades I-III, with the aim of developing students' reading skills.

Such tasks make it possible to determine the level of students' reading competence, namely: understand the text; search for, find or obtain the necessary information or messages; analyze what is read; develop a common understanding; integrate meanings; interpret information; interpret and evaluate messages; distinguish between factual information and its interpretation, as well as between main and secondary ideas; determine the author's position; draw conclusions (from simple to more complex); evaluate the content and form of texts.

Depending on the reading purpose and the corresponding reading actions, we used the following task types: analytical, informative, interpretative and positional. 53 students were involved in the research. The work began in October 2022, when the participants were in the 5th grade. In the 2022/2023 school year, a methodology was introduced to develop students' reading skills based on test items similar to the PISA study. In the 2023/2024 academic year, the research work was continued in the first semester.

We have taken into account that primary school pupils perceive the text at the level of developing reading techniques and basic understanding of the reading content. From the fifth grade, a student can independently summarize, compare, analyze and draw conclusions from what he or she has read. We have developed similar tasks and use them in different types of lessons on Ukrainian and foreign literature: lessons on acquiring new knowledge; lessons on artistic perception of a work, lessons on in-depth work with the text of a work, lessons on generalizing what has been learned, and lessons for fifth and sixth graders to generalize the information they have heard, analyze what they have read, reproduce the material they have learned, draw conclusions, express their own opinions, and think critically.

LIST OF SOURCES USED

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APPENDICES

ANNEX 1

Questionnaire for secondary school students to determine the level of development of reading skills

1. do you enjoy reading?
 - Yes
 - NO
 - Sometimes
- 2 Where do you get books to read?
 - In the school library.
 - In the city library.
 - I have a home library.
3. who will help you choose a book?
 - Parents.
 - Friends.
 - Teacher.
 - Librarian.
 - I choose the book to read myself.
4. which books do you prefer?
 - Fairy tales.
 - Adventure works.
 - Historical narrative.
 - Encyclopedias.
 - Other.
5. your favorite book (author, title).
6. your favorite literary character. Why do you like him?
7. does reading books help you to prepare for lessons?
 - Yes.
 - Sometimes.
 - NO.
8. how many books do you read per month?
 - One.
 - Two.
 - Three or more.
9. which works by contemporary children's authors do you know?
- 10 Imagine you were an artist. Which figure would you paint a portrait of?
- 11 Imagine you were a sculptor. Which writer would you erect a monument to?
- 12 Imagine you were a developer programmer. On the basis of which literary work would you develop a computer game?
13. do the books you read help you to solve life situations?

- Yes.
- Sometimes.
- NO.

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ANNEX 2

Test task to check the development of reading skills

Read the parable carefully:

The power of words

Once upon a time there were little frogs. One day they decided to organize a competition. Their goal was to reach the top of a high tower.

Many spectators gathered to watch these competitions and laugh at the participants. The competition has begun. Nobody believed that little frogs could climb all the way to the top.

So we heard from all sides: "That's very difficult! They'll never reach the top! The tower is too high for them!" The little frogs began to fall one by one.

Some tried to jump higher and higher ... But the crowd kept shouting: "Nobody can do it!" And even more frogs fell to the ground from great heights... Only one climbed higher and higher. And despite all his efforts, only one reached the top. Everyone wondered how he had done it? Where did he get the strength not to fall from a great height?

But the victorious frog turned out to be deaf. It was impossible to hear that the audience did not believe in his powers.

Never listen to people who try to transfer their pessimism and bad mood onto you! They take away your belief in your own strength.

Don't forget the power of words! Think only of the good! Believe in yourself!

Task 1.

What was the purpose of the competition between the little frogs?

- A) determine the most beautiful;
- B) determine the fastest;
- B) determine the bravest;
- D) Determine the smartest person.

Task 2.

What did the competitors have to do?

- A) run a certain distance;
- B) Overcoming obstacles;
- C) reach the top of a high tower;
- D) lift a heavy stone.

Task 3.

How many frogs completed the task?

- A) everyone;
- B) Bones;
- C) none;

D) three.

Task 4.

What helped the winning frog achieve its goal and win the competition?

Task 5.

Write down three pieces of advice for your classmates on what you need to do to be successful.

Key to the task for checking the reading competence level:

Evaluation of the task.

Reading processes: information retrieval, namely searching the text to find directly quoted information; understanding the content of the text, in particular the correspondence of individual parts of the text with its overall meaning and purpose; understanding the form of the text, in particular judging the extent to which style, choice of linguistic devices and graphic symbols correspond to the aims of the text and how effectively they reflect them.

Text resource: single.

Text format: Full text.

Text type: History, information material.

Situation: public.

Task 1

Correct answer: B.

Incorrect answers: A, C, D.

Task 2

Correct answer: C.

Incorrect answers: A, B, D.

Task 3

Correct answer: B.

Incorrect answers: A, C, D.

Task 4

Correct answers: Those that state that the frog achieved the goal thanks to his own efforts and belief in himself, rather than listening to the wrong opinions of others. The answer can be a direct quote from the text, a paraphrase or a rephrased text.

Partially correct answers: those that say, in part, that the frog achieved its goal thanks to its self-confidence.

Wrong answers: They claim that the frog's victory was a coincidence or due to his deafness.

Task 5

Correct answers: Those that say you have to work hard, believe in yourself and ignore the pessimism of others in order to be successful.

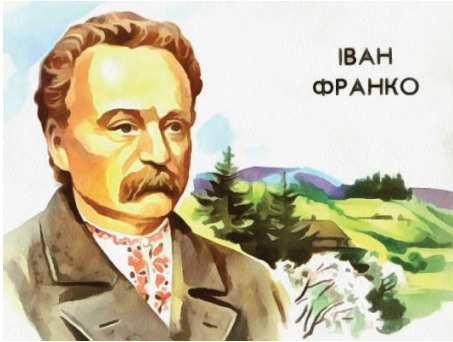
Incorrect answers: incomplete or unclear; showing a lack of understanding of the material or providing an answer that is not relevant to the question.

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ANNEX 3

Test task to check the development of reading skills. Read the content of the online article:

Ivan Franko is a brilliant figure of Ukrainian literature, a role model and an unattainable pinnacle for the most diligent. Franko, a talented



writer, poet, intellectual, publicist, public figure and translator who spoke 14 languages, enriched many branches of European science with his work. And rumors of his creative legacy spread to the remotest corners of the world...

Did you know that Ivan Franko's mother called him Myron? It was a kind of "home name" (pagan name) that was given to long-awaited children so that they would not fall victim to evil spirits.

Little Ivas was a unique child. From an early age, the boy loved to wander through the forest and talk to trees and birds. For this reason, the villagers nicknamed the little boy "Forest Soul". It was rumored that he had extraordinary abilities.

Franko described an incident from his magical childhood in his autobiographical story "Under the ramparts". It is about a boy, a kind of young Molfar, who managed to drive a storm cloud away from the village. The opinions of researchers on Franko's work are in agreement: Most likely, a similar fact actually occurred in the writer's biography.

It is surprising that such an unusual child did not become a fortune teller or medicine man in the village, but made a significant contribution to the development of European science and literature.

Fate gave Frank almost 60 years of life, 40 of which the writer devoted to his active creative work. During all this time, the Ukrainian genius wrote 6,000 works. What does that mean?

And this is what happened: every two days a new work appeared in the world - a poem or a short story, a novel or a short story... Over the years of active work, Ivan Franko has published 220 publications, that is 5-6 books a year. It is hard to imagine how he managed this. Franko's enormous work capacity leaves modern writers no chance of beating his record.

(Material from internet sources: <https://pustunchik.ua/ua/online-school/literature/ukrainian/tsikavi-fakty-pro-ivana-franka>)

Task 1

How many foreign languages did I speak? Ex?

- A) 6;
- B) 8;
- C) 12;
- D) 14.

Task 2

Did Ivas have extraordinary abilities? (Select arguments from the text)

Task 3

How often were I. Frank's works published?

- A) every day;
- B) monthly;
- C) every year;
- D) every two days.

Task 4

Why me. Is Franko considered a record holder in literature?

Key to the task for checking the reading competence level:**Evaluation of the task.**

Reading processes: searching for information, namely searching the text to find directly quoted information; understanding the content of the text, in particular how individual parts of the text correspond to its overall meaning and purpose; understanding the text form, in particular judging the extent to which the style, choice of linguistic devices and graphic symbols correspond to the aims of the text and how effectively they reflect them.

Text resource: single.

Text format: Full text.

Text type: History, information material.

Situation: public.

Task 1

Correct answer: G.

Incorrect answers: A, B, C.

Task 2

Correct answers: as a child, little Ivas managed to chase storm clouds away from the village; AND. Franco spoke 14 languages; no one could surpass his enormous efficiency.

The answer can be a direct quote from the text, a paraphrase or a reworded text.

Partially correct answers: incomplete answers.

Wrong answers: which do not correspond to the content of the text.

Task 3

Correct answer: G.

Incorrect answers: A, B, C.

Task 4

Correct answers: those that say that no modern writer has succeeded in surpassing I. Frank.

Incorrect answers: incomplete or unclear; showing a lack of understanding of the material or providing an answer that is not relevant to the question.

ANNEX 4

Summaries of foreign language literature lessons

Teaching topic: Japanese folk tale "Issumboshi or little finger boy". Reflection of love of work, intelligence, courage and attitude towards nature in the image of Issumbosi.

Teaching objective:

- ✓ Introduce the Japanese folk tale "Issumboshi or little finger boy" to the students and reveal the special features of the folk tale;
- ✓ Develop skills for text analysis, expressive reading and quick orientation in the text;
- ✓ Develop the ability to work out the main points of the text, comment on key episodes and draw conclusions from what they have read;
- ✓ to cultivate the best human character traits.

Expected learning outcomes:

Student:

✓ distinguishes between known and new, important and secondary information, facts and judgments in information and folklore texts;

✓ draws conclusions based on the analysis of information and folklore texts;

✓ uses words in his own language in direct and figurative meaning, synonyms, antonyms, multivalent words and phraseological units to achieve the communication goal.

✓ draws conclusions based on the analysis of information texts;

✓ analyzes the emotional state of fairy tale characters and their actions to model their own behavior and form basic moral and ethical norms and show tolerance;

✓ expresses his/her own feelings, impressions and attitudes towards characters, events and situations depicted in fairy tales.

Equipment: Multimedia presentation, handouts.

Type of lesson: Lessons to learn new knowledge.

Epigraph:

Whose courage is his advantage.

Ukrainian folk proverb

Teaching progress

1. organizational moment.

Teacher's word: Friends, in the previous lessons we started a journey into the magical world of a folk tale. Now we know its theoretical interpretation, variants, travel plans and typical images. And we also met the characters of the old Indian fairy tale "The Colorful Jackal". Today, an equally interesting journey awaits you, as we take a virtual trip to a distant land - Japan - and learn about its customs and traditions. And the heroes of the Japanese folk tale "Issumboshi or the little finger boy" will help us. They read a fairy tale at home and are ready to help in class.

II. Updating knowledge.

The game "Yes or No" (based on the content of the fairy tale).

* Issumboshi had many brothers and sisters. (NO)

* Issumboshi has run away from home. (NO)

* He sailed to the capital in a teacup. (Yes.)

* Issumboshi didn't like the nobleman at first. (NO)

* Issumboshi was loved by everyone in the House of Nobility. (Yes)

* The nobleman's daughter held Issumboshi by the belt so that he would not come. (Yes)

* Issumboshi was terrified of the monsters that attacked him a girl. (NO)

* Oni swallowed Issumboshi. (Yes)

* Instead of a sword, Issumbos had an awl. (NO)

* They were so afraid of Issumboshi that they lost their magic wand.

Hammer. (Yes)

* The nobleman's daughter hit Isumbosi on the head with a magic hammer.

Head. (NO)

* Issumbosi and the nobleman's daughter have married. (Yes)

II. announcement of the topic, aims and objectives of the lesson.

1. motivation of the students' learning activities.

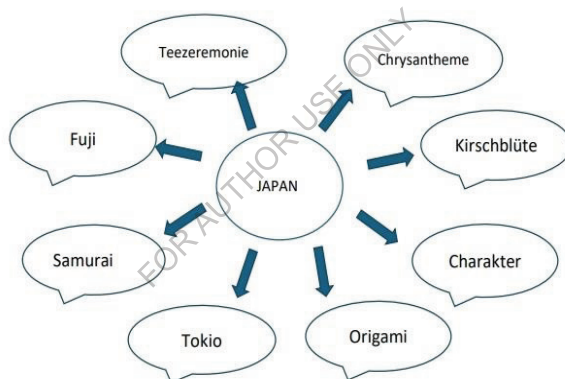
Friends, I suggest that you write your expectations for our lesson on colored stickers (what I will learn, what I will understand, what I will learn).

2. writing down the topic of the lesson, epigraph.

II. Perception and reception of teaching material.

1. creation of the associative cluster "Japan".

Children, watch the video presentation and write down the words associated with the name of the country you already know a lot about. (Children choose key words from the video and write them in the word clouds).



1. working with Cross-Sens.

Kids, a crossword puzzle on the topic of "Japanese culture" is waiting for you. It will help us to visually imagine everything you remember about this country and maybe learn something new. Let's look at each element of the crossword and comment on it.



(Children comment on the picture).

2. working with the Epigraph.

Kids, how do you understand the meaning of the Ukrainian proverb? Do you share this opinion? Argue.

2. working with text.

Task 1). Restore the sequence of events:

A clever child - a man and a woman pray that the gods will send them a child - Issumbosi's victory - in the capital - an attack by monsters

- the boy grows up and marries the nobleman's daughter - in the nobleman's service.

Task 2). Look for unknown words in the text and search the internet for their interpretation (Hashi, Kimono, Geta, Edelman, Oni).

Task 3). Read the quotations from the fairy tale that form the beginning and end of the individual parts of the composition of the fairy tale (beginning, main part, end).

Task 4). Think about why the parents called the boy Issumbosi? ("Issun" is an old Japanese measure of length and corresponds to 3 cm. "Boshi" is a son in Japanese.

Task 5). Working in groups:

* The first group - finds evidence that the fairy tale belongs to the "magical stories" genre.

* The second group - writes down vocabulary that indicates that it is a Japanese fairy tale.

* The third group - write down words that describe Issumbosi.

* Fourth: Write down antonyms.

(Presentation of the work carried out in groups.)

3. working independently with the "Restore text" cards:

Once upon a time there was and Father and mother were called Issumbosi. The guy decided to break out and ... The nobleman liked this guy immediately. But above all, he touched the heart of the rich. The boy was small, so he could run up to the monster unhindered

and stab it Issumbosi began to grow and develop into a handsome
.....

4 We take into account:

- * Did Issumbosi become a great man?
 - * What qualities helped him to achieve his goal?
 - * In what way are you similar to Issumbosi?
 - * Which character trait would you like to take over from your main character?
- Character?

5. we simulate the situation:

Imagine you are walking down the street and encounter strangers who behave defiantly. How should you behave to avoid danger?

4. summarize the lesson.

1. kids, let's get back to your prediction stickers. Did your expectations come true? (student responses).

2 Yes, today we are once again convinced that you need desire and work to achieve something. There are no impossible dreams. You have to work hard to achieve something. And it's also good to have loyal friends and family around you who will always come to your aid, support you and help you.

3. be grateful to those who believed in you, who taught you many things, who gave you the gift of life - your parents. We learned this from a little boy with a big soul - Issumbosi.

5. homework.

1 Read the Brothers Grimm fairy tale "Little Boy" on your own. Think about what similarities it has with the Japanese folk tale Issumboshi.

2nd creative task: Imagine you are an illustrator. What comics would you create for the fairy tales you read? (Optional).

APPENDIX 5

Summaries of foreign language literature lessons

Foreign literature.

5th grade

1. **Lesson topic:** The exciting adventures of Charlie and his friends in Mr. Willy Wonka's fabulous factory. (Pictures of children who became owners of "golden" tickets)
2. **Teaching objective:**
 - ✓ improve the ability to perceive a large work holistically;
 - ✓ Improvement of skills in creative retelling of a literary work, oral, dialogic and monologic speech;
 - ✓ develop children's thinking and creative imagination; value orientations of fifth graders;
 - ✓ Development of practical skills and abilities to analyze and interpret texts;
 - ✓ to educate an attentive reader and a worthy person endowed with the best human virtues.
 - ✓ Expected learning outcomes:
 - ✓ records the main content of the information and art text according to the task;
 - ✓ selects information (quotations) from one or more sources (especially from the texts of literary fairy tales) according to the task or independently defined objectives;
 - ✓ justifies his/her attitude towards the content of a literary fairy tale;
 - ✓ interacts with conversation partners and accompanies his/her own speech with separate verbal and non-verbal means in order to achieve a communicative goal.

Equipment: Text of Roald Dahl's fairy tale "Charlie and the Chocolate Factory", illustrations and scrapbooks made by pupils, multimedia presentation; task cards.

Type of teaching: Teaching to train and improve skills and abilities.

Epigraph: There is no person who has only won the lottery in life.

Boleslav Prus

Teaching progress

1. update knowledge.

Word of the teacher:

Dear children, today we are taking a virtual tour of Willy Wonka's magic chocolate factory with the characters from the factory. I'm sure each of you would dream of recreating this in real life. Roald Dahl lets us experience the taste of chocolate and caramel indulgence and invites us into a fairytale children's paradise.

II Announcement of the topic and objectives of the lesson

So open your notebooks and write down the topic of our lesson: "The interesting adventures of Charlie and his friends in Mr. Willy Wonka's magic factory."

The aim of our lesson is to analyze the actions and behavior of literary characters during a trip to the chocolate factory.

III Motivation of learning activities.

- And now we remember where it all began. I suggest we play the game:

"I think - I don't think."

(Each statement begins with the words: "Do you believe that ..."

Students must agree or disagree with this statement and give reasons).

1. do you think Charlie lived in a rich family? (No, Charlie did not live in a rich family).

2. do you think the boy ate chocolate every day? (No, he ate chocolate once a year, on his birthday).

3. do you think Charlie got a chocolate bar once a year? (Yes).

4. do you think Willy Wonka invented over two hundred varieties of new chocolate? (Yes).

5. do you think Willy Wonka neglected his chocolate factory? (NO).

6. do you think Mr. Wonka built a small chocolate palace in India? (No, Mr. Wonka built a huge chocolate palace).

7. do you think Willy Wonka fired all his employees? (Yes).

8. do you think spies stole Mr. Wonka's secret recipes? (Yes).

9. do you think the factory was locked with chains and small dark shadows moved in the windows? (Yes).

Do you think the boy found chocolate at graduation? (No, he found a one-dollar bill.)

Do you think there are unusual people working in the factory? (Yes, they are Oompa-Loompas).

Do you think the Wonka factory will be open to everyone? (No, it will open for a few lucky people).

So, with the help of the game "I believe - I don't believe", we remembered how the story of Charlie Bucket began.

IV. Creative application of knowledge, skills and activity methods.

Word of the teacher:

Everyone has a cherished dream. For some it is a beautiful dress, for others a precious object and for still others the latest cell phone model. And someone dreams of an unusual journey, of a happy family, of a peaceful heaven. Unfortunately, dreams don't always come true ...

The motto of our lesson is the words of the Polish writer Bolesław Prus: "There is no man who has only won the lottery of life." Think about what these words mean. (Answers from the students)

And I suggest you get to know the characters who were lucky enough to receive a winning ticket from Willy Wonka.

1st role play "Encounter with a literary hero"

Word of the teacher:

- Who was the first to find the golden ticket? (The first person to find the golden ticket was Augustus Gloop).

- Look for a description of the character in the text and read the quotations. (Working with quoted material).

- Who became the next holder of the golden ticket? (Veruca salt)

After that, she became so famous that she even gave an interview to a newspaper correspondent. I suggest you listen to it.

2. interview with a literary hero (in the role of Veruca, a student who was given the task in advance of preparing a story about how the girl got the lucky ticket)

- Was it easy for you to find the golden ticket?

- What do you expect from a factory tour?

Word of the teacher:

The next day, the newspapers reported that two more golden tickets had been found. Who was the next lucky winner? (Violetta Beauregard) And here she is! She came to our class to share the joy in person.

3. role play (the student tells in the first person about the heroine and her preferences).

I chew incessantly, but when I heard about the Mr. Wonka tickets, I put down the gum and switched to candy - hoping I'd get lucky. Now, of course, it's back to chewing. I love chewing gum. I can't live without it. I

chew all day, except for the few minutes when I have to eat. Afterwards, I stick the gum behind my ear - so I don't lose it. I'll be honest: I would feel bad if I didn't chew gum all day. That's the honest truth. Mom says it's not proper for young ladies and that it's disgusting to watch girls constantly chatter, but I disagree. And who is she to criticize anyway?

You may be interested to know that I have been chewing this gum for three months now. That means this is a new record. I have already broken my best friend's previous record. How surprised she was! This chewing gum is my most precious treasure. I stick it to the bed rail at night and in the morning it's ready to chew again.... maybe a bit hard at first, but if you chew it a bit, it softens. Before I started chewing for the world record, I changed my gum once a day. I did this most often in the elevator on the way home from school. Why in the elevator? Because I liked sticking sticky, chewy lumps on elevator buttons. Then my old gum would stick to the finger of the person who got on the elevator after me and pressed the button. Haha! Sometimes there was such a scream. The women with the expensive gloves were the ones who screamed the loudest. Oh, I'm so glad that I can visit Mr. Wonka's factory. Especially because he's going to give me gum for the rest of my life afterwards. Cool! Hooray!

Word of the teacher:

This is Violetta Beauregard. Her classmate managed to transform herself into her image and recreate the heroine's character, habits and behavior. And now we find out who got the next ticket. Who got it? Yes, that's right. It's Mike Teavee. We invite him to join the lucky team.

- Kids, what's Mike's favorite thing to do? (watches TV)
- What is his favorite thing to see? (serili)
- Which TV series do you think are the best? (Gangster series)

Mike Teavee: That's right! I watch all the shows every day, even the ones that don't involve shooting. But the gangster models are the best. They're so cool, those thugs! I'd give anything to be able to do that too! That's life, I tell you! Great! But I'd love to visit a chocolate factory and even skip a few TV shows.

Word of the teacher:

And who got the fifth ticket? Yes, Charlie was lucky and also got a golden ticket. Let's remember how this came about by watching a clip from the feature film "Charlie and the Chocolate Factory" (2005).

Before starting the journey, I suggest retracing the route and recalling the content of the work (children receive cards with the names of the factory workshops and distribute them in the correct order).

4. "Willy Wonka's factory tour chain"

Слово учителя:

Let us check if you have read carefully and if you remember the places that the guests of the factory visited.

Check: Chocolate Factory - Oompa-Loompas - Along the Chocolate River - Invention Factory - Eternal Barbary - Big Gumball Machine - Down the Corridor - Square Sweets - Veruca in the Nut Factory - Big Glass Elevator - TV Chocolate Factory - Chocolate Factory.

Well done! And if you get mixed up with your own names, look at the board and correct the mistakes.

Word of the teacher:

We remembered the heroes' journey through the chocolate factory. Mr. Willy Wonka invited the owners of the golden tickets to his factory. Remember how you should behave when you visit people? (be polite, courteous, listen to your elders, don't shout)

And how do Golden Ticket holders behave? (Children remember what happened to the heroes during the journey).

I suggest you watch short videos and remember what miracles happen to our heroes. Who was punished and how for not listening to the advice of factory owner Willy Wonka? (Video demonstration)

Comments:

Augustus the Fool - fell into a river of chocolate because he was a glutton.

Violet Beauregard - turned into a blueberry because she disobeyed Willy Wonka and ate chewing gum.

Veruca Salt - ended up in the bin because she had a spoiled, selfish character.

Mike Teavee - was dragged out for jumping into the TV, which was strictly forbidden.

Charlie Bucket is the only character to whom no misfortune befell because he was polite and well-mannered.

5. work in pairs. (Fill in the table)

Word of the teacher:

There is a sign on your desk to help you answer the question of what character traits the figures displayed during their stay in the factory. It is half filled in, you just need to add entries in the third and fourth columns.

Name	Parents	The most popular character	Character traits
Augustus	The parents encourage the boy, who is very greedy and interested in nothing but food.	The only thing that interests him is food.	

Violetta	Parents approve of everything their daughter does.	Chews gum all the time.	Lazy, gluttonous, naughty.
Veruca	Rich parents are ready to fulfill all your wishes	He wants everything, throws tantrums.	Naughty, selfish.
Microphone	They don't take care of their son.	Likes to watch TV.	Envious, moody, rude.
Charlie	Family favorite.	I dreamed of visiting a chocolate factory.	Aggressive, rude.

Control (students read out the answers entered in the table)

6. heuristic conversation.

Word of the teacher:

Kids, we did a little generalization study. To summarize:

What unites Augustus, Veruca, Violetta and Mike? (They are rude and selfish). That is, they are endowed with negative character traits, which is why their behavior was not surprising.

Is it okay to behave like this when you are not there? (NO)

Who do you think should be responsible for raising children? (Adults).

Word of the teacher:

As we can see, the parents of our heroes paid little attention to their children's upbringing, catering to their every whim and approving of their every action. It is the adults, or more precisely the parents, who should help shape a child's character. And during the factory tour, the children's character flaws became clear. As a result, the trip to Mr. Wonka's factory was disappointing for the four children.

Did these children learn a life lesson from their trip to the factory and the adventures they had there? (Yes, definitely)

7. creative task.

- What advice can you give our heroes?

Work in pairs. (Creating parenting advice for parents).

Methodological comment: Students write advice for the parents of the characters in the work on slips of paper and attach them to "Candy for parents of Willy Wonka".

Word of the teacher:

Thank you very much, children, for your good advice to the parents. I will definitely pass it on to the class teacher so that he can use it at the next parents' meeting and point out to your parents the deficits in their children's education.

8. concluding remarks by the teacher.

Therefore, a child must be educated from the first days of life so that it does not come too late. A person's character is formed step by step from childhood. A fussy, naughty child cannot be well-behaved, polite and friendly at the same time. Roald Dahl has proven to us once again that it is necessary to take into account the opinions of others, to be kind and well-behaved and that each of us can change the world for the better, even a child. After all, Charlie did it! You remember that Charlie became the owner of Mr. Wonka's chocolate factory. He got his lucky ticket to the future.

The world of a child is a special world. We have forgotten that money can buy a bed, but not sleep. Books, but not the mind; medicine, but not health; decorations, but not beauty; wealth, but not happiness. So let each of you get rid of your faults and become a person with a pure soul and a good heart, just like Charlie was. And then all your dearest dreams will surely come true. To win, you have to work hard.

Why Charlie? We will look for the answer to this question in the next lesson. And so that we can have a meaningful conversation, you need to prepare at home.

V. Homework:

A creative task awaits you: "Charlie became the owner of the chocolate factory because...". Think and complete the sentences.

ANNEX 6

Summaries of foreign language literature lessons

Foreign literature.

6th grade.

(Tasks to repeat what has been learned)

The life and work of this writer were closely connected with Ukraine: He was born in Ukraine, studied at the Poltava District School and the Nizhyn Secondary School of Higher Sciences; reflected the customs and traditions of Ukraine in his works; his works enjoy great popularity at home and abroad.

Find a picture of the hero of the story by the above author.



1. what are the characteristic features of the short story as a literary genre?

- A) Prose work;
- B) small volume;
- C) has a rhyme;
- D) shows one (sometimes two) episodes from the hero's life;
- E) a large number of main and secondary characters;
- H) The story can be told in the first or third person.

1. Match the title of the poem to its author:

Title of the poem	Author
1. "My heart is at the top..."	A) Matsuo Basho
2. "The Song of Hiawatha"	B) Robert Burns
3. "Postcards with city views"	C) Henry Longfellow
4. "Old pond! ..."	D) Gianni Rodari

2. the title of the work is encoded in the rebus. Please enter the author's surname.



Enter only one word in the answer field, without spaces, punctuation marks or other symbols!

3. determine which of the following statements about Jack London's story "The Lust for Life" are true and which are false:

- A) Jack London took the plot of his story from a real event when he was searching for gold in the Klondike.
- B) Bill is the main character who saved his friend's life.
- C) The events of the story take place in Australia.
- D) The idea of the story is to glorify a person who confronts death and defeats it.

4. in front of you is a picture of the fruit of an exotic fruit tree.

Memorize the name of a famous poet who is actually a pseudonym and is associated with this word. In which literary genre did this poet achieve a masterpiece?



(Enter only one word in the answer field, without spaces, punctuation marks or other symbols).

5. determine which of the following statements are true and which are false.

Expression	Правда/хиба
1. humor is a kind of comedy, the representation of the comic in everyday phenomena, human characters, actions and relationships.	
2. subtext - a secondary text that is separate from the main text.	
3. a haiku is a traditional rhymeless three-line poem from Japanese poetry with seventeen syllables (5/7/5).	

4. poem - a short work of prose with a lyrical or narrative plot.

6. look at the word cloud and enter the author of the work encoded in it:



- A) Matsuo Basho
- B) Robert Burns
- C) Ray Bradbury
- D) Harriet Beecher Stowe
- H) Henry Longfellow

7. choose from the pictures of the world's landmarks those mentioned in Gianni Rodari's poem:



A)



B)



C)



D)



H)



G

10. match the quotation to the character it belongs to:

Quote	Character
1. "Only in agreement lies your strength, and in enmity lies your powerlessness!"	A) Grigsby
2. "Hey, Bill! I twisted my leg!"	B) Joachim
3. "Oh, little one! These are not boys' songs ... These are songs of a strong, free people. Your maternal grandparents sang them in the steppes along the Dnieper and the Danube and on the Black Sea ..."	C) The nameless gold digger
4. "It's all about hate. Hatred of everything to do with the past! Tell me, Tom, how did we get to this point?"	D) Hitchi-Manitou

11. which famous writer do these sayings belong to? (Choose a picture)

- "There are worse crimes than burning books." For example, don't read them."

- "Open your eyes wider, live as greedily as if you were going to die in 10 seconds." Try to surprise the world. It is more beautiful than any dream created in a factory and bought with money . "Demand no guarantees, seek no peace - there is no such beast in the world."

-It doesn't matter what you do; the important thing is that everything you touch changes shape, becomes different than before, that

a piece of you remains in it. "That's the difference between someone who just mows the lawn and a real gardener."

- "We have one duty - to be happy."



A)



B)



C)



D)

Table of correct answers (key):

Question no.	1	2	3	4	5	6	7	8	9	10
Correct answer	A	A,B, C,D	1-B,2-C,3-D,4-A	Bradbury	A+; B-; C-; D+	Sharkey	1+; 2-; 3+; 4-	D	A, B, C	1-E,2-C,3-B,4-A

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