Forming interest in reading for integrated school lessons by means of visual practices

Tatiana Vakhrameeva
Kazan Federal University, Russia, Kazan, Tatarstan st. 2

Juliana Emanova
Kazan Federal University, Russia, Kazan, Tatarstan st. 2

Michail Yao
Kazan Federal University, Russia, Kazan, Tatarstan st. 2

Abstract

Research results of the “International program for assessment of student educational achievements” in the field of natural-science knowledge, mathematics and reading (Program for International Student Assessment) shows a steady tendency to decrease in reading interest in Russia as it was observed in many countries of the world. Different approaches to solution of this problem are known. In article approach to increasing interest in reading by an illustration is offered. The integrated lessons of literary reading and drawing (subject "Art"), promote immersion in the art text. The program for literary reading in elementary school of the Russian Federation includes such literary forms as: fairy tales, verses, riddles, sayings, proverbs. These genres of literature are sated with tropes. Tropes are construction tools of an artistic image. Visual language is more clear for school students of elementary school perception, than abstract language of literature. The illustration of tropes allows to understand an artistic image in literature through visual means. The author's concept considers the possibility of literary tropes understanding development through subject "Art" (drawing) according to age features of school students.

Keywords: interpretation, the integrated lesson, art, artistic image, tropes, figures of speech, illustration, literary reading, younger school students.
Introduction.

Now there is a relevant problem connected not only with decrease in interest in reading for children and teenagers, but also with reading decline in quality, understanding and interpretation of the read. Among the reasons which have led to reading crisis specialists refer to traducing family libraries, lack of an example in a family, decrease in the importance of reading as social value, decrease in an opportunity to purchase books, increase of electronic culture influence, etc. For the solution of this problem in 2006 in Russia "The national development program and supports of reading" have been adopted. It is directed to growth of reader's activity and increase of reader's competence. Libraries and schools shall take active part in a program implementation and book-selling business. In this article we will consider approach for reading improvement of quality which can be realized at elementary comprehensive school.

The importance of ability to work with the text is emphasized in the Federal state educational standard of the primary general education (1-4 classes) (2011). In the current decade in the Russian general education system the training paradigm was replaced, new educational standards were introduced. Modern level of the humanitarian and technical tasks complexity are facing society demands for the creative person school forming. Therefore strategic objective of modern Russian school education is development of the student identity. In the context of the problem we researched today not the speed of student reading, but the quantity of understanding the read, ability to work with the text is important.

The standard establishes requirements to personal, meta subject and subject results of the trained, mastering the main educational program of the primary general education. Among meta subject requirements there are those for providing which our research is aimed. These are such meta subject requirements as: "... development of initial forms of informative and personal reflection;... use of sign and symbolical means of submission of information for creating models of the studied objects and processes ....; mastering skills of semantic texts reading of various styles and genres according to the purposes and tasks; it is important to build the speech statement according to tasks of communication and to constitute texts in oral and written forms". In subject requirements to literary reading the approach offered by us allows to provide the following requirements: "achieving formation of reader's competence level necessary for continuation, ..., mastering ... elementary acceptances of interpretation, the analysis and transformation of art, popular scientific and educational texts with use of elementary literary concepts; ability to consciously perceive and estimate content and specifics of various texts ...". In subject "Art" the requirement is as follows: "development of capabilities to art figurative, emotional valuable perception of fine and musical arts works, expression in creative works of the attitude to world around". Thus, the importance of reading, capability to understand the text, ability to analyze it and to interpret is a training basis at school [1].

For deeper judgment, reflection and interpretation of knowledge and skills gained at school, universal educational actions which school students shall receive are determined. According to the purposes of the general education four blocks of universal educational actions are allocated: personal; regulatory (include also self-control actions); informative; communicative. Among informative educational actions which the pupil shall receive two definitions are of special interest to our scientific research. These are sign and symbolical actions of all-educational nature: "modeling — transformation of object from a sensual form...".

http://www.ijhcs.com/index.php/ijhcs/index

Page 212
into model where essential characteristics of object (spatial and graphical or sign and symbolical) are selected" and "transformation of model for the purpose of detecting the general laws determining this subject". The sign and symbolical model of an artistic image of the literary work is the result of an illustration.

Methods.

"Integration" - one of the key terms characterizing methodical approach to training. Therefore the integrative lessons promoting strengthening of inter-subject communications are of practical interest [2].

Now students of initial classes can be trained on one of four systems of textbooks - "Elementary school XXI", "Prospect", "School of Russia", "School 2100". During our pedagogical experiment we were guided by contents of the textbook "Literary Reading" on the School of Russia system. The purpose of our research was to define possibilities of an illustration for judgment and interpretation of figures of speech as means of the art text expression. In broad understanding the figures of speech include stylistic figures and tropes. In literary criticism there are distinguished such main tropes: metaphor, metonymy, synecdoche, epithet, hyperbole, disphemizm, pun, litote, comparison, periphrasis, allegory, embodiment, irony, pathos, sarcasm, euphemism, etc.

Considering specifics of the words figurative use, we have refused an illustration at elementary school of such ladders as a disphemizm, sarcasm, and euphemism. From the graphic point of view lexical repetition which aesthetics can be convincingly revealed by means of color or linear rhythmic combinations is interesting. We don't set the purpose to conduct literary research. We are interested in a possibility of visual interpretation of a literary image by students of elementary school [3].

In order that reading became a favorite habit it is important to learn reading with pleasure. For this purpose it is necessary not only to be able to take information from the text, but also to respond emotionally to an art form. Figures of speech as means of expressiveness transfer an expression and an originality to a literary image, opening both semantic, and emotional spheres of the text. The understanding of an art form is an important condition of understanding the image in general [4].

According to researches in the field of divergent thinking, maturing and beginning to be trained, most of children lose capability to multiple search of the tasks solution. The researches of Program for International Student Assessment also emphasize decrease in interest in reading for eighth-graders in comparison with students of elementary school. Quality of reading is connected with difficulties of understanding the art text [5]. Children of younger school age around the world the most susceptible and trained age category. The task of school is to manage teaching to study without erasing identity, curiosity and creativity of students. Drawing is one of the available and loved occupations by children. Comprehension of a visual image happens in one stage and irrespective of the level of the student literacy. It allows to realize the creative potential of less active children. Figurative development of the world by children will promote its scientific knowledge. Explaining this or that image, the teacher shall try to characterize its emotional coloring most fully. It is important to consider the fact that authors of classical literature not always wrote for students of elementary school, the help in art means interpretation will not be superfluous.
Now there is no single concept of teaching the integrated lessons. There is a set of individual developments, but, the technology of teaching is not fulfilled in student teaching [6,7,8].

Approbation of a figures of speech studying technique by means of illustration by younger school students took place in three stages: a first - planning, then executive, and final stage - reflexive. Research took place on the basis of comprehensive high school among students of initial classes.

Work on an illustration begins with ensuring full-fledged acoustical perception of work by children. Then discussion with the purpose of defining how the author describes the hero or a natural phenomenon is held. Children are offered to represent a specific figure of speech. For example, the embodiment of Winter and Spring from F.Tyutchev poem "Winter’s spite is vain" (1836) [9].

<table>
<thead>
<tr>
<th>Зима недаром злится,</th>
<th>Winter’s spite is vain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Прошла её пора –</td>
<td>for its time has come at last.</td>
</tr>
<tr>
<td>Весна в окно стучится</td>
<td>Knocking at the panes,</td>
</tr>
<tr>
<td>И гонит со двора.</td>
<td>spring has cast</td>
</tr>
<tr>
<td>И всё засуетилось,</td>
<td>it out and everything’s in</td>
</tr>
<tr>
<td>Всё нудит Зиму вон –</td>
<td>turmoil,</td>
</tr>
<tr>
<td>И жаворонки в небе</td>
<td>bustling Winter out,</td>
</tr>
<tr>
<td>Уж подняли трезвон.</td>
<td>and skylarks in the blueness</td>
</tr>
<tr>
<td>Зима еще хлопочет</td>
<td>have taken up the shout.</td>
</tr>
<tr>
<td>И на Весну ворчит.</td>
<td>Winter is still fussing</td>
</tr>
<tr>
<td>Та ей в глаза хохочет</td>
<td>and grumbling at the spring.</td>
</tr>
<tr>
<td>И пуще лишь шумит...</td>
<td>The latter laughs right in</td>
</tr>
<tr>
<td>Взбесилась ведьма злая</td>
<td>her face,</td>
</tr>
<tr>
<td>И, снегу захватя,</td>
<td>her noise is louder still.</td>
</tr>
<tr>
<td>Пустила, убегая,</td>
<td>The evil sorceress is wild.</td>
</tr>
<tr>
<td>В прекрасное дитя...</td>
<td>She grabs a pile of snow.</td>
</tr>
<tr>
<td>Весне и горя мало:</td>
<td>She runs away and starts to</td>
</tr>
<tr>
<td>Умылася в снегу</td>
<td>throw it at the pretty child.</td>
</tr>
<tr>
<td>И лишь румяней стала</td>
<td>That hardly causes Spring</td>
</tr>
<tr>
<td>Наперекор врагу.</td>
<td>much grief:</td>
</tr>
</tbody>
</table>

Взбесилась ведьма злая
И, снегу захватя,
Пустила, убегая,
В прекрасное дитя...
Весне и горя мало:
Умылася в снегу
И лишь румяней стала
Наперекор врагу.

Winter’s spite is vain
for its time has come at last.
Knocking at the panes,
spring has cast
it out and everything’s in turmoil,
bustling Winter out,
and skylarks in the blueness
have taken up the shout.
Winter is still fussing
and grumbling at the spring.
The latter laughs right in her face,
her noise is louder still.
The evil sorceress is wild.
She grabs a pile of snow.
She runs away and starts to throw
it at the pretty child.
That hardly causes Spring much grief:
she washes in the snow,
and just to spite her enemy,
her cheeks begin to glow.
After receiving a task children have an opportunity to re-read the text and to begin drawing. Children read the text of the poem in the unpacked look, but not in the textbook so that the illustration given in the textbook didn't prevent emergence of author's interpretation [10].

Results.

As the work course supervision showed, at an initial stage work is perceived by children literally, and difficult figures of speech have been deprived of attention as it was difficult to understand them for the child. But after attempt to illustrate work, children could sort parts of the text unclear earlier.

The analysis of child drawings shows ability of children not only to display a figure of speech, but also to display variability of weather and opposition of winter and spring. Illustrating literary works, children feel the work through themselves and decide how to represent this or that artistic image. To help them it is correct to understand a plan of the author of the literary work, the main author's idea described in the text; it is one of the leading tasks of the teacher at the integrated lesson.

Figure 1. The schoolgirl's illustration 2 grade, Maria Yao, to a track "embodiment" in Fedor Tyutchev's poem "Winter’s spite is vain".

In work of the schoolgirl we see convincing visualization of tropes in F. Tyutchev's poem. It begins with an embodiment – "the winter is angry", "the spring is knocking" which gives rise to anthropomorphous images. Both seasons are represented in the form of female images, and the winter is showed in expressly cold tones, even with use of black color. Spring is in a red dress, the magnificent yellow head of hear as if boasts out an elastic green arch with red spots the world of winter and spring. It is characteristic that winter looks in the minor, with the lowered mouth corners. While spring we see with bright spot of red lips. Interesting and composite decision. The winter located at the left edge illustrates the beginning of the poem as in the European tradition looking at a picture takes place from left to right. And success of spring is read not only in a bright spot, but also in the fact that its part occupies a big half of composition. The green arch of spring is visually stronger than a dark blue winter arch. Thus, the author has found a convincing, not narrative, but picturesque image of an essence of the poem.

Conclusions.

Essence of the offered method is connection of two relevant objects, often going side by side, but not entered in a tandem – literary reading and the fine arts. During experiment we used gouache. But it is not about painting, but about an illustration therefore also other technicians of illustration can be used.

Experience of carrying out the integrated lessons has shown that the illustration of the art text really facilitates the understanding, a practical training has proved that interpreting work was necessary to study the text in detail. Also there was not just standard studying of the text, but conscious understanding of the read by the child. The task has caused interest from students. The integrated lessons allow to reach a bigger unification of the student with the studied text, to make training more complete and clear. Illustrating, the child should understand literally works in details, being able to paint a complete picture [11,12].
As practice has shown, school students work at the integrated lessons with enthusiasm and fully acquire material, extensive on volume. Figures of speech become object of the reader attention and are comprehended as verbal tools – an artistic image through which the author expresses thoughts, feelings, ideas. Images are considered not separately, but in figurative system of work, in its real context which fills with sense and value not only figurative, but also neutral words and expressions [13,14].

In addition, having studied drawing, the teacher will be able to estimate degree of work understanding by the child precisely, to feel as the child thinks and what moves him. Without using equipment of an illustration for child interpretation of the text, it is improbable to make such analysis.

**Summary**

We have tried to light the existing solutions of this problem and to offer the approach directed to solution of the problem of not reading. Inter-subject integration allows to make training complete and interesting.

**Acknowledgments**

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.
References


David S. Goldstein. Page and Screen: Teaching Ethnic Literature with Film Pedagogy Fall 2010 10(3): 562-567;


Nora Harr, Andreas Eichler, and Alexander Renkl Integrating pedagogical content knowledge and pedagogical/psychological knowledge in mathematics. Front Psychol. Published online 2014 Aug 20.


