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THE TECHNOLOGICAL APPROACH TO THE STUDYING OF LITERATURE IN SCHOOL

The article covers the issue of using a technological approach in the construction of literature lessons. The educational achievements in the sphere of the problem, modern possibilities of innovative educational technologies, and their role in a modeling of school literature lessons are analyzed.

The technology of the constructed scientific literature has been revealed, focusing on the reading ability of a teacher, his (her) cognitive activity in using modern pedagogical and information technologies.

Improving the effectiveness of teaching literature in a technological pedagogical process is associated with the formation of the teacher's readiness to model a holistic system of lessons as an algorithm of step-by-step student-reader actions based on a deep understanding of lesson structure and logic, taking into account clear goals and objectives at each stage, rational use of time and modern technologies.

It is claimed that the introduction of modern information technologies in the study of fiction at school has a positive impact on the perception of works of previous eras, bridges the gap in time, increases interest in literature and a teacher-innovator, increases the level of modern literary education. Therefore, the technological lesson is a clear algorithm that provides a systematic way of its construction, connects general didactic, methodical and artistic aspects of the lesson, acts as an indicator of its modernity and efficiency.

The article indicates the typical disadvantages of introducing modern technologies by teachers and the construction of a lesson based on a technological approach. The author draws attention to the main contradiction in the work of linguists – a misunderstanding of the difference between a technologically structured lesson and a lesson with technology warns against literal technologicalization in the work of a teacher of philology.

Keywords: literature lesson; lesson structure; learning technologies; technological approach.

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Introduction. Television, social networks, and gadgets have filled the time of a modern person. The introduction of innovative technologies in school education is a requirement of the time. At the same time, the fast pace of public life, clip thinking, bright loud advertising, short SMS difficult to combine with calm thoughtful reading for aesthetic pleasure. To keep up with the times, to develop students' interest in reading native and foreign literature, to reveal the potential of the art of speech for their personal development, the teacher must constantly improve, introduce advanced technology training, skillfully build the educational process based on scientificity, accessibility, effectiveness. And what distracts the reader from the book must be made a helper and motivator for reading.

Review of publications. The struggle for the reader begins with the first steps of the child in education, so pedagogical science is constantly looking for new ways to improve the effectiveness of the literary development of students. The effectiveness of the lesson depends

on a systematic approach to all its components – purpose, content, form, ideas of the lesson, analysis of the work, modern learning technologies. The using of the technological approach during the lesson is not a new problem in education. Its origins are found in the works of J. Comenius, J. Pestalozzi, V. Sukhomlinsky. The essence of technology in teaching is revealed in the works of E. Rogers, G. Selevko, O. Infantry, O. Pometun, E. Polat, H. Onkovich, and others. Elements of the technological approach are observed in the development of the structure and typology of the literature lesson (M. Kudryashov, E. Pasichnyk, B. Stepanyshyn, etc.). A. Vitchenko, O. Isayeva, Zh. Klymenko, O. Kutsevol, A. Sitchenko, T. Yatsenko, and others reveal the technologies of studying literature in modern Ukrainian science in various aspects. Scientists define pedagogical technology as «purposeful construction of the educational process for the guaranteed achievement of results» (Marynovska, 2019, p. 30), a «systematic method of creating, applying and defining the whole process of learning and mastering knowledge, taking into account technical and human resources and their

interaction, which aims to optimize education (answers the question: How to teach?)» (Vitchenko, 2013, p. 51), «new scientific approaches to the analysis and organization of the educational process», signs of which are a systematic analysis in solving practical problems and the criterion of optimality (Shuldyk, 2012, p. 18). We agree with the position of domestic and foreign scientists, who consider technology as a means of optimizing education, improving the effectiveness of learning, as a systematic method of building and learning based on available resources, and teaching as a complex intellectual work and as a continuous professional life (Cochran-Smith, Villegas, 2015). Innovative processes in the ways and means of teaching have opened a wide range of opportunities for the modern teacher and at the same time the danger of their destructive activities in the classroom.

The purpose of the article is to reveal the essence of the technological approach in the construction of a literature lesson and its non-identity of a lesson with innovative technologies. To reveal the goal, it is important to distinguish between the concepts of «technology» and «technological approach».

Presentation of the main material with substantiation of the obtained scientific results. Modern technologies are considered as means of studying literature. The rationality of their use is associated with the achievement of goals and objectives at each stage of the lesson, the optimization of time. The essential features of the technology are a clear step-by-step algorithmic sequence of educational actions (mental actions – Sytchenko, 2020, p. 56) for acquiring knowledge and developing practical skills, regulated by the logic of training, designed for a technological product, quantitatively and qualitatively defined by relevant criteria (Ostrowska, 2017, p. 94). That is why «the technologicalization of learning is not limited to the use of technical means» or a separate technology in the classroom as a means of learning (Vitchenko, 2013, p. 52).

It is advisable to pay attention to the discrepancy between the construction and purpose of traditional and technological education. Traditionally, teaching focuses on the purpose, learning content, means and results (variability or inconsistency of the first components changes the last); technology is a regulated step-by-step process or means (access to information, solving educational tasks, communication, saving time, etc.). The effectiveness of a modern lesson depends on the teacher's understanding of the purpose and skills of implementing innovative technology (Dwyer et al., 1991, p. 48). The restriction of innovation abuse should be the teacher's deep conviction that «student learning is a living dialogue and socio-cultural interaction that no technology can replace» (Joseph, 2012, p. 427).

The structure of the lesson: purpose, objectives, type, a form of the lesson, stages of the lesson, methods, and techniques of teaching, type of work (at each stage), effectiveness (results of the lesson). Today, scientists

talk about the typical and technological structure of the lesson. What is the fundamental difference? Stages of the lesson (organizational moment, the actualization of basic knowledge (the formation of cognitive motivation), the explanation of new material, the practical application of knowledge and skills, the consolidation of new knowledge, the lesson results, the formulation of homework) – its mandatory components. Each stage includes one or more learning situations (preparation for the perception of fiction literature, reading a text, preparation for the analysis of the work, analysis of the fiction text (Miroshnichenko, 2000, p. 152), which can be realized with the help of innovative technologies. The creative implementation of innovative technologies in studying literature at school should be student-oriented, act as means of mastering, and testing their knowledge, the formation of practical reading skills, reading comprehension, interpretation, speech. For example, interactive exercises will help to focus on the topic of the lesson and create mood during the organizational moment «Mood in symbols», «Exchange of wishes and smiles», «Emotions and colors in literature and life», to acquire knowledge – modular multifunctional games («Polyanna's Charm», «Art Finds»), summarize the lesson – unfinished sentences («The author was inspired to write a work ...», «Happiness is...», «I was convinced that the writer's style...»), online testing, etc.

The problem of introduction of digital technologies in studying the literature is actual (The Internet as a resource and search engine for fiction literature, reproductions, films, music, a component of blended learning, digitized educational content: electronic textbooks, e-books, dictionaries – literary, explanatory, philosophical, synonyms). ICTs are an opportunity to develop video explanations for the lesson, book trailers, electronic test tasks, etc. Students' «dependence» on smartphones should be used in studying of literature: interactive mobile applications – are an opportunity to increase interest in reading and thinking development of students. Photo and video cameras on a smartphone will help to capture expressive reading or reading by roles, staging, copying drawings, diagrams, quotes of writers to make a message about an artist or a creative project. This type of work in the classroom creates an opportunity to look at the results of their work from the side and therefore is one of the ways to develop critical thinking and self-control. Availability and fast connection to the Internet indicate the feasibility of using mobile learning in the classroom: Google forms for surveying students, the social network «Instagram» to create advertising for the artist's work or his book, online generator for creating memes, application «Patephone» for working with audiobooks, service «Kahoot» for educational games or polls, calendar of events as a mobile diary, generator of riddles and puzzles, etc. Through the QR scanner and barcodes, students have access to presentations, textbook pages, resources for studying the writer's biography, film adaptations of fiction literature, maps, educational videos, and more. In

this way, «coded» exercises can be the stages of a lesson in the form of a quest. Thanks to mobile education, the teacher of literature L. Kuravska (Sniatyn Lyceum «Intellect» Ivano-Frankivsk region) within 15 minutes of the lesson has time to conduct a comparative analysis of works with students, pass an electronic quiz or mini-quest, watch videos, process quotes, write and send messages to him. Work on the Classroom platform also gives a positive result (students independently work on videos, presentations, perform practical tasks, are tested using Google forms). M. Zolocheska, O. Elkin, M. Pashchenko consider Internet services as tools for the formation of competencies of the XXI century according to the tasks of their use in the lesson (creating a positive mood in the classroom, new more active opportunities, visualization of information through infographics, socialization of learning, self-presentation and self-improvement online, learning to work effectively together and daily, integrate into the information space of the country and the world) (Zolocheska et al., 2013, p. 43–46). Thus skillful use of information technology as a means of learning is a significant savings of time in the classroom and learning efficiency (fewer explanations, more exercises and completed tasks, active cognitive activity of students, skills of reading verbal and nonverbal information, independent educational and research work, independently acquired knowledge and skills).

Teachers go through the stages of innovation – apprenticeship, testing, improving their skills, «living» with students, creative application (Sherry et al., 2000, p. 45). The creative stage involves not just the ability to organize training according to a given algorithm but requires time and quality of the teacher of all previous stages to «readiness to experiment», change, design (Dwyer et al., 1991, p. 50). Teachers must constantly improve their skills and «know the sources through which they can maintain themselves in proper «professional form», «monitor the latest processes taking place in the field», including the latest media education technologies» (Onkovych, 2020, p. 143).

The idea of the technological approach is based on the design of the learning process as a system of interconnected elements, the logic of step-by-step action on clearly defined goals, methods (algorithmic) and the planned result, involves the effective use of active and interactive forms of learning based on which the acquisition of knowledge, skills and abilities has the maximum result (Ostrovskaya, 2017, p. 102; Sytchenko, 2020, p. 58–59). The technological approach during lesson is constructing of the process of studying as the system of intercommunications (aims, tasks, expected results, methods and receptions of a class are directed to the results, methods and forms of studying, types of school analysis of a text and work of students during a lesson, modern technologies of studying and visualization, results of the lesson. The lessons of coherent speech development, literary reading, work analysis, development of critical thinking, integrated,

etc. have a clear structure. Technologically, you can conduct a lesson in different ways depending on its type, form and tasks. For example, O. Marynovska sees the macrostructure of the integrated lesson in the following stages: the actualization of basic knowledge, goal setting, learning new material (semantic block: integration of content; disclosure of the main dominants of the lesson), the consolidation (Marynovska, 2014, p. 34–35). In our opinion, interdisciplinary and interartistic connections can take place at any stage of a literature lesson, and an integrated lesson involves integration in each of them and a common result. The manufacturability (technologization) of the lesson provides a systematic way of its organization and the optimal algorithm of construction aimed at achieving the goal and such educational and cognitive activities of the student, which guarantees high results of literary education (subject knowledge, skills, and abilities: reading, speaking, analysis and interpretation of the fiction literature, work with different types of text, etc.) and the acquisition of basic competencies. The structure of the technological lesson is experimentally verified.

Technological learning involves modeling each stage of the lesson concerning others, constant feedback between teacher and students, accent on skills development, development of logical thinking, students' memory. It is written in traditional training, including the lessons and skills development, but in practice, it was not implemented by every teacher. The productivity of the school study of literature depends on the personal skills of the teacher, his mastery of the art of speech, understanding of learning and lesson as a system, skills of the introduction of innovative technologies.

The technologization is a new stage on the way to effective learning. The introduction of innovative technologies in the practice of studying literature aims to expand and improve the dialogue with the art of speech – to remove the boundaries of time, visually and emotionally immerse yourself in the era and life of the artist, to reveal all aspects of the work of fiction. The technological approach at the lesson can be implemented in two ways: 1) based on the ready lesson technology developed in the methodology; 2) by generating educational content and technological algorithms of work in the structure of the lesson according to its purpose and projected result. The effectiveness of modeling and conducting classes depends on experience of a teacher, his (her) systematic vision of the introduction of modern technologies and visualization tools in the study of fiction. The conceptual idea of the technological approach is «technologization of experience in the application of personalized technology» (Marynovska, 2019, p. 20).

An example of the introduction of a technological approach to the design of the lesson can be represented as follows:

1. **Introduction (1–2 min.)** Incomplete sentences: «Reading is ...».
2. **The actualization of basic knowledge (3–4 min.):**

«Can we read?» – reading and reading comprehension (excerpt «Book of Sand» / «Library of Babylon» by J. L. Borges). The purpose of the lesson and the expected results (learn to read and analyze thoughtfully, understand the idea of the writer).

3. **The assimilation of new knowledge (7 min.)** «Read-study»: watching a video about the writer's country and era, presentations about the artist, a trailer about the author's work, work with the textbook, a word from the teacher.

4. **The formation of skills and abilities of reading, analysis and interpretation of the text (20 min.)** «Read-think»: – **work with the text according to one of the technologies:** development of reading activity (O. Isayeva), studying of translated texts (Zh. Klimenko), genre analysis of the texts (N. Hrytsak), ideational-conceptual analysis of the text (Yu. Bondarenko), by key episodes (O. Marynovska), the formation of interpretive competence (A. Vitchenko), etc.

5. **The application of knowledge, skills and abilities (7 min.)** «Creative workshop of the reader»:

development of projects, posters, preparation of speeches (presentations, book trailers, etc.).

6. **The test of skills and abilities (3 min.)** «Reading cross»: tests, quiz, game, puzzles, mini-work, etc.

7. **The results of the lesson (1-2 min.)** «Microphone»: «In class I learned ...».

Analysis of a work of fiction – is the study of its constituent elements in the unity of content and form based on personal critical assessment and aesthetic perception. Work with fiction involves «understanding and interpretation (content, images, the position of the author, etc.) of the text as the author's intellectual and artistic creation» and «is reduced to understanding the semantics of the text» (Betsenko, 2017, p. 240, 243). The principles of preparing a literature lesson and studying the work of a writer at school are aimed at understanding the values of life, the art of speech, a person, epochs, nations, revealing the relationship between the individual and society, thinking and speaking, the writer's worldview as indicators of his (her) work; reading, interpretive, ethical, aesthetic, creative development of students.

PURPOSE AND TASKS OF SCHOOL LITERARY EDUCATION				
Structural elements of a literature lesson				
Rational distribution of time	LESSON STAGES:	FORMS OF ORGANIZATION OF THE EDUCATION : - by the cognitive activity of students:	STAGES OF SCHOOL STUDYING OF THE TEXT	TYPES OF EDUCATIONAL ACTIVITIES: reading, speaking (orally / in writing), analysis of the text, comparative analysis, interpretation, creative, research, game, search, etc.
	introduction; actualization of basic knowledge; assimilation of new knowledge; formation of abilities / skills	active, passive, interactive; - by number of participants: <i>individual, pair, group, collective, frontal;</i> - by working conditions: <i>auditorium /</i>	<i>Ways of school analysis of the text:</i> problem-thematic, following the author, figurative, compositional stylistic, culturological, combined,	MODERN LEARNING TECHNOLOGIES AND VISUALIZATIONS
	generalization and systematization results	<i>remote / mixed;</i> - by purpose: <i>development of coherent speech, literary reading, analysis of the work, comparative analysis of works, artistic / historical cultural research, etc.</i> TEACHING METHOD	comparative, biographical, genre, ideational - conceptual, axiological, etc. TECHNOLOGIES FOR ANALYSIS OF THE WORK	
Rational distribution of time				
Effectiveness: students know the subject, love to read, are fond of fiction, understand the basic concepts, are able to recognize and analyze works of different eras, national literatures and genres, to conduct a comparative analysis with native literature				

Figure 1. Model of technological approach to designing a literature lesson

Modern technologies are rapidly changing school practice, but the level of skills and responsibility for their use is insufficient: pedagogical and «digital technologies are part of professional education, they tend to be treated as tools: useful to master, but clearly subordinate to the knowledgeable professional» (Fenwick & Edwards, 2016, p. 122). Spectacular modern learning tools in the lesson sometimes destroys its effectiveness – the teacher forgets why he uses them (the tool becomes an end in itself, the number and variety of innovations in the lesson turn the lesson into an illustration of their own skills or technologies known to him), focuses on the formal aspects of technology (conditions, stages, actions), loses the literary and artistic depth of educational content, logic and the relationship of educational situations of the lesson. Thus, excessive fascination with technology and incompetent use of innovations destroys the aesthetic essence of the literature lesson, where the writer's artistic word (author's work) and its analysis should dominate. Through artistic means, the reader is «emotionally affected, involuntarily interferes in the course of artistic events, experiencing their course, more deeply comprehends what is read», «notices pictures of life, newly created in the mind of the artist and which are reconstructed in his imagination in conforming with a certain aesthetic ideal» (Sitchenko, 2011, p. 2). «One of the key ways that educators can avoid stereotyping learners as digital natives is to deliberately scaffold development of digital literacies by matching the competencies and outcomes that learners are to achieve with the affordances offered by particular technologies» (Smith et al., 2020, p. 7).

Thus, the concept of technology can be considered both at the level of a separate component of the lesson structure (as a means of acquiring knowledge or developing skills) and at the level of building a lesson as a whole (technological lesson).

Results. The result of the introduction of modern technologies as means of learning and a component of the structure of the literature lesson – saving time to prepare students for work, increasing the effectiveness of learning (doubling the pace, the number of processed materials and completed tasks in the lesson, the quality of dialogue with the writer, cognitive and reading activity of students, their interaction). This effect was observed in teachers who freely and creatively used modern technologies (regional stage of competitive tests «Teacher of the Year», 2019). The teachers who are still at the stage of mastering new technologies, we observe its «separation» from the whole system of classes in the form of independent element. In the modern Ukrainian school, 95-98% of literature teachers actively implement ICTs, interactive learning, project technologies, etc. in each lesson. At the same time, today only 30% of teachers who work at schools build a lesson technologically for the predicted result (a technological lesson).

Conclusions. Skillful use of modern innovative technologies by the teacher helps to motivate students to read, increases interest in literature significantly, their reading, cognitive and speech activity, forms basic competencies according to the objectives of education. A lesson with modern visualization, interactive learning, pedagogical developments should be considered a lesson with technology. Its structure is traditional, the teacher is free to choose the methods of teaching and activities of students. The technological lesson is a clear algorithm that provides a systematic way of its construction, connects general didactic, methodical and artistic aspects of the lesson, acts as an indicator of its modernity and efficiency. The structure of the technological lesson is experimentally verified; this is a new step in the methodology.

The prospect of further research is to analyze the relationship between the reader's emotional intellect and the technological learning.

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ТЕХНОЛОГІЧНИЙ ПІДХІД ДО ВИВЧЕННЯ ЛІТЕРАТУРИ В ШКОЛІ

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У статті висвітлюється питання технологічного підходу до побудови уроку літератури. Аналізуються педагогічні напрацювання з проблеми, сучасні можливості інноваційних освітніх технологій та їх місце в моделюванні заняття з вивчення літератури в школі.

Розкривається технологія побудови уроку літератури, спрямованого на формування читацької компетентності учня, його пізнавальної активності на основі сучасних педагогічних і інформаційних технологій.

Підвищення ефективності навчання літератури в умовах технологізованого педагогічного процесу пов'язується з формуванням готовності педагога до моделювання цілісної системи заняття як алгоритму покрокових спрямованих на учня-читача дій на засадах глибокого розуміння структури та логіки уроку, урахування чітко поставленої мети та завдань на кожному з його етапів, раціонального використання часу і сучасних технологій.

Стверджується, що впровадження сучасних інформаційних технологій у вивчення художньої літератури в школі зумовлює позитивний вплив на сприйняття творів попередніх епох, нівелює дистанцію в часі, посилює інтерес до літератури та вчителя-новатора, підвищує рівень сучасної літературної освіти. Отже, технологічний підхід до уроку забезпечує системний спосіб його побудови, пов'язує дидактичний, методичний та мистецький аспекти заняття, виступає показником його сучасності та ефективності.

У статті визначено типові недоліки впровадження педагогами сучасних технологій та побудови уроку на засадах технологічного підходу. Автор звертає увагу на головну суперечність у роботі словесників – нерозуміння відмінності технологічно вибудованого уроку і уроку з технологіями, застерігає від буквальної технологізації в роботі вчителя-філолога.

Ключові слова: будова уроку; технології навчання; технологічний підхід; урок літератури.

ТЕХНОЛОГИЧЕСКИЙ ПОДХОД К ИЗУЧЕНИЮ ЛИТЕРАТУРЫ В ШКОЛЕ

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В статье освещается вопрос технологического подхода к построению урока литературы. Анализируются педагогические наработки по проблеме, современные возможности инновационных образовательных технологий и их место в моделировании занятия по изучению литературы в школе.

Раскрывается технология построения урока литературы, направленного на формирование читательской компетентности ученика, его познавательной активности на основе современных педагогических и информационных технологий.

Повышение эффективности обучения литературе в условиях технологизации педагогического процесса связывается с формированием готовности педагога к моделированию целостной системы занятия как алгоритма пошаговых направленных на ученика-читателя действий на основе глубокого понимания структуры и логики урока, учета четко поставленных целей и задач на каждом из его этапов, рационального использования времени и современных технологий.

Утверждается, что внедрение современных информационных технологий в изучение художественной литературы в школе оказывает положительное влияние на восприятие произведений предыдущих эпох, нивелирует дистанцию во времени, усиливает интерес к литературе и учителю-новатору, повышает уровень современного литературного образования.

В статье определены типичные недостатки внедрения педагогами современных технологий и построения урока на основе технологического подхода. Автор обращает внимание на главное противоречие в работе словесников – непонимание различия технологически выстроенного урока и урока с технологиями, предостерегает от буквальной технологизации в работе учителя-филолога.

Ключевые слова: структура урока; технологический подход; технологии обучения; урок литературы.

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