

## **INTRODUCTION OF PEDAGOGICAL EDUCATION INSTITUTIONS STUDENTS TO V.SUKHOMLYNSKY'S CONTRIBUTION TO THE NATIVE LANGUAGE TEACHING METHODOLOGY**

The article highlights the results of testing the implementation effectiveness of experimental methods aimed at the creative development of V.Sukhomlinsky's linguodidactic heritage, the world-famous teacher-innovator in the mid-twentieth century, in modern educational practice of higher pedagogical institutions. The experimental method of training students as future primary school teachers was based on V.Sukhomlinsky's views on the native language teacher personality. The outstanding teacher was convinced that the most capable and talented should teach this subject because it is not just a transfer of knowledge, practical skills, abilities, but foremost the bringing up of the country's future generation. Since V.Sukhomlinsky's creative heritage is not still sufficiently studied and the results of the survey among teachers and students showed that both students and teachers do not know and use the outstanding teacher's linguodidactic ideas in the process of teaching junior students a mother tongue, and some of his works are known only to the limited circle of specialists, a new thorough acquaintance of students with the teacher's views on the language teaching process in a primary school will promote the further improvement of pedagogical skills, raise the interest to learning the issues in language teaching and speaking development.

The article reveals the experimental method peculiarities of acquainting the students of Primary Education department with V. Sukhomlinsky's contribution in language didactics. The method covered three areas of work:

- completing of the discipline content "Methods of teaching the native language" with the scientific provisions of V. Sukhomlinsky's linguodidactic heritage;
- development of tasks for students' pedagogical training according to V. Sukhomlinsky's language concept;
- development of course and diploma works subject matter on the study of V. Sukhomlinsky's linguodidactic ideas and their creative use in primary school.

The each area content of the work is highlighted.

The content completing of lectures and seminars, independent work of students with theoretical provisions on the main issues of V.Sukhomlinsky's linguodidactic heritage, necessary for effective arrangement of the native language development process in primary school, was carried out according to two content modules: "Linguodidactic heritage of V.Sukhomlinsky, the outstanding educator and humanist", " The creative implementation of V. Sukhomlinsky's linguodidactic ideas in primary school in the XXI century ". The purpose of the developed tasks: to teach students to build the educational process in primary school on the principles of humanism, child uniqueness, naturalness, cultural conformity, reliance on the child positives, creating a situation of success, joy of knowledge; to arouse students' desire to get acquainted with the views and ideas of an outstanding educator on the arrangement of the native language teaching process, to be able to use them in their practical activities. The students have got acquainted with the works by V. Sukhomlinsky, which contain provisions on language learning and speech development of primary school children ("I give my heart to children", "Word about word", "On three whales", "One hundred tips for teachers", "At a clean source" , "Word of the native language"), collections of works for children "Eternal poplar: fairy tales, stories, sketches", "All good people - one family: a collection of works", "Hot flower: stories and fairy tales", "School Tales under the Blue Sky: fairy tales, parables, stories ", "Where the ants hurried ", " Singing feather: stories and fairy tales "); worked out the following aspects of the language concept of the famous teacher: education of schoolchildren's emotional culture by means of words; organizing and conducting thinking lessons to establish a connection between the subject and the word; methods of work during the acquaintance of schoolchildren with a word, a new letter and sounds which it designates; speech development techniques: observation to establish various connections between objects and phenomena of nature and between parts of the whole, word-pattern as a stimulus to reflection, word-plan as a stimulus to action and children's verbal creativity as a product of integrated teachers and children's activities; techniques of working with figurative words at the lessons under the blue sky; principles of vocabulary work: visualization, connection with the environment, use of sensory experience; "List of native language words for the" School of Joy "; thematic lessons on

vocabulary development and coherent speech; features of work on creation of verbal drawings, fairy tales by junior schoolchildren; requirements for a sample written work; stages of speech creativity development; features of development of schoolchildren's poetic creativity.

The tasks for the practical implementation of linguodidactic ideas of V. Sukhomlinsky provided both creative group projects and independent individual work to compile a list of the educator's works by sections: scientific and methodological works; works for children, articles in professional journals, where teachers describe their own experience of using the outstanding teacher's ideas; composing of own lesson outlines with elements of V. Sukhomlynsky's methodical achievements (lessons of thinking and speech development for the pre-letter period; acquaintance with a new letter; study of a new sound and a new letter using the communicative approach proposed by V. Sukhomlinsky; enrichment of students' vocabulary and communication development, using the techniques of "verbal drawings" and a sample of a written work to create a fairy tale by children, etc .; encouraged to create methodological schemes, models of lessons, prepared reports for methodological seminars ("Acquaintance with a word at the lessons under the blue sky regarding V. Sukhomlinsky's methodology", "Reading skills formation in the 1st grade at the lessons under the blue sky according to V. Sukhomlinsky's methodology ", etc.).

For pedagogical practice, students were asked to compose a lesson outline (from the recommended list) using the linguodidactic ideas of V. Sukhomlinsky and test it in junior classes.

After the planned experimental work, a final section was conducted to test students' awareness of V. Sukhomlynsky's linguistic and didactic heritage and their ability to implement progressive ideas of the outstanding teacher in the process of teaching junior school students, and thus - to determine the effectiveness of the proposed experimental methodology.

To determine the levels of students' awareness with linguodidactic heritage the cognitive-reproductive criterion of diagnosis with indicators has been chosen:

- competency in V. Sukhomlynsky's pedagogical activity directions;

- competency in V. Sukhomlynsky's views on the formation of the junior schoolchild language personality;
- ability to use V. Sukhomlynsky's linguodidactic ideas in pedagogical practice.

The proposed experimental method based on the results of the ascertaining d final tests has proved its effectiveness in training future primary school teachers to use V. Sukhomlynsky's linguodidactic heritage in pedagogical practice.