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## **PROPP'S CARDS IN ANALYSIS OF TEXT IN THE PRIMARY SCHOOL**

According to the conception of NUS (New Ukrainian School), each of the main competencies contains crosscutting skills that need to be developed throughout the whole life. The ability to read and understand what was read, to express impressions of what is read, to think critically plays an important role. The most important is not reading just for reading without understanding, but thoughtful reading, reading with understanding what is read with expression own opinion [2]. Such reading is possible if teacher suggests different interesting, original and unexpected forms and methods of working with text. Propp's cards is one of them.

Propp's cards belong to metaphorical associative images, a set of images the size of poker cards or postcards, schematically depicting people, their interactions, certain situations, the environment and so on. This is an interesting game without losers; everyone can be a winner in his own way. Metaphorical associative cards help to make contact between teacher and pupil, to make a model of reality in a game, create an atmosphere of safety and trust, to reduce internal tension, to show a picture of human-world relations, to model different time and space processes [1; 3; 4]. The aim of using Propp's cards is that the child acts not just as a passive observer or listener, but is an energy center of creative activity, creator of original literary text or interpreter of existing one. Propp's cards is really effective method of developing students' speech competence, logical thinking and memory.

V. Propp in his work 'The Morphology of a Fairy Tale', studying folk fairy tales, made the conclusion that such tales have similar features in structure. The functions of the protagonists are the stable elements there. The number of actors and their functions is limited in the fairy tales. The heroes are: the main hero, villain (fights against the hero), sender (character who sends the hero on a journey), helper (helps the hero on the journey), princess (award) and her father (the hero's journey ends with a reward or marriage), giver (the one who gives the hero something magical that helps to him on the journey), pseudo-hero (makes everyone to believe that he is a real hero) [6].

Propp's cards are 28 story cards with a schematic representation of the content of a certain function of the hero [5].

Despite the schematic nature, thanks to the universal symbols, their meaning is clear to younger pupils, so they can safely work with them under the guidance of a teacher. There are functions of the characters on the card (one card – one function): the ban, victory, returning home, and so on. These functions are generalized actions, concepts that allow children to abstract from a specific act, character or situation. These cards can be used as a constructor of a fairy tale, both read by teacher and children and created by them.

Examine how to use Propp's cards is a fairy tale by Zirka Mezantyuk 'The Poridge'. The plot of this tale reminds a folk tale - the confrontation of good and evil, wisdom and stupidity, Ivas struggles with the dragon, the presence of gold for which you can sell your soul. Teacher and pupils can find a parallel with folk tales, to discuss common and different features. To work with this fairy tale we can use about ten cards, pupils may to explain and describe each selected card, change cards' places and see what happens to the characters and events.

Propp's cards help to memorize the sequence of events in the text, to distinguish the main and secondary in the tale, to mark the characters, to create a scheme of the tale, to express pupil's own thoughts about literary text.

Propp's cards is an effective tool for the work with a fairy tale during lessons of literary reading. They help to the attentive reading of the text, give the ability to structure the reading tale, to highlight the plot-compositional units and characters. With their help, the content of the read, its understanding, ability to visualize the art text are realized. At the first stage of our work, it is necessary to acquaint pupils with the meaning of the cards. They can use a ready-made model of a fairy tale or place the cards on their own, following the plot of the fairy tale. We advise not to use all 28 cards, as this will complicate their work and will take a long time. The other type of the work is to replace cards in incorrect order or take some cards away and children has to save the tale. We also can to take away the card of one of the characters and ask to think about how the fairy tale will change, whether it will be an ended tale. Thus, pupils will get an initial idea of the structure of the tale and the working of its individual elements.

We suggested just one of the options for working with Propp cards on the example of literary tales. They give a general imagine of the perception of the reading text, reveal gaps in the understanding of the text or inattentive reading. They also help to form reading and communicative competence, to develop critical thinking. Obviously, Propp's cards can be useful during other lessons in primary school, they can be used as a basis for board games, as a constructor of life situations, etc.

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