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IMPROVING THE TECHNOLOGIES OF LITERARY ANALYSIS AND CREATIVE INTERPRETATION IN THE STUDY OF POETIC TEXTS

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Abstract This article discusses the issues of improving the technologies of literary analysis and creative interpretation in the study of poetic texts. The interrelationship between expressive reading, literary analysis and creative interpretation is substantiated, and the didactic potential of the "Intonation Map" and "From Line to Meaning" methods is revealed. In addition, the study presents methodological approaches to developing students' artistic and aesthetic thinking, speech activity and creative thinking in the process of working with poetic texts.

Keywords: poetic text, literary analysis, creative interpretation, expressive reading, Intonation Map, From Line to Meaning, methodological technologies.

Introduction Developing students' aesthetic and artistic thinking, as well as fostering their ability to deeply comprehend poetic texts, is regarded as one of the key pedagogical tasks of the education system. In this process, expressive reading, literary analysis, and creative interpretation technologies play a significant role in revealing the content and artistic essence of poetic texts while enhancing students' speech activity and creative thinking skills. In this regard, improving the methodological approaches used in teaching poetic texts and identifying their didactic potential are considered among the most pressing issues in contemporary pedagogy.

Literature review and methods The use of expressive reading, literary analysis, and creative interpretation technologies in teaching poetic texts has become an important subject of research in pedagogy and the methodology of literature education. An analysis of the relevant literature indicates that expressive reading and literary analysis play a crucial role in developing students' aesthetic and artistic thinking, enhancing their speech activity, and fostering creative thinking skills during the study of poetic texts. Furthermore, the application of innovative methods aimed at improving students' comprehension and interpretation of poetic texts contributes significantly to increasing the effectiveness of the educational process.

The study employed methods such as the analysis of pedagogical and methodological literature, comparative analysis, synthesis, and systematization. In addition, the didactic potential of the instructional methods *"Intonation Map"* and *"From Verse to Meaning"*, which are used in teaching poetic texts, was examined. Their effectiveness in developing students' literary perception, speech activity, and creative interpretation skills was scientifically substantiated.

Discussion and results The findings of the study revealed a close interrelationship between expressive reading, literary analysis, and creative interpretation technologies in teaching poetic texts. It was found that expressive reading fosters students' emotional engagement with poetic texts, while literary analysis facilitates their understanding of the content and the system of artistic images. Creative interpretation, in turn, enables students to express their personal attitudes and demonstrate their creative thinking. The systematic integration of these technologies contributes to the effective realization of the artistic, aesthetic, and educational potential of poetic texts.

The study also examined the didactic potential of the proposed instructional methods, namely *"Intonation Map"* and *"From Verse to Meaning."* The analysis showed that the *"Intonation Map"* method effectively develops students' expressive reading skills, improves their ability to perceive the emotional tone and mood of a poem accurately, and enhances their oral communication skills. Meanwhile, the *"From Verse to Meaning"* method was found to be effective in guiding students through a step-by-step analysis of poetic texts, identifying key words, interpreting artistic images and symbols, and understanding the overall meaning and central idea of the poem.

Furthermore, the study demonstrated that enriching post-reading textbook activities with reflective and creative tasks positively influences the development of students' aesthetic and artistic thinking, speech activity, and creative thinking skills. The findings indicate that improving literary analysis and creative interpretation technologies in the teaching of poetic texts contributes significantly to enhancing the overall effectiveness of the educational process.

Conclusion The findings of the study demonstrate that the integrated application of expressive reading, literary analysis, and creative interpretation technologies significantly enhances the effectiveness of teaching poetic texts. These technologies facilitate students' deeper comprehension of poetic texts while promoting the development of their aesthetic and artistic thinking, speech activity, and creative thinking skills.

The analysis further revealed that the instructional methods *"Intonation Map"* and *"From Verse to Meaning"* serve as effective methodological tools for the step-by-step study of poetic texts, the interpretation of artistic images and symbols, and the development of students' personal responses to literary works. Moreover, enriching textbook activities with reflective and creative tasks expands the educational and developmental potential of poetic texts and contributes to more meaningful learning experiences.

In conclusion, improving literary analysis and creative interpretation technologies in the teaching of poetic texts represents an important pedagogical factor in fostering students' literary perception, aesthetic appreciation, and creative engagement.

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