

ments and they appreciate creativity and originality of behavior. They give isolated people an opportunity to make contact and cooperate. They help timid people emerge from the shade and undertake creative activity.

- 4) It should be kept in mind that, first and foremost, classes carried out using the intersemiotic strategy are a game for children. A game which helps children to succeed. A game that develops imagination and creative activity. Intersemiotic play with an activity at the elementary education level has an exceptional dimension. It is closely connected with pedagogical influence; it is supposed to be an expressive activity. All the elements of education work here as a context for this game and trust in one's own intuition is treated as openness to the subconscious, which is said to be the characteristics of truly creative individuals. (Cropley, 2000, pp. 72–80).

The obtained research results confirm the hypothesis which assumes that **intersemiotic interpretation of text has a significant influence on motional behavior of the 7-year-old child**. Stimulation of imagination and activity, development of sensitivity to movement and music, exploration of joy of creation are only some of the benefits of classes conducted by means of the intersemiotic strategy.

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