



Organization and methodology of work with a literary work in a practical course of language disciplines

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Abstract

The article is devoted to one of the effective methods of language learning – working with a work of art. When teaching foreign languages, fiction has always occupied a special place. Russian teaching methodology recognizes the need for the use of fiction in teaching Russian as a foreign language of all forms and profiles of learning. It is known that the main unit of the formation of the professional competence of the future philologist is the text, which is the basis for the formation of skills and abilities of reading, writing, speaking and listening.

Keywords: *text, fiction, teaching methods, speech, post-text work, work, text analysis.*

Introduction

At the present stage, language learning is developing as a social order of society, because it is interested in the formation of a young generation that is fluent not only in their native language, but also in other languages. The fundamental requirement of society is the formation of a person who would be able to creatively solve scientific, industrial, social tasks independently, think critically, develop and defend his point of view, his beliefs, systematically and continuously replenish and update his knowledge through self-education, improve skills, creatively apply them

in reality. One of the effective methods of work in teaching Russian to students of foreign language groups is working on a literary text, which is a means of involving students in independent cognitive activity.

Working with text in a Russian language class not only develops speech, but also forms the communicative and professional competence of students. The main unit of the formation of the professional competence of the future philologist is the text, which is the basis for the formation of skills and abilities of reading, writing, speaking and listening. It is known that work with texts is carried out throughout the process of linguistic education at the university.

The text is the basic unit of teaching professional communication and is aimed at the formation of genre-stylistic professional skills of a philologist student in the educational environment of the university and is the most important factor in improving professional communicative and speech culture [3]. The text is the basis and criterion for the formation of the student's communicative, speech and language competencies. At the same time, it should be emphasized that a coherent text, integral in semantic and stylistic terms, is as difficult material as it is necessary due to its generalizing nature in relation to the units of the language at all its levels (phonetic, lexical, grammatical).

Future philologists are given a description of the text as a unit of teaching the language and culture of professional speech communication. The text is considered as a special integrative unit capable of combining the processes of familiarization with a foreign language and foreign language culture into a single effective communicative system. The text becomes a minimal structural and functional unit of the language being studied, preserving its basic properties, displacing the sentence from the place of the leading unit of learning.

Literature review

Fiction has always occupied a special place in the teaching of foreign languages. Russian teaching methodology recognizes the need for the use

of fiction in teaching Russian as a foreign language of all forms and profiles of learning.

Russian literature's position in teaching Russian as a foreign language has been strengthened by the rapid development of the theory and practice of linguistic and cultural studies [4]. By the mid-80s of the last century, when the interest of methodologists in the use of literary works in the language learning process was renewed in different countries, the methodology of teaching Russian as a foreign language came with well-known achievements.

The possibilities of realizing the communicative, educational and educational potential of literary works are investigated by methodologists in relation to academic work with literary texts in the process of language teaching. The research is conducted in three directions: teaching to read a literary text [11], linguistic and cultural interpretation of a literary text [4], linguistic and cultural analysis of a literary text [7]. The more insistently the need to turn to fiction in language teaching is asserted, the more actively specific types of educational work with a literary text are developed, the more acute the question of the readiness of practical teachers for this work becomes, the more clearly the task of forming such readiness among philology students as future teachers of the Russian language is realized.

The goals of working with a literary text when teaching Russian to philology students can be presented through the desired skills. If a skill is a set of knowledge and skills that provides the ability to perform a certain activity, then two groups of skills will be desirable for philologists. The first group will include philological skills that are really relevant for them as students: to read, understand, comprehend, analyze, interpret, evaluate a literary text. The second group will include pedagogical skills that are potentially relevant to them as future teachers:

a) select a literary text in accordance with the general and particular goals of language teaching;

b) process the text in accordance with the level of general and language training of students;

c) present the text according to the optimal variant in accordance with the level of general and speech training of students;

d) to activate the perception and understanding of the text by students with the help of special techniques before text and post-text work;

e) monitor and correct students' understanding of the text using a system of special tasks.

Philological skills that implement the scientific and cognitive abilities of students will be at the heart of pedagogical skills, but they will not exhaust them. The professional activity of a future teacher will require his didactic abilities, his perceptual and organizational abilities. But expressive abilities, especially those related to speech, will play an important role in working on a literary text in any audience [5].

The role of the practical course of the Russian language in the formation of the scientific and cognitive abilities of a philologist student in connection with reading and analyzing a literary text has been studied quite fully [6; 9]. The influence of the course on the development of the expressive abilities of the future teacher has been poorly studied. Meanwhile, the effectiveness of any educational work depends on the availability and level of development of these abilities, and work with a literary text especially. At the speech level, the expressive abilities of the teacher will manifest themselves most clearly and vividly in his skills: a) emotionally and expressively tell about the text and its author; b) correctly and expressively read the text aloud; c) actively listen to the student's reading of the text or his oral statements about the text; d) write a brief review of the student's essay about the literary text.

The main part. Research Methodology

Several conclusions follow from the recognition of the importance of these skills. Firstly, working with a literary text in a practical Russian language course

for philology students should involve not only providing a deep understanding of the text, but also forming an emotional attitude towards the text and its author, since this is one of the conditions for generating emotionally colored speech. Secondly, such work should involve educational speech actions not only with the artistic text itself, but also with some texts about it. Thirdly, the use of a literary text in the course of speech practice should serve as an interconnected teaching of different types of speech activity based on the material of both this text itself and a number of texts about it.

These conclusions can help in determining the goals and content of working with a literary text in a practical course of the Russian language. It is known that at different stages of training, with different purposes of referring to the type of educational texts under discussion, the degree and nature of taking into account the above conditions will be different. In each case, it will depend on the programs and the level of general, language and speech training of the student. It is only important to keep in mind that the expressive speech abilities of the future teacher should be consistently formed, developed, improved from stage to stage. Proceeding from the fact that the means of making expressive monologue speech are specially trained by the student, we will limit ourselves to the study of the genres of those texts in which the monologue and expressive speech of the teacher should realize itself in connection with the work on the artistic text.

Returning to the conclusions formulated above and fully realizing the importance of each of them, it is impossible not to recognize the paramount conclusion about the need to ensure both a deep understanding of the text and an emotional attitude towards it on the part of students. Achieving this goal requires solving a number of issues. What is the meaning of a literary text (intentional, potential, significative) that a student should initially focus on already during the initial reading? It seems that with a communicative approach to language teaching, students of philology should be guided to comprehend the intentional, author's meaning of the work. After all, the author subjectively counts on understanding his

meaning as a "sender of information". The proof of this is the author's prefaces and afterwords to the works. An example of the first is Lermontov's introduction to *The Hero of Our Time*, an example of the second is the afterwords that have already appeared separately from the works – the articles by I.S. Turgenev "About Fathers and Children" and L.N. Tolstoy "A few words about the book "War and Peace".

It is also important for a student of philology that it is the author's meaning and its modifications that are interesting from the point of view of literary history. Finally, when clarifying the author's meaning, both the text and the non-textual sphere have the greatest number of supports for understanding the constraints for interpretation.

However, ensuring the understanding of the text when teaching philologists must necessarily be accompanied by the formation of an emotional attitude to the text. Meanwhile, it is known that even when reading in the native language, the understanding of what is being read is in some contradiction with the feeling of what is being read.

If we conditionally imagine the process of understanding a literary text as a movement from reading to "reading" it [9], then such explanations that ensure the understanding of the text by foreign students are developed in the methodology applied to the stage of reading, i.e. analysis and interpretation of the text. And the emotional attitude to the text is formed already at the stage of its primary reading [8]. At the same time, not only aesthetic feelings are obviously involved in the process of emotional perception, but also practical (for example, a feeling of boredom or interest), intellectual (curiosity, surprise), ethical (compassion or antipathy). A special role in the process of primary perception of a foreign cultural text should be played by the national feelings of the student.

Probably, the more adequate the student's emotional reactions are during the initial reading, the shorter and easier his path to understanding the author's meaning of the text can be..

Obviously, providing appropriate emotional reactions should be part of the tasks of the pre-text work. This significantly increases the importance and volume of pre-text tasks in the methodological apparatus of a literary text and forces us to pay special attention to such work.

It is known that any literary text, whether it is a finished work or an excerpt from it, embodies two types of social and communicative situations: the situation of text creation and the situation created (recreated) in the text [8]. Within the practical course of the Russian language, attention is traditionally focused on the situation created in the text. Understanding it involves taking into account many factors. Among the decisive ones is the idea of a certain object of reality before getting acquainted with its reflection in a work of art. Such representations can be formed with the help of a system of comments developed in linguistics.

If we keep in mind the need for a student's speech actions with texts about a literary text, then it is advisable to present pre-text comments of any type (country studies, linguistics, literary studies) in the form of coherent texts. In this case, referring to the comments may involve not only reading to yourself, but also listening to the information and reproducing it orally.

Information about the situation of text creation is traditionally taken out of the framework of the practical course of the Russian language into the sphere of literary analysis proper [7]. However, based on the needs of the communicative orientation of language teaching, it is advisable to include information about the situation of text creation in the area of pre-text work. This information can be presented in the form of different types of texts about the text. The first and most common type is the biography and creative path of the writer. Traditionally, they are presented in textbooks with short texts of a reference and encyclopedic nature, designed to read about themselves, in books for reading - detailed literary articles – introductions to all the works placed in the book, also designed to read about themselves.

Bearing in mind the need to develop the skills of expressive speaking about the text of a future teacher, it is worth resorting to journalistic texts about the biography and creative path of the author. A brilliant example of this kind is Konstantin Simonov's speech about Pushkin: "Pushkin was born in the year when the Russian troops led by Suvorov ... for the first time and victoriously met with the troops of Napoleon..."

Pushkin published his first poem in the year when Russian troops, after the fire of Moscow, after the expulsion of Napoleon's troops from Russia, victoriously entered Paris...

He is 26 years old when the December uprising breaks out on Senate Square" [A.S. Pushkin in Russian Criticism, 1960].

Even if this type of text is subject to adaptation, its lexical basis, its syntactic structure and composition can serve as a support for the student's expressive monological utterance about the writer.

Another source of texts about the text can be the diary entries of the author himself or the memories of his contemporaries about the history of the ideological and artistic conception of the work. Such a text about the text can provide the student with knowledge about the author's target setting, which significantly facilitates the understanding of what is being read.

With a high level of general and linguistic development of students, another type of information may be of particular value for understanding and emotional perception of the work: the text is a characteristic of the author's ethical views at some period of his life and work.

Like the previous one, this type of text about the text also aims the reader to search for the author's meaning of the work of art.

Characterizing the author's ideological and artistic intention from different sides and with varying degrees of explicitness, such texts about the text can stimulate the interest of a philologist student in linguistic and non-linguistic means of design of the author's idea. The very process of recognizing the means can

positively influence the intellectual feelings of the student during the initial reading.

An important role in the emotional reaction to a literary text can also be played by the student's national feelings, the peculiarities of his national psychology as a whole. Taking into account this factor is especially necessary in situations when the system of values and assessments presented in a literary text diverges from the system adopted in the student's native culture. In this case, in addition to the above emphasis on the value aspect of the depicted facts, phenomena, situations, we can offer another type of text about the text. These are statements by outstanding representatives of the student's native culture and literature about the literary text being studied or its author.

A universal means of forming an emotional attitude to the text being studied can be reading the text aloud by the teacher. In addition, the ability to perceive a literary text by ear, as already mentioned, will be needed by a philologist student as a future teacher.

Note that in the process after textual and, moreover, post-analytical work, it is important not to lose sight of the reading of the text aloud by the student. This type of reading at all stages of learning can serve as an effective means of controlling the understanding of both the logical (initial stage) and emotional (advanced stage) plan of the text.

In order to control the understanding of the meaning of what has been read and the attitude towards it, you can also resort to another type of text about the text at the final stage of the work. This can be a so-called text-interpretation – an excerpt from a textbook on literature, a critical article or a monograph in connection with the work being studied and its author.

The method of control can be the finding in the artistic text of the provisions (facts, situations, artistic details, verbal images), confirming or refuting the proposed interpretation..

But if we proceed from the fact that "a critical article teaches not only to read, but also to write about what has been read" [10], then the text-interpretation can be used to develop the writing skills of a philologist student. As practice shows, this is an urgent task of professional training of philology students. In connection with the type of texts about the text under discussion, the development of writing skills can serve, for example, the compilation of a quotation plan for the text, a written presentation using terminological words and phrases characteristic of this form of scientific speech and presented in this text. Such work can be a preparation for a student's own essay about the literary text itself.

At the final stage of training, when the student has already formed the skills of evaluating critical judgments about a work of art, such an interpretation text can itself serve as an object of oral or written evaluation. The teacher will also need the ability to correctly formulate and form his own value judgment about the text: he will have to evaluate the oral or written answers of his students.

Analysis and results

Of course, this does not mean that all the listed types of texts about the text and all the named methods of working with them should be used when using each and any literary text in a practical course of the Russian language for philology students. The scope and nature of the proposed types of work will in each case depend on the specific and particular goals of teaching the Russian language proper. The methodological apparatus of a literary text, the correlation of pre-text and post-text work will be determined by the type of work (classroom / extracurricular), the type of reading, as well as in which component of the educational complex (textbook, reading book, manual on linguistic analysis of a literary text) the text is presented. I would like to note that in the light of the above, a book for reading in the educational complex for philologists should be a manual for the development of speech in its various types and forms. After all, only by practicing in the perception and generation of professional genres of oral and

written speech about a literary text, a future teacher will be able to develop the skills of free, including expressive, speech necessary to work with a literary text in any audience.

The described techniques, combined with other forms of pre-text and post-text work, can help in solving the following tasks: a) to activate both understanding and emotional perception of the studied work or part of it as an influence of the spiritual history and culture of the native speaker of the studied language; b) to ensure that the interdisciplinary connections of the practical course of the Russian language with the courses of literary history are taken into account, in which it is possible to talk about working with a literary work, and not just with a literary text; c) to provide interrelated training for different types of speech activity on informative, professionally valuable material.

In its practical implementation, such an integrated approach to the educational material implements the general educational and educational goals of teaching, meets the basic principle of Russian pedagogy – the comprehensive development of the student's personality in the learning process.

The advantage of the proposed approach is also seen in the fact that it is in line with the search for a modern methodology of science, which requires a conscious approach to the fragmentation of knowledge by branches, aspects, levels, specializations, methodologically correctly study the connections and interactions of phenomena, well-developed procedures for the synthesis of multi-order and multi-aspect knowledge.

These requirements include promising research directions in the field of teaching methods of Russian as a foreign language of interest to us.

Conclusion/Recommendations

The relationship of teaching the Russian language on the basis of a literary work, which is the main source of diverse linguistic and aesthetic information, is traditional and natural. Russian writing helps to develop sensitivity to the Russian

language, contributes to the development of Russian speech, as well as aesthetic comprehension. Russian is one of the goals of teaching foreign-speaking students: to teach them to perceive texts and generate their own statements in Russian. Thus, students manifest communicative competencies in the formation of the ability to understand and generate integral speech works, and after all, human culture also depends on the ability to understand fiction and communicate in a given language.

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