

Modern Method of Teaching the Russian Language by Text Characteristics

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ABSTRACT: This article describes an innovative method of text characterization, allowing to teach understanding, interpretation and evaluation of the text. It is proved that teaching the text characterization allows to achieve (while teaching the Russian language) a complex of subject, met subject and personal results, also contributes to effective learning some strategies of semantic reading and develops pupil's world-view and discovers their personality.

KEYWORD: text characterization, text analysis, technique of Russian language teaching, understanding, interpretation and estimation of the text, reaching the subject, met subject and personal training results.

Text analysis is one of the leading teaching methods and the main method of working with text in knowledge-centric educational paradigm. It allows you to thoroughly examine the text as "prepared" linguistic phenomenon. It allows you to thoroughly examine the text as "prepared" linguistic phenomenon. Analyzing the text in Russian lessons language, most often focus on the linguistic side phenomena, without taking into account the living, social nature of language, which must also be taken into account when oriented learning.

N. M. Shansky, for example, in the system philological analysis of the text takes into account this aspect and insists that that a work of art is "necessarily intended to evoke in a person necessary (each time specific) emotional state.

The production of literature by the composition of selected language units, their syntactically-compositional organization always causes the reader emotional-evaluative attitude to what is being narrated or what depicted in the text" [Shansky 2010: 63]. The scientist insists the need for an evaluative stage in working with the text: "Evaluative attitude the reader is the final stage in understanding the writer's intention. This process develops both as an understanding of the text, and as its emotional perception" [Shansky 2010: 75]. In educational documents focused on implementation standards of the second generation, the need to train students semantic reading, the strategies of which are the search for information and reading comprehension; transformation and interpretation of information; evaluation of information [Exemplary Program 2011: 34–35]. This complex strategies cannot be formed using only the analysis method text, since this method itself in its student interpretation (at the lessons Russian language) does not contribute to the complex formation of skills understanding, interpreting and evaluating the text.

In accordance with the functions of the text in modern educational process becomes in demand such a teaching method, which all less corresponds to analysis as such, as a type of mental operation. We need a way of learning that comprehensively forms various types of students' competence, develops a valuable view

of the text, influences on the worldview foundations of the individual. Need text activity evaluative, emotional, dynamic, allowing to teach students express their own attitude towards the author's statement. With our point of view, as such a type of educational text activity to be comprehended the characteristics of the text.

The concept of a characteristic as a whole is traditional for the technique of the Russian language: the characteristic was not separated from the analysis and was perceived as an element of analytic activity. So, A. V. Tekuchev gives definition of language analysis as a method through a characteristic: "Language analysis consists in highlighting the phenomena of language according to certain characteristics (grammatical forms, groups of words or orthograms) and in their characterization with a certain point of view (grammatical, stylistic)" [Tekuchev 1980: 73]. Naming the type of exercises for the analysis of the finished material, the authors manual "Methods of development of speech in the lessons of the Russian language" as his varieties are called "isolation (recognition) and characterization (analysis) of the necessary elements" [Methodology for the development of speech 1991: 17].

The terms "comparative" are used practically as synonyms. analysis" of texts [Methodology of speech development 1991: 212] and their "comparative characteristic" [Methodology of speech development 1991: 280], which indicates about the lack of differentiation between analysis (parsing) and characteristic. At the same time, there is a kind of description - characteristic of an object: "characteristic is a description of essential features, features..." [Odintsov 2004: 87]. T. A. Ladyzhenskaya pays attention teachers on the need to teach characterization as a specific type or variety of text already in the fifth class [Ladyzhenskaya 1990: 228].

The described trends are partially reflected in the USE materials. The authors examination materials, requiring graduates to formulate and comment on one of the problems posed by the author of the text, formulate the position of the author, write whether you agree or disagree with his point of view, explain why, argue your answer, relying on on knowledge, life or reading experience, essentially require them to create on the basis of the author's text your own evaluative, valuable a statement that characterizes their attitude to the text, that is, its characteristic. Unconsciousness of approaches to the characterization of the text as independent type of activity, the lack of a methodological system in learning to characterize the text also affects the construction of the rest parts of certification materials, which, in theory, should prepare creating your own student evaluation statement based on copyright text, but do not. In linguistic works, the characteristic qualifies as a special kind of such a functional-semantic type of speech as description, and is defined as "the type of speech used to represent qualities of a person or an object" [Trosheva 2003: 268]. Characterization of the text is an activity aimed at its holistic perception by identifying and describing its specific traits (analysis) and their synthesis. So, E. I. Passov, reflecting on the methodology methodology, notes: "A person mentally decomposes objects into components parts in order to first discover these parts themselves, to find out from what consists of a whole, and then consider it as consisting of these parts, already examined separately. Analysis and synthesis are in unity: in in every movement our thinking is as analytical as it is synthetically. Analysis involving the implementation of synthesis, its central core is the allocation of the essential" [Passov 2011: 126–127]. The scientist emphasizes: "To comprehend an object as a single whole cannot be limited to the study of only its constituent parts. AT the process of cognition, it is necessary to reveal objectively existing connections between them, consider them together, in unity. Implement this the second stage in the process of cognition is to move from the study of individual component parts of the object to the study of it as a single connected whole only possible if the method of analysis is complemented by another method — synthesis" [Passov 2011: 127–128]. When forming in linguistics and philology, the view of the text as an integral unit is the situation became decisive. It is no coincidence that L. V. Shcherba in his work "Experiments linguistic interpretation of poems" offers a methodology linguistic interpretation of poems, which implements an analytic-synthetic approach to a work

of art [Shcherba 1957:429]. L. A. Novikov notes that the predominance of the analytical aspect approach to working with text, on the one hand, allowed “detailed to consider and describe the various language levels”, on the other hand, created “a well-known premise to their (aspects of consideration - comment. ours -O. L.) isolation and even separation” [Novikov2007:6–7]. Scientist criticizes the established methodology of aspectual text analysis in connection with the fact that “the theory and practice of language teaching are inconceivable without synthetic consideration of elements of different levels of the text, without taking into account interactions of units of both the same and different levels of the language” [Novikov 2007: 6–7]. The linguist insists that when working with text, especially artistic, the focus should be “not private, but whole, in which all components of the text are semantically focused” [Novikov 2007: 7], in connection with which a “comprehensive accounting functioning and interaction, synthesis of various the nature of the components of the text, their semantically and aesthetically directed use” [Novikov 2007: 7]. Thus, text analysis gives an idea of its elements and parts. And the characteristic of the text is the very “judgment”, “opinion” about it “above” and “above” the coherence and semantics of its parts” [Kukharensko 1979: 67], which reflects view of it as a whole. The characteristic of the text allows students to form the most important skills: “the ability to know” and “the ability to express oneself” [Bakhtin 1974: 211]. The author's text and its characteristics in student performance become, as it were, replicas of the dialogue between the author and the reader. The need to give characterization of the text forms the active position of the reader, the response replica in the form of a characteristic contributes to a deeper understanding text, since “understanding matures only in response. Understanding and response dialectically merged and mutually condition each other, one without the other impossible” [Bakhtin 1975: 95]. According to M. M. Bakhtin, the answer, “as active beginning, creates the ground for understanding, active and interested preparation for him” [Bakhtin 1975: 95], therefore, the characteristic of the text creates an objective personal motivation for its understanding, “attaches the understood to its subject-expressive horizons” [Bakhtin 1975: 95], may reflect the position of the reader: reasoned objection or agreement with the author. text feature, as a reflection of the process of its active understanding, “attaches the understood new horizons of the understanding, establishes a number of complex relationships, consonances and disagreements with the understood, enriches it new moments” [Bakhtin 1975: 95].

In addition, the introduction of such a method of activity into the educational process, as a characteristic of the text, makes it possible to look at the language in development, allows you to make the process of studying school course of the Russian language, the construction of which to this day differs static. Thus, the characteristic of the text implies a value, evaluative and emotional view of him. relation to the text form and express only on a value basis and characterize the text is possible only by looking at it through a certain prism of the system values, views, worldviews that exist among of this subject. When creating a text characteristic, the student must, based on their own system of values, characterize it, express attitude towards it from two key positions: firstly, from the point of view of content (topic, problem, etc.); secondly, from the point of view of the author positions. We can say that the characteristic of the text allows you to form the student's value system based on those identified in the author's texts value aspects, and therefore contributes to its spiritual and moral education, performs an extremely important axiological, worldview function. Thus, the characteristic of the text is a teaching method, involving a comprehensive analysis of the text and the synthesis of during the analysis of information, knowledge, ideas and their assessment; dynamic and emotional. The use of the text characterization method allows, on the one hand, hand, to work with the meanings of the text, conditioned and objective semantics of the language units used, and extra linguistic factors, on the other hand, evaluate the text from a certain point view, thus forming a system of values of students. Learning to characterize texts contributes not only to the formation of knowledge, skills and abilities, but "works" to achieve the whole range of results indicated in modern educational documents: personal, meta-subject, subject. This method of educational textual activity contributes to the creation of a value attitude to the language, the formation and development of the spiritual and moral potential of students

on the basis of work with text. Creation of a methodological system for teaching schoolchildren characterization of the text has become an urgent need for modern methods of teaching the Russian language.

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