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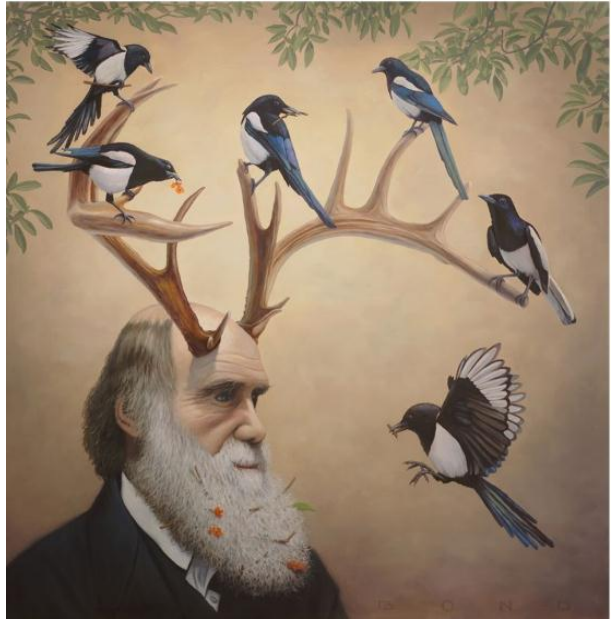
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Practical tasks of studying literature in a foreign language and communication skills

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Abstract

The article is devoted to the methodology of teaching literature in a non-native language from the standpoint of developing students' skills of social experience via comparative qualitative research methods. As a result, the method of studying literature in a non-native language causes different types of differentiation of tasks according to the degree of complexity for different groups of students. In conclusion, in the Kazakh school, the dominant role of speaking determines the role of the receptive mechanism, the important role of changing the speaker and listener, the wide involvement of audio recordings.

Keywords: American, School, Kazakh, Teaching, Literature.

Tareas prácticas de estudio de literatura en un idioma extranjero y habilidades de comunicación

Resumen

El artículo está dedicado a la metodología de enseñanza de literatura en un idioma no nativo desde el punto de vista del desarrollo de las habilidades de experiencia social de los estudiantes a través de métodos comparativos de investigación cualitativa. Como resultado, el

método de estudiar literatura en un idioma no nativo provoca diferentes tipos de diferenciación de tareas de acuerdo con el grado de complejidad para diferentes grupos de estudiantes. En conclusión, en la escuela kazaja, el papel dominante de hablar determina el papel del mecanismo receptivo, el papel importante de cambiar al hablante y al oyente, la amplia participación de las grabaciones de audio.

Palabras clave: estadounidense, escolar, kazajo, enseñanza, literatura.

1. INTRODUCTION

The study of literature in the second language is aimed not only at understanding the analysis and interpretation of works of art, but also at practical tasks, including the acquisition of communication skills, the use of knowledge and skills in social reality. The Expression oral language teaching method as an instrument to enhance education quality in teaching foreign languages is studied by scientists. In their opinion, the development of speaking, which forms part of communicative competence, is achieved most effectively by using methods of intellectual and practical activity. The impact of the speakers' native language on the range of the idioms used in oral discourse has great importance in the discussed topic in the article. Summarizing the experience of innovations in non-native language education contains an article by scientists on tools to improve the quality of teaching foreign languages (FAZLYEVA, SHEININA, & DEPUTATOVA, 2016).

The synthesis of reading and speaking receives a methodological basis in terms of the effectiveness of drama methods in the development of communication skills. The combination of computer lingua-

didactics and teaching methods is productive for the development of this article. The author designates the project method as being subdivided into the following categories: the maxi-project, the mini-project, the web quest, the presentation, the video shooting. The author states that this language study approach enables the transformation of foreign language lessons into the research club-house, where challenging and practically significant lingua-cultural problems are being solved. The project method foundation consists of study activation techniques. The project involves five P s: - problems, planning, information search, product, presentation (GURYANOV, ZAMALETDINOV, YARMAKEEV, GAFIYATOVA & KOROVINA, 2017; ALACA, 2018).

The relevance of the article is stipulated by the comparison of American and Kazakh schools with non-Russian language of study in the field of literature in a non-native language, namely – Russian literature on the example of didactic prose by Leo Tolstoy, his parable How much land does a man need. Methods of teaching literature in a non-native language are considered in the aspect of social experience of students in order to acquire skills of social experience. The purpose of the article is to compare American and Kazakh schools in the field of effective communication, from the standpoint of social skills – the acquisition of communication skills through a system of communicative exercises. The subject of consideration – types of speech activity, motivation of students to study literature in a non-native language, learning the techniques of argumentation, critical thinking, ways to include empathy, receptive and productive activity in the classroom

(reflection) in terms of the impact on active learning (KANASHIRO, RIBEIRO, SILVA, MEIRELLES & TERCEIRO, 2018; MOHAMMADI, AFZALPOUR & IVARY, 2018).

2. METHODS

The study of the short story *How much land does a man need* is preceded by a question: *How important is wealth?* And understanding the key idea of the story is achieved by conversation. Warning as a strategy of semantic reading explains the reason for the selection of the text for study, its authenticity. Activation of students is achieved by the authors using the task *Discuss*. One of the methods actively used by the authors is the formation of rhetorical skills based on the personal social experience of students. For instance, in the textbook *World literature for 11-12 classes* study the story *How much land does a man need*. The first task *Connect to Your Life* removes the conditional boundaries and makes someone else's own: *if only I had*. The authors use another way to help students connect with life (*Connect to Your Life*). It is implemented within the framework of strategy *Extend Interpretations* (GABITOVA, SHAYAKHMETOVA & BEISEMBAYEVA, 2018).

Another type of activation of students – the task in the study of the short story *The two brothers*: Reread the boxed text. The setting—the forest, the river, the bears, and the mountain—all represent a danger to the elder brother. What does his reaction to the setting's chal-

lenges tell you about him? In addition to understanding the text, interpretation and analysis as levels of reader literacy, prepare for the most difficult type of speech activity – writing. Understanding, analysis and interpretation, accompanied by discourse argumentation techniques, presuppose the definition in the process of reading the literary techniques by which the authors form the idea of the work. For example, in the study of the story *How much land does a man need* as a cognitive scaffolding table is proposed.

Table 1. A cognitive scaffolding

In the short story	In the Bible Excerpt
plot and foreshadowing	direct statements
character traits and motivation	figurative language
Irony	word choice and tone

In modern didactics, the role of cognitive scaffolding is important for enhancing learning. So, writing for Assessment suggests a cognitive scaffolding. Generally speaking, it refers to various kinds of support learners receive from the teachers, peers, materials, and the learning context to acquire and expand their knowledge and abilities. So, as cognitive scaffolding is offered to read the prompt. Metacognitive scaffolding determines the content of recommendations for essay writing. It is supported by strategies in action. It is interesting how the authors differentiate the activities of students and direct them to progression. The recommendation plan your writing teaches the operations and procedures of thinking, working with the table points of

comparison, which sheds light on the proposed in the tutorial plan essay (ANTONOVA, VASSILIEVA & KONONENKO, 2016).

The connection reading with writing is through Reading strategy: it is important to set a purpose for reading. That is how the term universal theme is achieved. Differentiation of student activity is supported by the task draft your response. Methods of comparing the passage from the New Testament and Tolstoy's story are divided into a number of operations that determine the content of each part of the essay: introduction, body, conclusion. As a test of the correctness of judgments, understood in the rhetorical aspect as persuasiveness, the stage of Revision is proposed: "Be sure you have included details from both selections to support each key comparison. Also, check your use of transitional words and phrases to connect your ideas within and between paragraphs" (BIRJANDI & JAZEBI, 2014: 17).

Among the didactic techniques aimed at developing persuasiveness of arguments, types of dictionary work have particular importance, which are also cognitive scaffolding. Vocabulary in context, Vocabulary practice contribute to the ability to build communication, solve disputes, as well as identify communication errors and see the causes of these errors. It is necessary to pay attention to how the motivation for reading is caused by the heading Author online, wherein the biography and literary destiny of the writer the emphasis is made on the secret of his popularity and world recognition. Another interesting topic is the selection of Tolstoy's prose as an authentic text. Its heading is Tolstoy's New faith (KHUSAINOV, 1988).

3. RESULTS AND DISCUSSION

As in America, Kazakh school with non-Russian language of education actively used translation of the author's thoughts by retelling, while keeping the style of the writer. For example, the study of the story *How much land does a man need* is preceded by the removal of linguistic difficulties, i.e. this explanation of words difficult to understand related to the realities of the historical past and the life of the Russian people. This is historicism (*kupets*, *krest'yanskaya (zhizn')*, *barynya*), archaisms and abusive language (*dur'*), conversational (*tozho* instead of *tozhe*, *kaby* instead of *esli*), household vocabulary (*portki*, t.e. *bryuki*), ritual phrases and word-combinations, idioms, proverbs, dialect (*lutoshki*, *penushki*, *dernichki*, *lyuben'kaya*), idioms (*krasnyi petukh*, t.e. *pozhar*), etc. are part of the lexical-semantic groups, described by the related hierarchy better explained by equivalents in the own culture: a relative, an older and a younger sister, etc. (KHARISOV & KHARISOVA, 2014).

If during the dictionary work in the American school, the proposed list creates a context with the need to identify the semantic core and thus bring it closer to the idea of the studied work, then in the Kazakh school the dictionary work serves the tasks of understanding (the basis of semantic reading) and expanding the vocabulary, replenishment of active vocabulary. That is why in the American school, the way to interpretation is reduced, while in Kazakhstan it is still a strate-

gy for understanding the historical and cultural context of the theme of the story.

Family-related conflicts of older and younger sisters reflect the contradictions of the era of the formation of the institution of the family. As an example of the resolution of interpersonal conflicts, we can offer 5-7 keywords on the topic of the humiliation of the younger sister of the elder's life. And for the understanding of historical realities and the ability to reproduce the style of the author, it seems legitimate job in developing reading literacy: "Tell by your own words about the merchant life of the elder sister. Keep the style of her story" (CHAARAOU, 2017: 10).

The specificity of the dictionary work aimed at expanding the vocabulary is carried out by a number of strategies. Scientists who follow a student-centered approach to learning, note:

Both inductive or deductive approaches are needed based on the type of task and grammar rule(s). Creativity, variation, and suitability are key qualities of the activities that address the learner's needs and also reflect the awareness, artistic vision, and professionalism of the teacher who is able to provide appealing and motivating activities (KHOSHIMA, SAED & YAZDANI, 2015: 190).

In the context of teaching Russian literature as a foreign work with vocabulary and phraseology becomes interdisciplinary, requiring the translation of a wide range of background knowledge in an acces-

sible and interesting form for students. According to Skinner's theory, playing games can be presented as a kind of prize after learning which allows teachers to motivate learners to step forward.

In the national school of Kazakhstan, during the dictionary work, preference is given to such types of work: the formulation of a certain sentence in other words, the selection of synonyms, work with the meanings of words with the help of a dictionary, work with the methods of word formation to understand the semantics, explanation with the help of examples of the meanings of idioms, phraseological phrases, self-identification of signs of style. Attention to the search for information using electronic resources to compare the native culture and the studied contributes to the understanding of unity and national identity. For example, commenting on the cases of different laughs in the Russian language and native, students are imbued with an understanding of the sound symbolism of the native language, in Kazakh, for example, the relationship between the signifier and the signified gave rise to an abundance of ideophones with their sound semantics.

The method of studying literature in a non-native language causes different types of differentiation of tasks according to the degree of complexity for different groups of students. To achieve one goal, for example, synchronously proposes three tasks: 1) How do you understand the expression? 2) Give the version based on the context. 3) Remember the first appearance of the hero. The greatest difficulty among students of national schools in Kazakhstan against the background of the proximity of everyday Islam (at least) is the study of

biblical legends: images, symbols, vocabulary. Meanwhile, the interpretation of their meanings reveals the historical layer of the Russian language.

The understanding of the genre specificity of didactic prose is realized not only through the moral messages (edification) contained in it, but also by means of the methods of instruction transmission. For example, the task to convey the meaning of Proverbs phrases, give examples to each proverb. Another strategy, known more as the brainstorming involved in the formulation of arguments for and against (pro and contra). Brainstorming contributes to the mastery of discursive techniques and argument. The transition to productive activities defines as new approaches reflection, allowing students to formulate the moral of the story, and – respectively – to determine the genre characteristics of didactic prose.

4. SUMMARY

To sum it up, we will point out that comparison of teaching non-native literature in American and Kazakh schools with non-Russian language of instruction is based on the application of such experience in social life and the formation of motivation of students to study. The establishment of commonality and differences in the formation of effective communication skills allowed to understand the role of mental characteristics of students, the impact of national psychology of students in Kazakhstan on the cognitive and metacognitive scaffolding.

The use of the same types of speech activity – listening, speaking, reading, writing – showed the dominance of speaking in the school of Kazakhstan. In the development of social experience different contents of argumentation, different operations of critical thinking, different forms of inclusion of empathy, receptive and productive activity at a lesson are revealed.

5. CONCLUSIONS

The commonality of didactic approaches in the formation of communication skills in the American and Kazakh schools with non-Russian language is revealed in the following:

- Using the visual channel as a conscious perception and processing of information as an activating basis for writing an essay;
- Inclusion of empathy in the context of reasoning by modeling educational situations involving personal social experience;
- Attitude to the argument as a sign of rhetorical competence of the student;
- Connection of cognitive and metacognitive scaffolding with historical, cultural and social context of the studied literature.

Commonality can be traced and the mechanism of motivation to read. This is the content of the columns containing brief information about the writer as a system of entertaining facts that explain the recognition and reputation / fame / popularity in the world. The differences are due to the predominant passive type of perception of information in the Kazakh national school due to the formation of a number of centuries of etiological attitudes to the role of the listener. Hence the main differences in didactic approaches:

- Accentuation of problematic issues that require a detailed answer in order to enhance speaking in the Kazakh school;
- Orientation in the argument on the mental characteristics of students, the basic values of the ethnic group;
- Priority design of brainstorming in the pro and contra systems, protection of opinions and correction of the opponent's worldview in the process of argumentation.

The main difference lies in the strategy of dictionary work. In the American school, it involves the ability to build communication, prevent / resolve disputes, identify communication errors and see the causes of these errors, while in schools of Kazakhstan in teaching a second language is a priority to expand the vocabulary.

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