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DEVELOPMENT OF LITERARY COMPETENCES OF STUDENTS IN THE COURSE OF THE ANALYSIS OF WORKS OF IVAN SHEHEGOLIKHIN

The article presents the results of research on the development of students' literary competence in the process of analyzing the prose of I.P. Shchegolikhin. The formation of a system of professional and pedagogical, in other words, educational competencies for students of Philology, future teachers of Russian language and literature, will allow them to become qualified specialists. Model of analysis of prose poetics by I.P. Shchegolikhina should include two stages: 1) formation of students' ideas about such components of the poetics of literary and artistic prose as the method, genre and style of the work, as well as initial ideas about the work of I.P. Shchegolikhin; 2) teaching students the ability to apply knowledge about the creative method, poetics, genre and style in the course of analyzing the epic literary works of I.P. Shchegolikhin. At the prose classes And. Shchegolikhin should consistently form and develop students' respective theoretical, historical and literary ideas and analytical competencies. The author of this article asserts that the system of analysis of prose poetics by I.P. Shchegolikhin, based on a dialogical approach to teaching fiction, contributes to the successful development of students' analytical competencies. The article reveals the method of teaching the works of I.P. Shchegolikhin, shows the practice of using heuristic conversation. In the process of interactive and heuristic study of fiction, I.P. Shchegolikhin successfully develops and improves the literary competence of students.

Key words: literary competences, dialogical training, heuristic training, interactive occupation, I. Shchegolikhin.

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Иван Щеголихин шығармаларын талдау кезінде студенттердің әдебиеттанушылық компетенцияларын дамыту

Бұл мақалада Иван Павлович Щеголихин прозасын талдау барысындағы студенттердің әдеби құзыреттіліктерін дамыту жұмыстары сипатталған. Студент-филологтар, болашақ орыс тілі мен әдебиеті мұғалімдері арасында кәсіби-педагогикалық, басқаша айтқанда, білім беру құзыреттіліктерінің жүйесін қалыптастыру олардың білікті маман болуына мүмкіндік береді. Иван Павлович Щеголихиннің поэтикасын талдау моделі екі кезеңді қамтуы керек: 1) студенттердің көркем және көркем проза поэтикасының шығарма әдісі, жанры мен стилі сияқты композициялық ерекшеліктері туралы, сонымен қатар Иван Павлович Щеголихин шығармашылығы туралы алғашқы идеялары туралы түсініктерін қалыптастыру; 2) студенттерге шығармашылық әдіс, поэтика, жанр және стиль туралы білімдерін эпикалық әдеби шығармаларын талдау барысында қолдана білуге үйрету. И.П. Щеголихиннің прозасын зерттеуге арналған топтарда студенттер өздерінің сәйкес теориялық, тарихи және әдеби идеялары мен аналитикалық құзыреттіліктерін жүйелі түрде қалыптастырып, дамыту керек. Мақаланың авторлары И.П. Щеголихиннің көркем әдебиетті оқытудың диалогтік тәсіліне сүйене отырып, поэтиканы талдау жүйесі мен оқушылардың аналитикалық құзыреттіліктерін ойдағыдай дамытуға ықпал етеді. Мақалада И.П. Щеголихиннің шығармаларын оқыту әдістемесі ашылады, эвристикалық әңгіме қолдану практикасы көрсетілген. Көркем әдебиетті интерактивті және эвристикалық зерттеу барысында студенттердің әдеби құзыреттіліктерін дамытады және жетілдіреді.

Түйін сөздер: әдеби құзыреттілік, диалогтық оқыту, эвристикалық оқыту, интерактивті сабақ, И. Щеголихин.

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Развитие литературоведческих компетенций студентов в процессе анализа произведений Ивана Щеголихина

В статье представлены результаты исследования по развитию литературоведческих компетенций студентов в процессе анализа прозы И.П. Щеголихина. Формирование у студентов-филологов, будущих учителей русского языка и литературы, системы профессионально-педагогических, иными словами, образовательных компетенций позволит им стать квалифицированными специалистами. Модель анализа поэтики прозы И.П. Щеголихина должна включать два этапа: 1) формирование у студентов представлений о таких составных признаках поэтики литературно-художественной прозы, как метод, жанр и стиль произведения, а также исходных представлений о творчестве И. П. Щеголихина; 2) обучение студентов умению применять знания о творческом методе, поэтике, жанре и стиле в ходе анализа эпических литературных произведений И.П. Щеголихина. На занятиях по изучению прозы И. Щеголихина следует последовательно формировать и развивать у студентов их соответствующие теоретические, историко-литературные представления и аналитические компетенции. Автор данной статьи утверждает, что система анализа поэтики прозы И.П. Щеголихина, основанная на диалогическом подходе к преподаванию художественной литературы, способствует успешному развитию аналитических компетенций студентов. В статье раскрыта методика преподавания произведений И.П. Щеголихина, показана практика применения эвристической беседы. В процессе интерактивного и эвристического изучения художественной прозы И.П. Щеголихина успешно развиваются и усваиваются литературоведческие компетенции студентов.

Ключевые слова: литературоведческие компетенции, диалогическое обучение, эвристическое обучение, интерактивное занятие, И. Щеголихин.

Introduction

The development of professional competencies of future teachers is relevant for the methodology of teaching Russian literature in Kazakhstan at the University, as it is necessary to consistently and actively expand the Kazakh component in the system of literary education of students of Philology. The development of a system for analyzing the poetics of I.P. Shchegolikhin's prose in higher education is part of the problem of forming theoretical and literary concepts and designing algorithms of analysis. The solution of such problems is based on the works of classics and founders of the methodology of teaching Russian literature F.I. Buslaev, V.I. Vodovozov, V.V. Golubkov, M.A. Rybnikova, V.P. Ostrogorsky, V.Ya. Stoyunin, etc. It was these scientists and Methodists, prominent proponents of the philological approach to the analysis of literary works, who persistently demonstrated the need to study fiction taking into account the principles of science, to reveal the artistic specifics of literature in the process of its educational development, and to study the work in the unity of form and content. The purpose of the research

A dialogical approach to teaching fiction is of particular importance for the development of a system for analyzing the poetics of I. Shchegolikhin's prose. Indeed, this methodological approach to

teaching literature is very productive. The reader's dialogue with the text of a literary work, the teacher's dialogue with his students – these are the methodological and pedagogical foundations of the dialogical concept of teaching literature.

In modern pedagogy, a special place is occupied by the concept of competence formation in the learning process. Competencies are treated as a component of personality-oriented education paradigm. A.V. Khutorskoy insists that "competence-based approach involves not assimilation pupil separate from each other knowledge and skills, and mastery of the complex". A.V. Khutorskoy offers to make the distinction between "competence" and "competence". Competence is a requirement for a student's educational background. Competence is a student's possession of competence. Khutorskoi distinguishes competencies from educational competencies, "i.e., from those that model the student's activities for a full life in the future" (Hutorskoi, 2006: 85). "Educational competence is a requirement for educational training expressed by a set of interrelated semantic orientations, knowledge, skills, and experience of a student's activity in relation to a certain range of objects of real reality necessary for the implementation of personally and socially significant productive activities" (Hutorskoi, 2006: 93).

In the pedagogical literature, methods of structural and semantic analysis of the text are active-

ly used (Zhusanbaeva A., Algozhaeva A., 2017). At the same time, as our pedagogical experience shows, the successful formation of mental actions in the process of teaching literature is possible only if various heuristic techniques are used. In modern pedagogy, the authoritative theory of didactic heuristics was developed by V.A. Khutorskoy (Hutorskoi, 1998: 68-71). Didactic heuristics involves a constant search for new things. The scientist proposed the following block of key concepts of didactic heuristics: heuristic training, heuristic method, heuristic task, individual educational trajectory, heuristic situation, educational product, reflection, creative competence, portfolio.

The peculiarity of heuristic learning is that the student constructs knowledge in a certain area. The teacher invites the student to explore a real significant object (natural phenomenon, historical event, etc.). then the student, with the help of the teacher, compares the result of their research (construction) with known achievements and solutions in the chosen field. This kind of comparison leads to reflection of the student, he is free to rethink, complete his result. Thus, the student is included in educational, cultural, historical and scientific processes as their full participant.

Experiment

In the process of studying the prose of I.P. Shchegolikhin at the University, we will keep in mind the ideas of A.V. Khutorsky about competence and competence. The formation of a system of educational competencies for students of Philology, future teachers of Russian language and literature, will allow them to become competent specialists. Since a literature teacher must have the skills to work with a literary text, students should be taught to analyze all the main levels of the world of a literary work. In the classroom, students consistently form and develop relevant theoretical, historical and literary knowledge and analytical competencies. The basic competence of students-philologists of the future teachers of Russian language and literature proposed to be split into three levels.

Minimum level:

- knowledge of the biography and creative path of the writer;
- knowledge of the categories of poetics of fiction.

Intermediate level:

- ability to formulate the problems and idea of a literary work;
- ability to determine the creative method of the author of a literary work.

High level:

- ability to determine the genre nature of a literary work;
- ability to characterize the main artistic features (poetics) of works.

The model for analyzing the poetics of I.P. Shchegolikhin's prose should include two stages:

- 1) formation of students' ideas about such components of the poetics of literary and artistic prose as the method, genre and style of the work, as well as initial ideas about the work of I. P. Shchegolikhin;
- 2) teaching students the ability to apply knowledge about the creative method, poetics, genre and style in the course of analyzing the epic literary works of I. P. Shchegolikhin.

In the process of analyzing the prose of I.P. Shchegolikhin, one should keep in mind the didactic possibilities of methods of teaching literature. In our practical work, we relied on the classification of V.V. Kudryashev's methods (Kudryashev, 1985: 67). Recall that the classification is based on the type of cognitive activity of students. This fact makes this classification acceptable not only for school practice, but also for teaching Russian literature in higher education, where it is extremely important to develop students' analytical reading skills, successfully develop their skills in analyzing literary works, as well as heuristic abilities and independence in cognitive and scientific activities.

For the successful formation of analytical skills of students, it is necessary to determine the ways of analyzing the literary works of I. P. Shchegolikhin. Traditionally, methods of teaching literature distinguish three ways of analyzing a work of art: "following the author" (holistic), "by images" (similar way of analysis), and problem-thematic (Marancman, 1985: 96). We apply these ways of analysis in practice.

I.P. Shchegolikhin is the author of a number of novels and novellas. His work is characterized by genre, stylistic and thematic diversity. In the detective stories "Three in the car", "They won't be superfluous", "the Fifth corner", "Crazy week" with clearly expressed main features of this genre (rapid development of action, intensity of events, depth of emotions), the author does not develop any sharp plots, does not create large characters. Their stories are taken from everyday life.

I.P. Shchegolikhin's novel "Blizzard snows", dedicated to the heroic past of the virgin land, the complex fate of the virgin lands of the Kustanai region – the writer's homeland, is a multi-faceted work with a large number of actors, which allowed

the editor-in-chief of the magazine "October" F. Panferov to define its genre as a novel and publish it in the Moscow magazine "October" (1960, № 5, 6).

The novels "Old prose" (1963) and "Other dawns" (1970) are devoted to the fate of the creative intelligentsia of the second half of the twentieth century. In the center of the story of the novel "Old prose" – the tragic turns of the life of a young artist in the years of the cult of personality. The creative path of the writer – the main character of the novel "Other dawns" is not easy. Conflict, sometimes dramatic situations encourage him to rethink a lot in life and in his work.

We refer the action-Packed novels "Deficit" and "Officials" by I. Shchegolikhin to works that reflect "a radical change in the time coordinates of the literary image in the novel".

In the story "I want eternity", I.P. Shchegolikhin revealed the relevance of reading works of art and the significance of literature in the spiritual formation of a person's personality and character.

The philosophically rich, confessional and largely autobiographical prose of the Russian writer of Kazakhstan I.P. Shchegolikhin includes vivid events of the twentieth century (the conquest of virgin land, the construction of new cities in the Kazakh steppe) and modernity, the motives of the Motherland, large and small, reflections on the fate of the Fatherland, understanding the era in relation to the fate of an individual.

Thus, the teacher has a rich choice. They can choose to conduct classes on the work of I.P. Shchegolikhin any major work of the writer.

As part of the course "Introduction to literary studies", a practical lesson was held on the Topic "poetics of prose by I. Shchegolikhin" after students studied the theoretical concepts of "poetics", "style", "genre" and "creative method". Following the established method of analyzing an epic work, it is necessary to adhere to the following sequence of actions of the teacher and students: independent reading of the text of the work by students submitted for discussion; identification by the teacher of the level of students' perception of this literary work, an introductory fragment in a practical lesson, text analysis, the final part, summing up the work on the analysis of the poetics and problems of the text.

Since this practical lesson is conducted within the framework of the discipline "Introduction to literary studies", we should not forget about its conceptual basis – the theoretical basic apparatus, which will consist of the following concepts: epic, epic genres, novel, Novella, short story, poetics,

artistic originality, genre, style, intertextuality. Students should master this theoretical framework.

The purpose of the introductory stage of the practical lesson is to form students' initial ideas about the life and work of I.P. Shchegolikhin. We should not forget that at this stage it is necessary to introduce students to the concept of "Russian literature of Kazakhstan". This will allow us to include the work of I.P. Shchegolikhin in a broad historical and literary context. A message about the life and work of the writer is made at the lesson by a student prepared in advance. Report on the life and creative path of I.P. Shchegolikhin can be held with a multimedia presentation that reflects the most significant stages and facts of the writer's activity.

The next stage of the lesson is the identification by the teacher of students' perception of the read literary work of I.P. Shchegolikhin, which is submitted for discussion within the framework of the stated topic. To do this, the teacher asks the following questions: 1) name the main themes of the work being analyzed today. Why are they the main ones? 2) name the main Character of the analyzed work. Why is he the main character? 3) Formulate the idea of the work. Why is this the main idea in the work?

The teacher will notice that not all students will be able to answer these questions correctly. Therefore, it is logical to start the most important stage of work on the work of I. P. Shchegolikhin, namely, the analysis of the poetics of the literary text. Previously, the teacher formulates a didactic attitude. The teacher tells students that the further course of the lesson will go directly within the framework of the stated topic. Students should clearly know that the rest of the lesson will be devoted to the analysis of the poetics of the work chosen by the teacher I. Shchegolikhin.

The analysis of the work of I.P. Shchegolikhin can be preceded by a heuristic conversation, which comprehends the following theoretical concepts: epic, epic genres, novel, novel, short story, poetics, artistic originality, genre, style, intertextuality. The purpose of this conversation is to deepen the theoretical and literary ideas of students and to include the concepts listed above in the process of analyzing the poetics of the work of I.P. Shchegolikhin.

We offer an approximate content of this heuristic conversation: 1) What is an epic? What are its main generic features? 2) List the epic genres. What epic genre is based on the image of a large number of literary characters and what does this give the author? 3) What is the peculiarity of the genres of the story and the novel? 4) What is poetics? What does knowledge of poetics give to the reader of literary

works? 5) What is the artistic originality of literary works? 6) Why does the reader need to understand the artistic originality of a literary work? 7) What is a genre? 8) What is the style? 9) What is the relationship between the concepts of “genre and “style”? 10) Why is it necessary to note the genre and style properties of a work when reading it? 11) What is intertextuality? 12) What are its functions in the text of a literary work? 13) What is the creative method? 14) What creative method did I.P. Shchegolikhin when creating his literary works?

The analysis of the text of the work of I.P. Shchegolikhin, as our practical experience has shown, will be more meaningful and conceptual after such a preliminary heuristic conversation. The very direct analysis of the poetics of the work of I.P. Shchegolikhin should be carried out in the format of analysis of its artistic form (poetics) with access to the problems and idea of the text. Thus, in this case, an important methodological principle of analysis is observed – the analysis of the work in the unity of its artistic form (poetics) and content (themes, problems and ideas).

An approximate course of analysis of the poetics of the work of I.P. Shchegolikhin can be as follows. Conduct a productive lesson in an interactive format. Students make pre-prepared reports on the topic “What do I see as the peculiarity of the poetics of I.P. Shchegolikhin’s prose?”. This formulation of the subject of the message excludes the student’s setting on the monopoly of his judgments. This formulation emphasizes that the search for truth should be carried out in creative debate, discussion, and polemics. An invitation to a discussion is an important point in organizing an interactive lesson.

After each speech, the teacher invites other students to analyze the message. Students can argue with the speaker. Moreover, this should not be done unfounded, but show a good knowledge of the text of the work of I.P. Shchegolikhin, their ability to justify their own position and point of view. At the end of the lesson, the teacher must summarize the results and results of dialogical and polylogical discussions of students. The final stage of the practical lesson can be conducted in the format of a heuristic conversation. The Central place here should be occupied by questions related to summing up the results on the topic of the practical lesson.

As a generalization, the teacher asks the following questions. 1) What new things did you learn in our class today? 2) Why do I need to know the works of Russian writers in Kazakhstan? 3) Did

you like (or not) and why the analyzed work of I.P. Shchegolikhin? 4) Why does the knowledge of theoretical and literary concepts (epic, epic genres, novel, Novella, short story, poetics, artistic originality, genre, style, intertextuality) help to deeply master the poetics and problems of the works of I.P. Shchegolikhin? 5) Can these theoretical and literary concepts be used for reading and analyzing other works of I.P. Shchegolikhin?

Results and discussion

The results of the work described in our article on the development of analytical competencies of students in the process of studying the prose of I.P. Shchegolikhin were crowned with success. Students showed their readiness to analyze the works of I.P. Shchegolikhin in the conditions of heuristic training. The interactive format of the analysis of the writer’s works allowed students to demonstrate the possibilities of their thinking to the maximum extent.

In the final part of the lesson, this creates an installation for students to transfer their practical experience to the analysis of other literary works by I.P. Shchegolikhin. This is also the developing effect of this kind of interactive practical training. The model of teaching and developing analysis of I.P. Shchegolikhin’s prose poetics proposed in the article is universal in its General features. It can be used in the course of analyzing the poetics of any work of this writer, of course, taking into account the specific features of its plot and plot.

Conclusion

Thus, in the process of interactive and heuristic study of I.P. Shchegolikhin’s fiction, students’ literary competence is successfully developed and improved. In addition, Philology students, deeply immersed in the art world of works by I.P. Shchegolikhin, realize that in this world there is a dialogue between two cultures – Kazakh and Russian. Students reading and analyzing the prose of I.P. Shchegolikhin will have the opportunity to once again see the tolerant worldview of the Kazakh writer, to feel his pathos of respect for the culture of our peoples. The dialogical principle of studying the works of I.P. Shchegolikhin will reveal the great moral and ethical potential of his works, which will have a beneficial effect on the moral education of students.

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