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The updating of literary school education
in the post-industrial society[1]

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Abstract

In light of the new demands of the time and the "Law of the Russian Federation on Education" there is a task of updating school education at every level. In the article the authors characterize the changes in school education in the postindustrial era. They dwell on the main topical issues of literary education. Analyze the way the achievements of philological science,

made in the last decades, are reflected in the course of Literature. Suggest the ways of updating training and methodological support of learning Literature in the conditions of information and educational environment; the ways of introducing modern educational technology. They also consider the requirements of Federal state educational standards to the results of the acquisition of Literature program (disciplinary and interdisciplinary levels). The development of multiethnic and multicultural schools is also addressed, since it is important to take into account ethnic-, cultural- and language-specific classroom. It is important to take into account ethnic-cultural and linguistic-specific character of students for whom Russian is not their native language not only in teaching Russian literature, but also in real life. This would help to ease multicultural tension and defuse possible conflicts between representatives of different ethnic groups and faiths. Thus, consideration of the ethnic-cultural and linguistic-specific character of students for whom Russian is not their native language and the peculiarities of teaching Russian literature in a multicultural school in the post-industrial era happen to be one of the strategic directions in the development and updating of school literary education.

Introduction

Science, education, information have moved to the foreground of the postindustrial world. Professionalism and creative approach to work are highly appreciated. The modern man is motivated to pursue lifelong education and advanced training, he is compelled to adapt to the new living conditions: increasing information flows, the use of modern technologies (including the Internet), advances in robotics, etc. One mustn't forget, though, that "the basis for progressive development of each and every country and mankind at large is the Man himself, his moral stand, multidimensional nature-friendly activity, his culture, education, professional competence"[Novikov, 2008, 12]. School plays a crucial role in shaping the portrait of a modern person as it provides foundational knowledge necessary for further development of the younger generation, fosters creativity, and helps students to acquire information skills.

Main part

State education policy outlined in the "Law of the Russian Federation on Education" acknowledges "the priority of education", its humanistic nature, ensuring the right of every person "to go into

education as long as life endures in accordance with the needs of the individual" [Federalnyj zakon RF]. Due to the new dictates of time, there should be set the task of updating the school education, which affects different levels of the entire system. Goals, objectives, content, methods, means, forms of control and evaluation of schooling are undergoing a change. Performance requirements are increasing; there is a growing emphasis on the independent behavior and responsibility of the student, his ability to carry out self-monitoring and self-evaluation of acquired knowledge and skills. The relationship between the teacher and the student can no longer be based only on hierarchy and authoritarianism, the teacher and the learner are coming to the mutual partnership in the learning process. Of great importance in learning are the learner-centered and activity approaches, individual choice of contents of education, i.e. the ability to develop an individual trajectory of learning process.

In this process, updating of literary education, especially its substantive component, plays an important role. A new perspective in the study of literary works is determined, classical works are reinterpreted, and the program now includes fiction of contemporary authors, previously unknown facts of the biography of writers, terms and concepts are included in the textbooks, methods and forms of work are modified.

The requirements for updating the literary education in modern school cannot be fully implemented without those current trends in the development of philological sciences that have been most prominent in recent decades. The openness and accessibility of information, the development of academic mobility, and the possibility of broad cooperation between scientists across the globe that is typical for modern scientific and educational environment, all of that creates the most favorable conditions for effective research. It goes without saying that the school course of literature cannot and should not include everything that happens to appear in philological science, but it is necessary to identify those areas of interaction that will help school to solve tasks of upgrading literary education and implement at the highest degree the requirements of Federal state educational standards (FSES).

Modern scientific paradigm is characterized by the commitment to interdisciplinary, which is reflected in the development of the theory of concepts. Concepts are sometimes called "the key words of culture". This term is widely used in several humanitarian disciplines: philosophy, cultural studies, psychology, sociology, philology, cognitive linguistics. In the field of literary studies the term "art concept" is used; it is not equivalent to the art image but is always implemented through it. The concept, manifesting itself in the readers' perception, holds the reception of the perceiving consciousness. The study of literature in schools should be based on the most significant concepts of Russian culture (e.g., "soul", "mercy"), that allow us to trace what is temporary and permanent in them. This will help to determine the through-line of the national literary process and – what is more important for school, to clearly identify the spiritual and cultural tradition, which has not lost its significance today.

Another level of constants that should be used in the school course of literature are literary universals: mythological, archetypal, eternal images, migrant plots and motives. Unlike the concept, the content of the universal, while keeping its basic core, can be limitless. "This constant, while including multiple meanings and associations, preserves a kind of a primary mental image that every person is to

comprehend in the process of communicating with the world" [Volodina, 2010, 29-30]. Such universals can be made a through-line of the school course of literature, creating a holistic view of the global cultural and historical process and of the inherent involvement of Russian literature in this process.

Modern hermeneutic approaches to study of literary works should be also recognized as an important point in updating of literary education. The task of philological hermeneutics as a science is closely correlated with the requisites for formation of reading competence of schoolchildren, and methods used in this kind of research are focused on activities that are crucial for school education, such as interpretative and reflexive activities, which are developed in the process of working with literary text. As noted by a prominent hermeneut Paul Ricoeur, "in the act of reading, the expectations of the author and the expectations of the reader overlap: it happens to be the act of intersubjective communication <…> the intention of the text does not lie on the surface, itself it becomes a hermeneutic task" [Ricoeur, 2002]. This implies the activity of the readers' perception, the ability to engage in a creative dialogue with the author and thereby create an interpretive field, which is spreading to the perception of the work and affects the personality of the reader. This approach correlates with the objective of personal development of a young reader – one of the most important objectives for literary education in school.

From the perspective of the general cultural competencies of students that should be building, let us turn to another important linguistic category, which is intertextuality (the term was coined by J. Kristeva). Numerous allusions, literary reminiscences, hidden quotations, all of these things enriching the literary text provide for a deeper understanding of the author's idea, help to grasp the delicate shades of meaning and nuances, without which the perception of an artwork is significantly impoverished. The identification and disclosure of the components of intertext in school practice is connected with the development of skills that help to work with a variety of information and search systems, to create your own projects using multimedia technologies. What is more important, however, that due to this working process, "horizon of expectations" of students is expanding, therefore helping them to become full participants in a particular cultural-historical dialogue.

Information and educational environment of modern school education in the context of Federal State Educational Standard of Basic General Education includes a complex of information and educational resources and a set of technological tools, as well as the system of the modern pedagogical technologies that provide for a training in post-industrial society, where information and knowledge are an operating resource, and the most valuable qualities are education, professionalism, learning ability and creativity. "Like any educational system, information and educational environment of philological education includes such elements as purpose, content, methods, aids, forms and means of teaching. But their meaning in the multimedia domain of information and educational environment is fundamentally altered" [Kritarova, 2016, 566]. Requirements for the results of acquisition of basic programs of general education are connected with the building of the main competencies of the modern man: information, communication, self-organization and self-education. Undoubtedly, one of the ways of achieving the results prescribed by FSES is the use of modern technology in school practice.

Today in the pedagogical science there is an extensive list of techniques used: development of critical thinking, organization of research activities, problem-based learning, project activities, organization of individual work of students, etc. Of course, the choice of technology should correspond to the age peculiarities of pupils, classroom competence and pedagogical experience of the teacher. However, it is hard to imagine that modern students, while using any kind of these technologies to achieve the target goal, would not use Internet resources.

However, according to research conducted by our colleagues regarding the use of different sources of information by students for their learning the most popular are the answers to particular questions and "ready-made" tasks, and that is definitely alarming.

"Teachers should not overestimate the students' desire to use the Internet: there is a high likelihood that "ready-made" answers and tasks are most popular among the majority of students, and they pass them off as their own, without any mental effort. One should guide students in their use of computer technology, encouraging their own activity and developing a critical attitude to information and stimulating creative abilities of students"[Lazebnikova, Koval', 2016, 597]

In teaching a modern student-reader, who works with electronic media, it is profitable to apply such techniques of working with literary text that he will find interesting, on the one hand, and that will provide for a critical perception of the text, on the other. For example, INSERT – marking off the text with symbols. While reading works of art, students receive a task to write down notes, symbols in the margins ("v" – already known information, "+" – new data, "-" – not agree, "?" – do not understand). Using this kind of analysis technique, students learn the basics of skim, detail, digest, scan reading. Develop the ability to extract the main idea, understand the author's position, to build a sequence of the events described, to understand the composition and structure of the work, to suggest theories about the motives of characters' actions, to draw conclusions based on their own argumentation.

We can definitely say that nowadays the school literary education tends to rely on the Internet technologies. Questions and tasks given during literature classes in modern school are of a fundamentally different nature, in that they do not presuppose plain memorization and reproduction of current, "taught" knowledge, but focus on the development of the ability to analyze, to argue and to create an intellectual product. Some of the forms of work practiced at the lessons of literature in modern school are: creating thematic presentations, book-trailers, posting reviews on the sites of modern children's book writers, participating in webinars, discussing a particular book in the network. To become successful, future graduates need to develop creativity, imagination, visual thinking and innovative approach. Undoubtedly, modern pedagogical techniques used in school literary education develop all these qualities.

Training package, or educational methodical complex (EMC), plays an important role in forming the "profile" of a graduate; its task is the implementation of the FSES, its system-activity approach that targets teaching methods at achieving not only subject, but also meta-subject and personal results in the process of mastering of educational program [Federalnyj gosudarstvennyj obrazovatelnyj standart].

Over the past decades quite a large number of literature textbooks, training packages have been created, this can be viewed as an "attempt to get closer to creating a national literary canon"

[Lanin, Shamchikova, Ustinova, 2016, 4]. Heterogeneity of the structure has been revealed during the monitoring of the existing teaching materials. In fact, each complex has two groups of components – the main obligatory (author's program, textbook, methodical recommendations for teachers) and an additional variable. The latter group has been steadily expanding the range. This is primarily connected with the goal that is the achievement of meta-subject learning outcomes.

At the same time, there is a partial redistribution of functions between the components, their transition from one status to another. In that way, due to the emphasis laid on the activity-based approach, literature workbooks, diagnostic materials, anthologies for independent reading, writing study guides, assignments/tests, including electronic ones, are obligatory and of particular relevance. Didactic load in the package is changing: the textbook remains the main component, but additional materials carry now a significant part of its load.

In modern teaching materials insufficient attention is paid to didactic means of training that carry information and motivational functions, which would foster an independent activity of students that learn while using sources of information, they would incorporate information and communication technologies, which play an important role in the renewal of modern literary education, into the learning process.

Research has shown that program, textbook, workbooks, testing and assessment practice books, methodical guidelines for teachers should be considered the main components of EMC in literature. Additional variable components in the EMC will be the anthologies with works of art and critical articles, writing study guides (in upper school), books for independent reading, glossary of literary terms, electronic applications.

Training package for literature should be developed with respect to the system-activity approach and should foster individual acquisition of the content of the educational program, the use of a diverse set of universal learning activities aimed at the achievement of subject, meta-subject and personal results, conscious self-control and self-evaluation.

This training package will meet the requirements of the FSES, will provide for "creating students who are ready for self-development and lifelong education, are able to learn, aware of the importance of education and self-education for life and work, able to put learning into practice" [Federalnyj gosudarstvennyj obrazovatelnyj standart].

Given the priorities implied by the educational standard, requirements for the results of acquisition of general educational program for literature: personal, meta-subject and subject are of special attention for educational research. Metasubject skills include universal knowledge and course of action, which help to solve problems not only in one or several school subjects, but also in real life. There is a range of special concepts in the school course of literature, but there are also knowledge and skills that can be integrated into other subjects and are of interdisciplinary, meta-subject nature. As an activity, reading is also used in other subjects and it accompanies a person throughout life. The peculiarity of reading fiction consists in a unique process of emotionally-aesthetic perception of the work, reader's and author's co-creation of the text.

Let us highlight the main skills developed at literature classes, which are of metasubject nature: understanding of the problem, making a hypothesis that helps to interpret the text and draw the conclusions, giving reasons for your point of view, causal research, ability to structure the material, ability to speak properly in oral and written form. Universal educational actions include the following: reading, analysis and evaluation of the text; discussion of what has been read, the ability to engage in a dialogue, to debate; argumentation of your own position; systematization and summary of knowledge; comparison of texts; development of a plan or key points, filling in the table; organization of work on the project; work with the necessary sources (Internet resources, bibliographic references, and literary dictionaries).

"The main purpose of studying literature in school is the formation of such traits and skills as the understanding of the importance of reading for personal development, knowledge of the world and awareness of being a part of it, the determination of cultural identity, ability to build harmonious relationships in modern society and develop the ability of intercultural communication" [Aristova, Berdysheva, Strizhekurova, 2016, 465]. The solution to this goal is to promote the development of the methodology of comparative analysis of literary texts of Russian, foreign literature and literature of the peoples of Russia, that are of similar theme and problem; development of technologies of dialogue of cultures and intertextual comparisons.

Literature is a part of culture, a kind of human memory that reflects the traditions and moral values of different nations, but its deep personal meaning is no less important. After all, every writer embodies his own peculiar perception of reality in a word, and following the author, the reader recreates this reality in his imagination in his own way. Therefore, literature as a subject is of great importance for personality development, for understanding the place and role of a person in the modern age of high technology and information.

According to UNESCO, most people in the world are bilingual or polylingual. This is also incorporated in the educational process and affects the building of the educational model. Educational institutions with students for whom Russian is not their native language (ethnic school) can be multi-ethnic, multinational, multicultural, bilingual, with native (non-Russian) and Russian (non-native) language of instruction, etc. Within the framework of the multicultural school, polylingual educational model is actively promoted, so that the training is based on the bilingualism and in-depth study of foreign languages. In 2009, the project of the Ministry of Education and Science of the Russian Federation, "Multicultural education model as a basis for developing Russian civic identity of students of secondary general school", was launched; at first, the Republic of North Ossetia-Alania, Tatarstan, the Chechen Republic took part in it. The aim of the project was to develop and implement innovative models of multicultural education into the Russian educational space. All of the models of school multicultural education are based on a functional bilingualism (multilingualism). Let us dwell on the question of literary education, because Russian literature plays a huge role in spiritual, moral and cultural spheres of life of the multinational Russian society.

The way students for whom Russian language is not native perceive Russian literature has a number of features, including: incomplete mastery of Russian language; bilingualism; ethnic-

specific outlook; a synchronic study of native literature; Russian literature as not only the object of study, but also as a means of teaching the Russian language.

The updating of literary education in the multicultural school is based on the legislative and regulatory base of general educational institutions, as well as on the main principles of the "Concept of ethnic educational policy of the Russian Federation" [Koncepciya] and the "Concept of ethnic schools: the goals and priorities of educational content" M.N. Kuz'min ("the school of dialogue of cultures") [Kuz'min, 2006]. Literary education in multicultural school is also of specific character, which has been outlined in the works by M.V. Cherkezova [Cherkezova, 2007]: the dialogue of cultures as a basis for building the subject; parallel and interconnected study of Russian and native literature; a selection of works of art, which clearly reflect the national identity of Russian literature and ethnic diversity of Russia, the culture of its peoples; taking into account the ethnic-cultural and linguistic-specific character of students for whom Russian is not their native language; culturological approach as one of the most important principles in the methodology of teaching Russian literature.

Conclusion

It is important to take into account ethnic-cultural and linguistic-specific character of students for whom Russian is not their native language not only in teaching Russian literature, but also in real life. This would help to ease multicultural tension and defuse possible conflicts between representatives of different ethnic groups and faiths.

Thus, consideration of the ethnic-cultural and linguistic-specific character of students for whom Russian is not their native language and the peculiarities of teaching Russian literature in a multicultural school in the post-industrial era happen to be one of the strategic directions in the development and updating of school literary education.

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Обновление школьного литературного образования в постиндустриальном обществе[2]

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Аннотация

В свете новых требований времени и «Закона Российской Федерации об образовании» стоит задача обновления школьного образования на всех уровнях. В статье авторы характеризуют изменения в школьном образовании в постиндустриальную эпоху. Они останавливаются на основных актуальных вопросах литературного образования. Проанализировано, как достижения филологической науки, сделанные в последние десятилетия, отражаются в курсе литературы в школе. Предложены пути обновления учебно-методической поддержки обучения литературе в условиях информационно-образовательной среды, привлечения современных технологий. Авторы также учитывают требования Федеральных государственных образовательных стандартов к результатам освоения программы по литературе (предметного и метапредметного уровня). Также рассматривается развитие полиэтнической и поликультурной школы, поскольку важно учитывать не только в обучении литературе, но и в реальной жизни, национально-культурную и языковую специфику учащихся, для которых русский язык не является родным.

Для цитирования в научных исследованиях

Ключевые слова

Литературное образование, новые информационные технологии, ФГОС, УМК, поликультурная школа.

Библиография

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