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Кафедра иностранных языков

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ИЗУЧЕНИЮ ДИСЦИПЛИНЫ

«Актуальные проблемы изучения текста»

Уровень высшего образования

БАКАЛАВРИАТ

Направление подготовки
44.03.01 Педагогическое образование профиль «Иностранный язык»
(код и наименование направления подготовки)

44.03.05 Педагогическое образование (с двумя профилями подготовки)
(код и наименование направления подготовки)

«Английский язык», «Немецкий язык»
(наименование направленности (профиля) образовательной программы)

Квалификация
Бакалавр

Форма обучения
Очная

Методические рекомендации по изучению дисциплины «Актуальные проблемы изучения текста» предназначены студентам очной формы обучения по направлению подготовки 44.03.01 Педагогическое образование профиль «Иностранный язык», 44.03.05 Педагогическое образование (с двумя профилями) «Английский язык», «Немецкий язык».

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Целью освоения дисциплины является формирование навыков лингвистического анализа художественного текста и развитие творческих речевых умений.

Дисциплина состоит из практических занятий и способствует активному развитию творческих речевых умений студентов, формированию навыков анализа и толкования литературного художественного произведения. Базовым учебником является «Сборник рассказов и упражнений для домашнего чтения» Е.П. Чарековой и Н.В. Баграмовой.

Работа с текстом занимает в процессе обучения иностранному языку значительное место как в аудиторной, так и в самостоятельной работе. Принимая во внимание этот факт, преподавателю нужно научить студентов рациональным путям, способствующим адекватной интерпретации художественных тестов. Часто студенты невнимательны к различным маркерам, анализ которых облегчает декодирование авторской мысли. Анализ художественного теста становится более объективным на основе изучения всех его уровней. Прежде всего, студентов необходимо познакомить со схемой лингвистического анализа, который предполагает изучение текста на всех языковых уровнях (фонетическом, морфологическом, лексическом и синтаксическом). При этом одним из важных умений, позволяющих студентам находить важную информацию, определять тему текста, является умение предвосхищать какие-то сведения по заголовку, по эпиграфу.

The two general linguistic vectors of text analysis are l e v e l a n a l y s i s and c a t e g o r i c a l a n a l y s i s. Both vectors aim at checking the general idea behind the text (its implication) – either on its components (of the lower levels) or on its properties (text categories).
Level analysis implies the following stages:
– putting forward the general idea;
– checking this idea on the phonemic level (assonance and alliteration);
– checking this idea on the morphemic level – if possible;
– checking this idea on the lexical level (all the possible changes
of meaning including tropes, and all the direct meanings);
– checking this idea on the grammatical level (morphological and
syntactic);
– approving or disapproving the idea given.

Linguistic Analysis of the Text

1.   *The subject matter of the text – 1 sentence (e. g. family relation, snobbery)*
2.   *The type of narration (e.g. description, character drawing, account of events, dialogue, interior monologue).*

*3.	The language peculiarities of the text: lexical, grammatical peculiarities, expressive means and stylistic devices; general characteristics (language is simple – elaborate, plain – metaphorical). (**on all levels of the language!**)*

*4.	The message of the text (the main idea) (1-2 sentences).*

*5.	Summary of the text (4-5 sentences).*

Linguistic Analysis of the Text consists in the following:

1. The subject matter of the text. What is the story about? Give its subject in one word or in short phrase, e.g. family relation, snobbery.

2. Setting of events. Where does the story take place and when? Does the setting matter to the story or could it taken place equally well in some other place and at some other time? Has the narrator emphasised certain details? Which? Why? What functions does the setting have?

3. Composition of the text. What is the exposition, complication, climax and denouement? Are the elements of the plot ordered chronologically? Is the action fast or slow moving? Which episodes have been given the greatest emphasis? Is the plot (the sequence of events) of major or minor importance?

4. The type of narration (e.g. description, character drawing, account of events, dialogue, interior monologue).

5. Characters. Main and minor characters, the protagonist and antagonist. Who are the characters? What are they like: in appearance, in habits of speech and behaviour. What are their names? Does it have any significance? What method does the author use to describe the characters (direct or explicit – indirect or implicit)? Does he use direct characterization amply or sparingly? Personal features of the characters. How do their actions and doings characterize them? The speech of characters (as a means to reveal reveals the character's individual experience, his/ her culture and psychology, social position, profession and so on). In the course of the story do the characters change as a result of their experience? What is the relationship between the characters and how is this relationship pointed out? What contrasts and parallels are there in the behaviour of the characters? Are the characters credible? Do they act consistently? If not, why?

6. The narrator. What tells the story? Is it told by one of the characters, by a narrator outside the story, or by whom? Is it a third-person narrative with the omnipresent author who moves in and out of peoples thoughts and comment freely on what characters think, say and do? If the story is told by one of the characters, does it help to make it more effective? Describe the participation of the narrator in the events.

7. Mood and tone. In what key is the text written? How is the mood achieved? Does it change general slant of the text? Is it lyrical, melancholy, satirical, humorous, pathetic, unemotional? How can you prove it? Is the general tone matter-of-fact, sentimental, moralizing, bitter, ironical, sarcastic? What attitude to life does the story express?

8. The language peculiarities of the text. What sort of language is used? Lexical and grammatical peculiarities. Expressive means and stylistic devices: their role in the text. Are there any symbols in the text?

9. The message of the text.

10. The title of the text.

11. Summary of the text (4-5 sentences).

12. Your opinion of the story.

1. INTEGRATON OF THE TEXT BY COMPONENTS

1.1. UNITS OF PHONETIC LEVEL

The phoneme is defined as the unit without its own meaning, but as sign-distinctor. The second function of the phoneme (participation in the expression of the content) is obvious in the text. We define primary (based on imitation – *crack, whisper, hiss*) and secondary sound-symbolism (correspondence of sounding and meaning). To create the atmosphere units of different levels are taken: alliteration, assonance, sound-imitation, etc.

1.2. UNITS OF LEXICAL LEVEL

Additional meanings, not fixed in the dictionary, is the result of text incorporation: metaphor, metonymy, irony; the interaction of primary and derived logical meanings: zeugma, pun the interaction of logical and emotive logical and nominal meanings: epithet, oxymoron, antonomasia, etc.

1.3. UNITS OF MORPHOLOGICAL LEVEL

Morphological stylistic devices as a deliberate shift in the fixed distribution of morphemes can be created by means of: a) the violation of the usual combinability of morphemes within a word; the violation of the contextual distribution of morphemes, which is called form transposition.

On the morphological level the influence of integral relations can be found dealing with articles, pronouns and Tense forms.

1.4. UNITS OF SYNTACTICFL LEVEL

Syntactical Stylistic Devices Based on Peculiar Syntactical Arrangement include: stylistic inversion, detached constructions, parallel constructions, chiasmus, repetition, suspense, climax, antithesis.