The peculiarities of communicative approach to Russian language teaching at the material of literary texts

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Abstract. The article suggests the approach to Russian language teaching by the material of literary texts with the orientation at speech development and formation of communicative competence. The implementation of this approach promotes the formation of orthographic and punctuation literacy, grammatical and stylistic correctness of speech, adequate communicative situation, expressive monologic speech. The specific character of Russian language teaching is determined by the requirements of modern society to the present-day pupil of the secondary school: Russian language fluency in different spheres of communication.

Introduction

A competency building approach to education, a demand in development of self-management skills in pupils orient the modern teacher at the formation of bright individual linguistic personality, able to manage his speech as a reflection of manners, education and culture.

Speaking about the peculiarities of linguistic personality, its place in modern socium, it cannot be denied that, firstly, this personality becomes a speech partner in communication. At that, the language acts as not only the instrument for scientific description, but also as a data source about the nature of human mind, realias of the surrounding world, as the informative material to study the human cognitive world. The study of human cognitive world, in the opinion of E.S. Kubryakova, is based on the data about his behavior, different types of activity, "the majority of which are carried out with participation of language, <...> the language is not simply entwined into one or another type of activity", but it forms its verbal and cogitative basis" [1, p.18].

The communicative activity is one of the leading types of activity, through which it is possible to execute the development of pupil's personality. "The most right way to get to know a person - his mental development, moral portrait and character - is to listen to the way he speaks", - wrote D.S. Likhachev [2, p.31]. The studied problem is conditioned by the social necessity to develop free, consequent, expressive monologic speech, which the pupils are short of.

As is known, the formation of communicative competence is closely connected with the practical side of Russian language teaching at school: theoretical knowledge of the pupils is the basis for development of their communicative skills. The basis of our study is the definition of the communicative competence in Russian language teaching as the knowledge and skills, required for understanding of foreign and production of own speech behavior programs, adequate to purposes, spheres and situations of communication. In the opinion of A.A. Leontiev, the communicative skill is the ability to use different speech skills on a case by case basis for various communicative purposes [3, p.20].

At the present stage, it is necessary to change significantly the concept of Russian language teaching with the orientation at speech development and formation of communicative competence, but not only at the assimilation of grammatical forms, as it was before.

Procedure

Russian language teaching shall promote the formation of abilities to evaluate, choose and use the linguistic means in own speech in comply with purposes, tasks and conditions of communication. When teaching the Russian language, different types of tasks shall be aimed at formation in pupils of generalized abilities to perceive and form the text, which determine the level of linguistic personality development.

Personal orientation of Russian language teaching at the material of literary text is the reduction of terms for acquirement of grammatical-spelling side of the Russian language course by pupils, by means of saturation of lessons with self-regulating activity; it is an output to moral-ethic, aesthetic, worldview problems, raised in the fiction and put forward by life and reality; it is purposefully-organized author's speech and differentiation of tasks, exercises, informative blocks of teaching material, taking into consideration personal traits of the particular class and the particular pupils.

The text apprehension allows taking into consideration psycholinguistic, properly linguistic, communicative-pragmatic aspects, which promote the formation of required knowledge on text construction and its linguistic execution. Speech skills, included to the notion of communication "mechanism" (E.I. Passov) are the core component of the communicative competence. W. Littlewood in this mechanism distinguishes the linguistic, sociolinguistic and strategic skills [4]. In our opinion, firstly, it is necessary to take into consideration the cognitive constituent of the communicative competence. When teaching to text production, the basic theoretical statements are the following: revelation of the topic essence, preliminary determination of cognitive structure of the produced text, the ability to distinguish the main and the minor, the ability to use the specific understatement in order to achieve the laconic utterance, the consideration of purpose of the utterance, the expected reaction of the text addressee, "advantageous" implicit presentation of the speaker himself (the author of the text), the ability to operate with well-known author's positions ("the observer", "the participant").

When producing the text, the main aspects are the communicative-pragmatic and semantic aspects, providing the informative component of the utterance. Every text has an author, determining the modal evaluation of the utterance: absolute certainty, hesitation, uncertainty in the message validity etc. The obtained information is always subject to evaluation, resulting in implementation of flashback, i.e. the necessity to recollect those text fragments, those characteristics and events that produced one or another evaluation.

The external communicative factors and the addressee determine verbal organization of the text. That is why the text production and its functioning are socially and pragmatically oriented, i.e. the text is created at the origin of specific purpose-orientation and functions in specific communicative conditions. Each text, created in the process of communication, shall be literary processed: it shall be given the relevant genre form and stylistic coloring.

Main part

The functional base for the communicative competence formation is the linguistic competence. E.M. Vereshagin and V.G. Kostomarov understand the linguistic competence as "an ability of the speaker to produce the chain of grammatically correct phrases, based on the studied rules" [5, p. 58]. The functionality principle presupposes close connection of the grammatical form with the meaning, when it is implemented, the grammatical material is presented taking into consideration its role in communication,

and the texts are directed both for general speech development and for speech training as per specific linguistic topics.

The exercises for Russian language teaching are based on the text as a result of speech activity; they are presented in two types: the analytical work of pupils with the author's text (determination of topic and main idea, discussion of communicative idea, the analysis of speech execution etc); the production of proper informative, expressive, consequent, socially oriented monologic utterance (in oral and written form).

When presenting the language system, the work over the text can be different. It is possible to give different types of lessons on the basis of the text and taking into consideration the connections between the branches of language system: observation of the functioning features of units of all language system levels in the text, their descriptive possibilities (for instance, speech sounds - tone painting: the devices of alliteration, assonance, the use of parts of speech, carrying the sounds of animate and inanimate nature and human activity; the prominent parts of word - morpheme repetition, the words with evaluation suffixes, individual-author's words; lexical units from the viewpoint of their origin, belonging to active or passive language use, descriptive possibilities: adjective as an epithet, the use of time forms of the verb in figurative meaning etc.).

A reference to the literary text as a didactic means for one or another lesson type is appropriate when studying any branch of linguistics and the selection of specific texts is determined by the lesson topic and purposes. The task of the teacher is to teach practically how to use the existing linguistic material.

The lessons, where the speech literary style is studied, give an idea, that all linguistic means can be used there, and not only the units of functional varieties of literary language, but also the elements of slang, social and professional vernacular, local dialects. At these lessons, the tasks can be given directly based on speech material of the text. Substitution and transformation tasks in the text are also useful. Especially the tasks, connected with replacement of underlined words, word combinations and even the whole sentences in the text with the synonyms.

A special place in development of creative thinking and in enrichment of vocabulary of the pupils shall be taken by the work on revelation of the role of contextual synonyms. The accent is made on the fact, that the differences in interpretation of synonym shades of meanings are connected with the difference of idea about the volume of meanings, which shall be taken into consideration when

juxtaposing the synonymic words. G.M. Green writes: "A distinctive feature of the shade of meanings is in the fact, that when this word is used in this meaning, this shade is implemented in the majority of cases of the word usage, but not always and constantly" [6, p. 38]. It is necessary to show the pupils, that the synonyms have different functions in speech: they allow escaping the usage of the same words, serve as a means of more precise organization of thought, a means of image characteristics and evaluation of phenomena, help to express the speaker's relations to the subject-matter of utterance.

The teacher directs the pupils to the fact that the literary speech, as a means of communication, has its own language - a system of image-bearing forms, expressed by linguistic and extralinguistic means. The leading device at such lessons is the text interpretation. The interpretation is the explanation of words (morphemes), word combinations, sentences - is so variative as a means of understanding, that, firstly, produces the natural speech environment, without which the motivated language and speech learning is impossible; secondly, unexpectedly creates vivid and necessary situation for studying, which becomes personality educative and developing for the pupils at the lessons of Russian language.

A system of work at the material of texts in connected with the use of all types of language analysis: phonetic, word-formative, etymological, lexical, morphological, syntactic and stylistic. However, it is not a customary formal approach, when the word (or another linguistic unit) is selected, then it is analyzed as per the check list from the textbook in isolation from the speech situation. They are the functional-semantic and system-stylistic approaches, each of which is characterized by the necessity to understand: what is the role of definite linguistic unit in understanding of the text meaning, the role of its constituents (morphemes - for the words; words and word combinations - for the sentence; the sentences and their structure - for the text etc.) or the role of the categories of these linguistic units in creation of general content of the text.

The pupils shall acquire the basic standards of literary language, enrich the vocabulary and grammatical system of speech, show the ability to linguistic reflection (an ability to reflect and talk about linguistic phenomena and linguistic choice), to evaluation of linguistic phenomena and facts. It is desirable that the pupils use the studied linguistic units, present in the text, as a reply or reaction to speech situation.

The work on literary text promotes the formation of speech competence. The speech competence involves the abilities to perceive adequately the text of different content and volume, the ability to speak as per the literary language standards, to read fluently, the ability to produce the integral logically connected text.

At the lessons of Russian language, the pupils acquire the ways how to work with text, i.e they can individually: understand the main idea, maximally close to the author's idea; reconstruct the con-situation of text creation; explain the devices, by means of which the author achieves the implementation of his idea; explain the influence of grammatical and stylistic expressive means on execution of text and its content; create their own texts (oral and written), adequate to the specific speech situation.

The pupils' speech depends on where, with whom and with what purpose they speak. The situational exercises shall motivate the pupils to speaking, cause the need in communication. The tasks for pupils can be of the following character: "Compare two texts. Where can each text be used, in what communicative situation?"; "Analyze the texts of different styles. Determine the peculiarities of communicative situation (where? with whom? why is the speech made?), the style of speech and main stylistic features, peculiar of the speech of this style"; "Read the text. Imagine the situation, where the events take place"; "Make up the text from the sentences, given in random order, placing them in accordance with subsequent presentation of idea as per the communicative situation"; "Make up a rhetoric sketch for the speech situation..." etc. Such tasks promote the formation of demand (motivation) in communication, stimulate the pupil's desire to share the way, how the situation or event is perceived, with the others.

Oral utterances teach the pupils to listen and to hear, to formulate their thoughts and to reason them. The oral forms of work include the participation in the interview, debates, discussions; the art of conducting the conversation; telephone conversation; the story about films and video films; speeches, announcements and reports; the dialogue and polylogue, taking into consideration the speech etiquette. The written forms of work include the writing of articles, book reviews, annotations and critiques on the book, article; making up of plan, note; writing of speech, editing of the written text; writing of compositions, summaries and creative dictations.

It is common knowledge that the speech of pupils is significantly self-centered, they cannot divide, what they have seen or read and what they managed to express on this subject. In some cases, the pupils interrupt each other. At that, there is "an overlap" of the end phrase of one interlocutor and the

beginning of the other [7]. That is why it is necessary to help the pupils to orient their words at the interlocutor (interlocutors), to underline the significance of more precise selection of linguistic means for expressing the communicative intention. For this purpose, it is efficient to use the oral dialogue at the lessons.

Thematic and situational minimums, as well as the minimum of speech intension are the base for making up the minimum of structural-informative dialogue types. Any communication presupposes the interexchange of one or another thematic information. The literary text and questions to the text, set by the teacher, are the stimulus, motivating the need in individual speech utterance, arise in pupils a desire to participate in discussion of problems, mentioned in the text, to take part in conversation or discussion.

When studying the dialogue, it is possible to suggest the pupils the following tasks: "Describe the situation, where the dialogue takes place. Imagine the interlocutors as per their speech"; "Make up a dialogue between the family members, friends etc."; "Make up several variants of the dialogue with one content, taking into consideration different purposes, conditions and task of communication"; "Continue the dialogue of the read text, replacing the interlocutors"; "Reconstruct the dialogue based on the given replicates from the text"; "Determine the age status of the interlocutors of the dialogue in the text"; "Convince the interlocutor, that you are right"; "Prove your classmates your point of view on the problem, discussed in the text...".

The teaching experience in cooperation, developed by American teachers, is also interesting [8; 9]. The main purpose of this technology is to create the conditions for active educational activity in different situations. The studying in small groups of cooperation increases the level of training in the types of speech activity. If to join the pupils into small groups and give them a common task, explaining the role of each pupil in execution of this task, then there is a situation, when each pupil is responsible not only for the result of his own work, but also for the result of the whole group. As a result of purposeful work in collaboration, there appears an opportunity to increase significantly the time of oral and speech practice of each pupil at the lesson to improve the speech skills.

The monologic speech, as compared to the dialogue, is characterized by more conventionalism, both in selection of linguistic means for communication of content and in its construction. The training process to monologic speech requires the consideration of strategic purpose of monologue construction, which shall be oriented at the definite addressee, the position of the speaker, the situation of communication, the subject of discussion. From all text units, the type of speech (description, narration and reasoning) is best matched to the problems of school education, i.e. it fully reflects all features of the whole - the text. Thus, at the material of literary text it is possible not only to assimilate all language functions, but also to acquire its peculiarities, to create the informative, expressive monologue utterance.

The literary or aesthetic function, peculiar of the fiction, interacts with the communicative function. In the literary text, all language levels, all spoken forms of the word become the bearers of imagery. In the opinion of L.A. Novikov, the text interpretation "shall provide the right, adequate understanding, promote the perception of the piece as aesthetic phenomenon in the whole system of the speech figures" [10, p.21]. The main purpose of the work over the descriptive-expressive linguistic means is the revelation of their role as the most productive means of formation of secondary names in creation of the language view of the world.

As the most figures of speech are based on comparison, it is reasonable to study it first in the system of particular notions, after that, it is necessary to turn attention to the functions of metaphors. For the majority of people a metaphor is a poetic and rhetoric expressive mean, belonging to the unusual language, rather than to the sphere of everyday communication. The American scientist-linguist G. Lakoff in his book "Metaphors we live by" mentions, that by contrast to this popular point of view, the metaphor penetrates all our everyday life, and it is shown not only in language, but also in mind and actions [11]. The descriptive speech is perceived quicker by pupils and finds the deeper emotional response.

The aesthetic features of Russian language and speech, namely sonority, melodiousness, distinctiveness (expressiveness) of linguistic means, flexibility, plasticity and harmony of syntactic constructions, relevancy of use of linguistic means allow covering the language in immensity of its system and all its manifestations and provide an opportunity to comprehend Russian language as per the laws of logics and beauty .

Conclusion

The formation of communicative personality is able not only to speak, but to communicate in true meaning of this word is an urgent task. This process is long and complex, requiring definite efforts, tolerance and time; it is directly connected with the problem of character education, complication of its cognitive base for the communication, elaboration of

direct moral compasses, and the value-conscious relation to the language and its functional-communicative possibilities.

Determining the place of literary text in Russian language teaching, we do not pretend to reconstruct cardinally the traditional content of education or introduction of new independent sections of the course. The literary text shall be included to the training process successively and systematically, and find the place in lesson and off-hour activity of pupils.

Summary

The work with literary text at the Russian language lessons will create the conditions for implementation of functional approach, when studying the vocabulary, morphology and syntax; for formation of the concept about language system; for implementation of inside-subject and inter-subject connections of Russian language and literature; for formation of speech-communicative skills; for personal-oriented teaching of Russian language; moral-spiritual upbringing of pupils.

The peculiarity of Russian language teaching at school consists in joining of all abovementioned aspects of language learning, when the literary text is used as as object for consideration, as the linguistic and speech rules are implemented in the text, rather than anywhere else. It is necessary to bring home to pupils, how each language level helps to understand and create the text.

Such approach will promote the development of communicative skills, formation of informative, consequent, connected, expressive, socially oriented monologic speech, linguistic feeling and natural literacy, as the success of communication depends not only on the desire of the speaker to contact, but also on the ability to implement the speech intension, which is determined by the level of possessing of linguistic units and the ability to use them in definite communicative situations.

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