

LECTURE № 15. STUDY OF THEORETICAL AND LITERARY CONCEPTS IN LITERATURE LESSONS

Plan:

- 1. Principles and system of work.*
- 2. Working with theoretical concepts in grades 5-9.*
- 3. Theory of literature and theoretical concepts in the senior level of the school (grades 10-11, lyceums, colleges).*

Literature course contains concepts in two basic forms. Some are included in the explanation for each topic of the program, are found in the teacher's explanation, in the articles of the textbook, but are not allocated for special study (for example, the magic in fairy tales, the life foundations of the work, the writer's skill, the author's attitude to the heroes of the story, the historical originality of life conflicts and characters, psychologism of the work, tradition and innovation, etc.).

The program highlights other concepts under the heading "Theory of Literature" (for example, story, poem, personification, metaphor, literary hero, composition of a literary work, artistic image, classicism, romanticism, realism, nationality of literature, etc.).

Both concepts should "work" in the course of classes: the first ones are gradually mastered by students as elements of a scientific approach to literature, the second ones are derived from the analysis of literary phenomena, fixed in the form of definitions, and become the main guidelines in the study of literature.

All concepts in aggregate should form in the minds of schoolchildren an integral concept that explains the laws of verbal art, its place and meaning in human life.

The teacher needs that the studied theoretical concepts, gradually accumulating, developing, entering into a connection with each other, form a certain system and that the stages of the formation of the system are simultaneously stages of the literary development of schoolchildren. Therefore, in whatever class the teacher is working on theoretical and literary concepts, it is important for him to imagine this work on the scale of the entire school course.

In the elementary grades, students get acquainted with different types of works of art, hear the names of writers, receive some information about them, learn to feel and recreate an artistic image with their imagination. Pupils of the 5th-6th grades, getting acquainted with artistic speech, with elements of artistic depiction, at the same time learn to perceive the work as a whole, where every detail matters, like the creation of the author - a thoughtful, observant, wise person whose eyes we look at people and events ...

In the 6th grade, on the basis of accumulated observations and generalizations, the student gets an idea of the writer and the narrator-people as an artist.

Eighth grade students comprehend literature as a whole as a special kind of human activity, as a figurative reproduction of life, they reflect on how a writer transforms reality with the power of creative imagination, how fiction in works of art reveals the truth of life. This is helped by information about the life of writers, about the time of creation and the creative history of their works.

In high school, this work continues, but new challenges arise.

Students master the dialectic of reflecting life in literature, delve into one of the most difficult problems of the science of literature - the relationship between the social position of a writer and his creative activity, teach to understand the complex relationship between political struggle and literary creativity.

Working with theoretical concepts in grades V-IX - the unity of reading, analysis and theoretical generalizations. The very first theoretical generalizations that children in the fifth grade

encounter are very complex. So, for example, studying Pushkin's "The Tale of the Dead Princess and the Seven Heroes", they learn about the proximity of the tale to the folk, about the poetry of the depiction of magical events, about the expressiveness of the language and the poetic form of the tale.

Working on a fairy tale - reading, talking about the characters, about the author, preparing expressive reading and staging - will certainly be associated with the students' close attention to the word in context. It is necessary to show students, first of all, the high accuracy of the word, which is the first and decisive condition for the visual

Many subsequent concepts in grades V-VII will develop and deepen the initial understanding of the artistic language. Care must be taken that the epithet, comparison, personification, metaphor and other methods of artistic depiction are perceived by students not as a decoration of speech, but as ways of an accurate and deep depiction of life. A difficult and crucial stage in the development of the concept of the language of fiction is acquaintance with convention. Students need to understand that in those cases when the people-artist or writer in their works change the shapes, sizes or relationships of objects, this is caused by the desire to more fully convey the truth of life.

In the 6th grade, in connection with the study of the epic, students learn the concept of hyperbole. It is important that schoolchildren understand that artistic exaggeration does not contradict the truth, but helps to reveal it more fully, more accurately. After all, the image of the hero in the epic is not a portrait of a historical person, but a generalization of the heroic power and prowess of the people. In everyday life, one might not have seen her. On the contrary, something else could have caught the eye - the hard, forced labor of the peasant, not always saving from hunger, the painful, endless struggle against the hordes of nomads who, century after century, attacked Russia through the Caspian and Black Sea steppes. But the unknown creators and performers of epics believed in the undying courage and courage of the people, this belief was embodied in hyperbolic images, helping the family not to lose heart, to withstand a difficult struggle. Step by step, students will learn that fable allegory, satirical exaggeration, and humanization of natural phenomena are all different ways to reveal and show the truth, which is often deeply hidden in life, so not everyone will see it.

So gradually, in the minds of students, the idea of truth as the eternal goal of verbal art, of truth as a hero, which, according to L.N. thick, "always is, was and will be beautiful."

Working with theoretical concepts in grades X-XI, lyceums, colleges. Repetition of material from V-VII grades. The system of scientific concepts in the school literature course is structured in such a way that a certain part of the material of the V-VIII grades should receive repeated theoretical coverage at a new level in grades X-XI, the introductory topics of the high school course are saturated with scientific concepts, but the study of works of a particular period of literary history still to be learned. There is a danger of interpreting the most important literary concepts outside of literature.

The works studied earlier come to the rescue. Only now the familiar material needs to be comprehended in a new way, let us consider the essence of such work on the example of the first of the introductory topics - the introduction to the course of the senior classes. This topic, designed for two lessons, contains a whole complex of concepts that concentrate around one main problem - what is the social value of fiction?

This work will be facilitated by the traditional method: comparing the scientific and artistic description of an event.

It is best to take events that are already familiar to students in both historical and literary coverage.

Historicism as the Leading Theoretical Principle of the High School Course. The task of studying literature in its development, facing students at the senior level of the school, brings to the fore the historical aspect of scientific concepts. This aspect manifested itself sporadically in the work with the theoretical concepts of the course of the V-VII grades. They are predominantly of a theoretical and literary character: they give an idea of the basic laws of verbal art, which retain their significance over vast periods of history or even throughout the entire historical life of art.

But in school literature, as in literary criticism, theory is closely connected with history.

For example, in the seventh grade, when studying an excerpt from Pushkin's "Poltava", the concept of metaphor is given. It cannot be mastered outside of time for the very reason that it must be noticed, emphasized, comprehended in Pushkin's text. And for this, students need to have at least some idea of the events and persons depicted in the poem, and of the poet's mood, his attitude to the personality and activities of Peter. Then the very first verse of the passage - "the east is burning with a new dawn" will reveal to them its deep metaphorical meaning: For example, this is not only the morning of the battle, but also the morning of "young Russia".

In the 8th grade, the relationship between the historical and theoretical aspects in literary concepts becomes closer.

The development of the concept of rhythm and rhyme in the study of the works of V. Mayakovsky, no doubt, requires a conversation about the artistic innovation