



Teaching the Interpretation of a Literary Text in German Lessons

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ABSTRACT

The paper attempts to consider approaches to teaching a foreign language on the basis of a literary text, developing the creative abilities of students, shaping their readiness to engage in a dialogue of cultures and planning their speech and non-speech behavior, improve semantic reading skills, develop research skills and communicative competence.

Keywords:

Literary texts, foreign language, linguistic and sociocultural experience, communicative competence

Introduction:

The formation of communicative competence is the goal of teaching a foreign language in non-philological educational establishments. One of the components of students' activities aimed at achieving personal meta-subject results is the interpretation of a literary text. Teaching a foreign language on the basis of a literary text allows developing the creative abilities of students, shaping their readiness to engage in a dialogue of cultures and planning their speech and non-speech behavior, improve semantic reading skills, develop research skills and communicative competence in general.

In the modern methodology, the main means of the developing environment is a literary text. The artistic text is based on the figurative reflection of the world and conveys intellectual, emotional and aesthetic information to the recipient. Influencing the reader, the literary text allows students to differentiate the culture of the country of the language being studied and domestic traditions, consolidate lexical and grammatical skills, and improve speech skills [13, 86]. Literary texts always clearly respond to changes in the spiritual, political, economic,

intellectual, philosophical and socio-psychological spheres and therefore allow students to overcome the distance between the culture of the author of the work and the culture in which the reader is currently located. However, in order to adequately perceive and understand the information in the text, it is necessary to be able to interpret the literary text.

Discussion:

Thus, the analysis of a literary text plays an important role in the process of learning both in native and foreign languages. The purpose of such activity is the generation of new ideas, the expression of one's thoughts and the development of creative abilities. It should be noted that the interpretation of the text differs from the retelling of the text in that it contains an individual understanding and interpretation of its intention. Interpretation skills include:

- identify the meanings of a work of art and transfer the properties of one object to another object;

- perceive the artistic image and understand its expression in different genres of cultural works of the countries of the studied language;
- predict the development of the plot;
- to extract from the literary text information of a linguistic and cultural nature;
- use linguocultural commentary;
- compare the socio-cultural information presented in the text;
- to express one's own position by verbal and non-verbal means;
- substantiate your point of view in a monologue or dialogic speech, analyze, generalize, draw conclusions about what you have read;
- create different types of texts using different supports and ways of presentation.

When interpreting a literary text, as in any other work on texts, it is important to take into account not only the level of foreign language proficiency of students. Important conditions that affect the success of interpreting a literary text are taking into account the psychological characteristics of students and the psychological climate in the study group, the adequacy of the language and speech material used, the activation of previously acquired linguistic and sociocultural experience, the level of development of students' creative abilities[2, 80]. Students should be able to argue their point of view, not be afraid to be grammatically incorrect in statements, be able to separate the main information from the secondary. It should be noted that when working on a literary text, one should also take into account the criteria for its selection, linguistic and speech design, sociocultural content. All information presented in an authentic text should be interesting and understandable to students, affect several areas at once.

The methodological criteria for selecting text material include:

- motivational-cognitive criterion, which involves the selection of texts of such topics that would be interesting to students, corresponding to their age and psychological characteristics. Senior schoolchildren prefer texts of problematic content that encourage them to express their opinions and arguments;

- the criterion of linguistic and semantic accessibility, which implies the feasibility of lexical and grammatical content, the adequacy of language tools to the level of foreign language proficiency of students, as well as the mandatory use of non-equivalent, connotative and background vocabulary;
- a criterion of genre and compositional-speech diversity, which involves the use in the educational process of texts of various genres and styles of speech (description, narration, reasoning), reflection of the features of the construction and functioning of texts;
- the criterion of informativeness, assuming that each text carries certain information that is different from the information of the previous text;
- a criterion of linguo-socio-cultural value, which implies that students are familiar with the culture of the countries of native speakers of the language being studied. It is worth noting that cultural errors are perceived much more "painfully" than language errors, therefore, comparing the facts of one's own culture and that of a foreign language has a positive effect on enriching the sociocultural experience of students;
- the criterion of educational value, which involves the selection of texts that are aimed at the formation of human values and moral qualities, which are formed, among other things, through the evaluation of the actions of the main characters of the texts.

An exemplary scheme for interpreting a work of art may include the following components:

1. Information about the author, the title of the work of art and history his creation.
2. Definition of genre.
3. Theme and main idea of the work.
4. Text composition, brief retelling.
5. Definition of the main characters and their relationships, means of their description.
6. Revealing the climax.
7. The author's attitude to the characters, key facts, the implementation of the main idea.
8. Definition of language means, stylistic devices used to convey information in a literary text.

9. Student's own position to the work, arguments.

However, at present, the methodology lacks a unified approach to the implementation of teaching the interpretation of a literary text.

Based on the analysis of linguistic, methodological and psychological sources on the research problem, it seems appropriate to propose a system of exercises for teaching the interpretation of literary texts, which includes:

- 1) Exercises in the analysis of a literary text;
- 2) Reproductive-productive exercises;
- 3) Productive exercise;

Analysis:

Exercises in the analysis of a literary text are aimed at the concept of the structural and semantic organization of the text as a whole. At this stage, it is important to introduce students to different styles of speech, stylistic devices, types of narration, and the definition of their typical features; to acquaint with the ways of transmitting the speech of characters, the features of their language and speech organizations; to acquaint with the syntactic and intonational highlighting of individual parts of the text, to determine its climax [1, 128].

Particular attention should be paid to phraseological units and words that are specific in their content and applicable only to the realities of the language being studied, because a misunderstood text context distorts its original author's intention.

- How do you understand this expression? Do you agree? What did the author want to convey? Discuss. (Wie verstehen Sie diese Redewendung? Sind Sie damit einverstanden? Beschreiben Sie die Hauptidee. Was möchte der Autor mitteilen?)

Read the set expressions, translate and explain the difference between them. Describe situations from the text using these expressions. (Lesen Sie die Redewendungen durch, übersetzen und erklären Sie den Unterschied. Finden Sie im Text die Situationen, diese Wendungen gebrauchend.)

-Determine the style of speech of the main character. Pay attention to direct and indirect speech. Name the signs of a certain style of

speech. (Bestimmen Sie den Sprachstil der Hauptperson. Beachten Sie direkte und indirekte Rede. Nennen Sie die Merkmale dieses Sprachstils.)

-Read the text. What creates tension? Identify parts and elements of the text that are involved in creating tension in the situation. Express your opinion on the importance of using deviations from the norm of language structures. (Lesen Sie den Text durch. Was macht die Anstrengung? Bestimmen Sie die Textteile, die die Anstrengung im Text entwickeln. Denken Sie über die Abweichung von der Sprachform nach. Wozu ist es gebraucht?)

Conclusion:

It should be noted that a literary text has great potential, and its analysis allows developing analysis and synthesis skills, providing a basis for finding new problems and developing information processing skills, stimulating students' associative thinking, as well as generating new ideas, improving communication skills, enriching linguistic and extralinguistic experience, which has a beneficial effect on the formation of communicative competence.

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