



## LITERATURE EDUCATION PROCESS IN THE FORMAT OF A TECHNOLOGICAL MODEL

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### Abstract:

The article is about literature education process in the format of a technological model. It is known that the process of teaching literature in a higher educational institution is carried out through socially significant factors. And these factors are explained in this article

**Key Words:** process of teaching literature, higher educational institution, socially significant factors, performance evaluation criteria, problematic situations.

It is known that the process of teaching literature in a higher educational institution is carried out through socially significant factors:

- targeted monitoring of the teaching process, in the course of which some important aspects of learning are identified;
- study of advanced experience of teachers-methodists of pedagogical university and practicing teachers working in secondary school and academic lyceum.

We understand our experience as a result of the work of many special educational institutions of our region, where students of the faculty of foreign languages of the department of "Russian language and literature" undergo pedagogical practice, as well as a large number of Russian teachers, who take courses to improve and retrain their qualifications at the Avloni Institute of Advanced Training.

In the practice of work in higher and secondary specialized educational institutions, such a generalized (collective) experience receives a peculiar refraction, complementing and enriching the individual experience of each student and trainer. This requirement to preparation of the highly skilled expert is basic and in the decision of a question on the professional approach of the training of the XXI century to process of training of the literature.

In this respect, students can be offered a lesson in the form of a multimedia project model.

Two teachers can act as consultants for multimedia literary projects: a vocabulary teacher and a computer science teacher, as the project itself is an integration of these disciplines.

The main purpose of the project activity is to solve a problem situation in which all students are involved. While working on the project, students have the maximum opportunity for self-realization. The problem situation is created with such an expectation that in solving it, is necessary to use different abilities of students: analytical, artistic, musical, artistic, communicative, which remain unclaimed in the traditional learning process, and a talented student can simply be "unnoticed". The obligatory task of the teacher at work on the project is to give the chance to each participant of educational process to feel the own importance and necessity in performance of the general business.

Precedes the training process of the PEC (performance evaluation criteria) of the project participants:

Performance Evaluation Criteria of Students	Points
awareness of the importance and relevance of the issues raised by each project participant	3
correctness of the research methods used and methods of processing the results obtained	2
activity of each project participant according to his or her individual capabilities	3
collective nature of decisions made	3
the nature of communication and mutual assistance, and the complementarity of the project participants	4
necessary and sufficient depth of penetration into the problem, attraction of knowledge from other areas	4
evidence of decisions made, ability to argue one's conclusions and conclusions	4
aesthetics of project results execution	3
ability to answer questions from opponents of each group member	4
Total	30 points

The study project will take place only when each topic is identified as a significant problem, research methods are defined, and the student's activity is planned.

### Stages of the Multimedia Project:

- setting up a problem situation and forming a small group;
- collection and processing of material;
- presentation of the project;
- discussion of the results.

It is very important to organize intermediate discussions of the obtained data in groups at the lessons or additional sessions.

So at studying of literary work of S. Esenin, at a lesson the problem is put to draw to creativity of the poet the maximum attention of pupils, to give to feel beauty and importance of sounding poetic word Esenin. As it is known, work with poetic works in practice of teaching literature is one of the most difficult. To solve this problem, students can take part in the creation of a multimedia project on the work of S. A. Esenin "What world of Sergey Esenin?"

Methodical tasks:

- to assist in understanding the internal logic of Esenin's creative way and the contradictions that determined the drama of his lyrics;
- teach how to apply the knowledge gained in practice;
- teach how to use Power Point presentation.

Several problematic situations are outlined in the lesson:

- S. Esenin - who is he?
- Motherland and S. Esenin - is this a whole?
- The philosophy of the poet's work.
- The peculiarity of the poet's artistic world.

In accordance with the problematic situations the students were offered topics for independent research:

- Life of S. Esenin in different time periods.
- Colorful palette of early creativity.
- The poet's reaction to social changes.
- Internal conflict between dream and reality.
- The path of the lyrical hero S. Esenin in color.

As each participant of the project begins to perceive the art text as a multifaceted and multi-colored world, which can be understood not only analytically, but also sensorily. Literature is beginning to be perceived not as a subject of study, but as an art form, and the student, working on the project, comes into contact with the creator of this art.

To this end, a group of students is divided into "readers", "editors", "critics", and literary consultants.

Since the final stage of the project was based on the theme "The path of the lyrical hero of S. Esenin in color", the most difficult part of the work was done by consultants - literary critics. Their task was defined as follows: to observe the changes in the color scale in the work of S. Esenin, depending on the period of his work. To perform such work, the group first underwent theoretical training: information from the theory of literature about color-coding. In addition, for the participants of the group was important not only the background and color, but also the central image or thought of each verse. For this purpose, each consultant carried out individual work on line-by-line semantic analysis of the poem. A special place here was given to art trails: it was found out why the author uses this or that epithet, what significance the author's metaphor has, for what comparison is used. The work was conducted in the form of problematic questions, the lexical meaning of obscure words was specified.

At the same time, we worked with readers and music editors. Moreover, encountering the texts of poems repeatedly, all the participants of the project learned them by heart without the slightest effort, and the analysis of the readers' work allowed all project participants to improve their performance level.

Finding answers to their own questions in the poems, the students begin to communicate with the text with interest and emotion, combining the analytical reading of the poem with empathy and reflection. Thus, the desire to continue working on the project receives a clear psychological motivation.

Project presentations can be timed to coincide with events and festivals, as well as being illustrative material of a regular lesson. In the second case, it may be a less time-consuming project on the writer's biography, or on a certain topic, or on a certain work. This kind of project work can replace the traditional writing of essays. After the presentation, there should be a mandatory discussion to identify possible shortcomings and ways of correcting them. All project participants are encouraged.

Multimedia projects have been created specifically for literature lessons: "N. V. Gogol and drama", "The Inspector" is a play?", "Where are my ancestors' fields in bloom? (A. S. Pushkin's and M. Y. Lermontov's genealogy)", "Fatherland to Us Tsarskoye Selo" (The image of Tsarskoye Selo in Russian poetry)

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