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## **METHODS OF TEACHING LINGUISTIC ANALYSIS OF TEXT AT HIGHER EDUCATION ESTABLISHMENTS**

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Methods of Teaching Linguistic Analysis of Text at Higher Education Establishments

On the basis of the analysis of scientific researches on the topic, the author of the publication specified the concept of teaching method, determined its main features, emphasized that in higher education establishments a teaching method is a kind of students' cognitive activity, aiming to generate worldview attitudes at the lessons and during independent work, oriented to creative and profound mastering of knowledge and skills. Special attention is paid to the methods of teaching linguistic analysis of text at high educational establishments.

The author distinguishes the main and specific methods of teaching linguistic analysis of text. The main one includes analysis and observation about linguistic peculiarities of a text, the method of exercises, research method, problem and searching method. The specific methods contain the interactive one. The methods defined are in close coordination with each other and contribute to improvement of linguistic analysis of text skills among the students of philological department.

The main method, which supports understanding of linguistic phenomena, is analysis. It takes a special place among the methods of theoretical and practical teaching languages. The method of analysis can be used at any level of education, in the process of conducting all types of lessons (lectures, practical and laboratory classes), as well as in independent and research activity of students.

The method of observation about linguistic peculiarities of text, method of conversation, research method promote students' better understanding of language phenomena, finding connection between them, contribute to refreshing and better learning new educational material.

The key role of exercises in developing linguistic analysis of text skills was defined.

*Key words:* teaching method, linguistic analysis of text, analysis, observation method, method of conversation, research method.

The latest tendencies in the system of higher education are determined by the society's demands for a graduate, who possesses a high level of professional competence, able to use freely the most efficient teaching methods.

In developing the skills of linguistic analysis of text (hereafter LAT) the right choice of teaching methods plays an important role. In research literature there are different definitions and classifications of such methods. O. Kucheruk notes that absence of “generally accepted approach to defining a teaching method can be explained by the fact that didactic method is a multi-dimension pedagogical phenomenon, characterized by a number of features, considered from different positions, which covers various relations existing in an educational process” [1, p. 11 – 12]. The main features of the method, according to S. Bondar, are the following: it is a way of obtaining information and mastering skills; a kind of co-operation of a teacher and students; a complex of regulated techniques, actions, operations, sufficient for obtaining the result of a teacher’s and students’ activity; a means and type of shifting the content of educational material by the rules of induction or deduction; a way and level of movement of students’ educational independence; a kind of learning stimulation and motivation [2, p. 492 – 493]. In higher education establishments a teaching method is a kind of students’ educational activity, aimed to generate worldview attitudes at the lessons and during independent work, oriented to creative and profound mastering of knowledge and skills.

To our minds, the most effective for a higher education establishment are the teaching methods that activate educational, creative and scientific activity of the students-philologists. While using such methods, a teacher implements the main rule of education of cooperation and transforms a student from the object to subject of education.

The aim of the publication is to reveal the main methods of teaching LAT, define specific features of their implementation in higher education establishments.

We distinguish the main and specific methods of teaching LAT. The main one includes analysis and observation of linguistic peculiarities of a text; the method of exercises; research method; problem and searching method. The specific methods contain the interactive one. The methods defined are in close coordination with each other and contribute to improvement of LAT skills among the students of philological department that creates the basis for profound knowledge.

The main method, which supports understanding of linguistic phenomena, is analysis. It takes a special place among the methods of theoretical and practical teaching languages. Analysis is a method which is used “both like a self-sufficient activity in analyzing language and speech phenomena, and like a constituent of any theoretical and practical method” [3, p. 55]. Analysis activates creative and cognitive activity of students, their independence in completing the tasks set, contributes profound formation of skills, affects in a positive way the process of producing utterances of a good quality, development of speech culture. It favors better acquiring of communicative qualities of speech, forming language and speech competences of a future philologist.

The method of analysis can be used at any level of education, in the process of conducting all types of lessons (lectures, practical and laboratory classes), as well as in independent and research activity of students.

On the assumption of multidimensionality of text phenomenon, analysis may be a complex one, because “it complies not only text nature, but teaching (four content branches of school curriculum) and educational (to bring up integral and harmonic personality) tasks” [4, p. 76]. Complex analysis of text means revealing its linguistic peculiarities (phonetic, lexical, morphological, syntactical, stylistic, etc.), literary (identifying the topic, idea, genre, etc.) and functional (communication, motivation, etc.) ones. The tasks for the text can be pre-textual (actualizing knowledge in certain field, related to a speech aspect), textual (extending and developing knowledge), post-textual (communicative and creative tasks).

Thus, the method of analysis promotes students’ activity, contributes to better understanding of stylistic peculiarities and grammar laws of linguistic units, profound knowledge of literary norms at all language levels, increases the level of philological education.

The method of observation (O. Bilyayev, V. Melnychaiko, M. Pentylyuk, others) about linguistic peculiarities of text suggests independent analysis of language units, clear understanding of their features in text structure, emphasizes certain linguistic facts and stimulates thinking abilities of students, promotes finding

necessary facts in the text, habituates analyzing it, compare with other ones, promotes immersion into the essence of language units, understanding ties between them. This method is closely related to the content of educational material, aids strengthening of searching skills, abilities to draw conclusions.

Observation is closely intertwined with the method of conversation, which conditions students' conscious awareness of language phenomena, defining relations between them, as well as contributes to actualization and better understanding of new material. Conversation helps a teacher to "reveal" philologists' cognitive activity, obtain direct feedback information about educational material learnt [5, p. 114]. The method is valuable because it accustoms to analyzing, comparing, generalizing, expressing opinion clearly and directly.

Taking into account the peculiarities and level of students' cognitive activity, I. Lerner, M. Skatkin distinguish research method, which is used to stimulate students' creative activity. This method provides for abilities to research linguistic phenomena in the text, draw conclusions, gain knowledge independently, because "it is research activity, where a future philologist's proactivity, imagination, independence, creativity, communicative and organizational skills are expressed to the biggest extent" [6, p. 28]. It is reasonable to use this method in the students' independent work, in particular while preparing scientific reports, for participation in student contests, scientific conferences, other scientific events.

Problem and searching method (A. Aleksyuk, I. Lerner, K. Plisko, A. Furman, others) provides conditions for creating problem situations and completing problem tasks and is of developmental nature. Implementation of this method involves the following activities: introduction of some new information about text, motivation to reveal and correct mistakes made in the texts, belonging to different styles; find a correct variant among different contradicting statements about one and the same subject, concerning LAT; enrich the text with synonyms, various means of connection, etc. in order to choose the most appropriate variant (linguistic experiment); compare texts with the same topic, but belonging to different speech types and styles. This activates educational and creative activity of philologists,

stimulates development of skills in linguistic analysis of text, doing such activity “a student is not a passive observer, but a participant of a scientific search in finding a way to solve a problematic task set” [6, p. 28].

The main kind of LAT implementation is exercises, which consist of successive actions and operations, are done on repeated occasions for the purpose of obtaining necessary practical knowledge and skills [5, p. 118], and this makes them a teaching method. Doing exercises plays an important role in students’ educational activity, as exercises are an integral part of successful learning of any language. We emphasize that the object of analysis in exercises is always a text. In language education we can find different classifications of exercises, which indicates scientific search, multidimensionality, theoretical and practical importance of this issue.

According to the aims and tasks of teaching LAT for students-philologists V. Onischuk’s classification of exercises [7, p. 48 – 53] is of big value. It is based on the following criteria: didactic aim of each exercise, level of independence and creativity of a person, who does it. Together with the author of classification we define such kinds of exercises: preparatory, introductory, training, finalizing. For developing new knowledge and skills in LAT it is necessary to refresh knowledge and skills obtained before, that is why preparatory exercises are used before learning new material. Introductory exercises are used after working with the material, because these very exercises ensure developing skills of implementing theoretical knowledge in practice, as well as stimulate cognitive and psychological readiness of students to perceive new material. Finalizing exercises are the ones that use problem-solving, practical-oriented tasks, creative tasks, control and module control tasks of various types.

For efficient implementation of LAT while teaching subjects in Linguistics, training exercises are preferred, as they promote reinforcing and developing skills of analysis. Training exercises are divided into comparing exercises, the ones with instruction, by example, with task [5, p. 120]. We consider appropriate and efficient the exercises with instruction (in the task for the exercise there is description of the sequence of actions, but there is no certain example of doing it), as well as the ones

with tasks (a teacher precisely describes tasks and aim of work, but activities, procedures, operations, their succession are chosen by students independently). Such exercises include different kinds of text analysis (phonetic, lexical, word-forming, morphological, syntactical, etc.), which can be done orally or in written form, can be full and fragmentary, are reproductive (certain actions over linguistic material are repeated) and productive (promote development of creative abilities, increase the quality of own utterances). Practical language knowledge and skills are developed in the process of doing such exercises.

According to the peculiarities of work over LAT, classification of exercises in developing connected speech, offered by T. Ladyzhenska [8] can be used. The classification is based on the following main students' activities: analysis, reconstruction of language material and creation of utterances. On this basis there can be defined such exercises as: information-receptive, targeting to students' learning, considering and systematizing theoretical material obtained; analytical, aiming to reconstruct the knowledge received, explain connections and relations in text, work out and reinforce certain operations of linguistic analysis; reconstructive, including activities with reconstruction, enlargement, editing texts and providing formation of skills to differentiate various linguistic phenomena in text; constructive, which form the skills to build own speech, as well as plan the text for coming practical use.

Text analysis is based on analytical exercises. So, exercises are a necessary component of gaining and developing knowledge, forming skills in LAT, it is a specific type of cognitive activity.

Exercises are the main kind of performing linguistic analysis of text and promote obtaining linguistic knowledge, form and develop skills in LAT, help to organize students' cognitive activity.

The main teaching methods create the basis for developing skills in LAT. Together with them interactive method, which inspires interpersonal interaction, is used (O. Verbylo, N. Golub, O. Kucheruk, O. Pometun, I. Khomyak, V. Scherbyna). Interactive learning contributes to developing students' knowledge and skills, motivates them for team working, taking into consideration teammates' opinions,

makes impossible one person's domination over others, promotes implementation of the basic ideas of a person-oriented education.

Future perspectives of the research include keeping on investigating and implementing new methods of teaching LAT.

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Кравчук О. М.

Методи навчання лінгвістичного аналізу тексту у ВНЗ

У статті на основі аналізу фахових праць уточнено поняття методу навчання, з'ясовано основні його ознаки, наголошено на тому, що у ВНЗ метод навчання – це спосіб пізнавальної діяльності студентів, спрямований на вироблення світоглядних переконань на заняттях та під час самостійної роботи, орієнтований на творче й глибоке оволодіння знаннями, уміннями й навичками. Особливу увагу приділено методам навчання лінгвістичного аналізу тексту у вищій школі.

Автор виділяє основні й специфічні методи навчання лінгвістичного аналізу тексту. До основних відносить аналіз і спостереження над мовними особливостями тексту, метод вправ, дослідницький метод, проблемно-пошуковий. До специфічних зараховує інтерактивний метод. Зазначені методи тісно взаємодіють між собою і сприяють удосконаленню навичок лінгвістичного аналізу тексту у студентів-філологів.

Основним методом, який допомагає зрозуміти мовні явища, є аналіз. Йому належить особливе місце серед методів теоретико-практичного навчання мови. Метод аналізу може застосовуватися на будь-якому етапі навчання, у процесі проведення всіх форм занять (лекційних, практичних, лабораторних), а також у самостійній та дослідницькій роботі студентів.

Метод спостереження над мовними особливостями тексту, метод бесіди, дослідницький метод зумовлюють свідоме розуміння студентами мовних явищ, установлення зв'язків між ними, сприяють актуалізації й кращому засвоєнню нового матеріалу.

Визначено провідну роль вправ у вдосконаленні навичок лінгвістичного аналізу тексту.

*Ключові слова:* метод навчання, лінгвістичний аналіз тексту, аналіз, метод спостереження, метод бесіди, дослідницький метод.

Кравчук О. Н.

Методы обучения лингвистическому анализу текста в вузе

В статье на основании анализа научной литературы уточнено значение понятия метод обучения, выяснены основные его признаки, отмечено то, что в вузе метод обучения – это способ познавательной деятельности студентов, направленный на выработку мировоззренческих убеждений на занятиях и во время самостоятельной работы, ориентированный на творческое и глубокое овладение знаниями, умениями и навыками. Особенное внимание уделено методам обучения лингвистического анализа текста в высшей школе.

Автор выделяет основные и специфические методы обучения лингвистического анализа текста. К основным относит анализ и наблюдение над языковыми особенностями текста, метод упражнений, исследовательский метод, проблемно-поисковый. К специфическим засчитывает интерактивный метод. Отмеченные методы тесно взаимодействуют между собой и способствуют совершенствованию навыков лингвистического анализа текста у студентов-филологов.

Основным методом, который помогает понять языковые явления, является анализ. Ему принадлежит особенное место среди методов теоретико-практического изучения языка. Метод анализа может применяться на любом этапе обучения, в процессе проведения всех форм занятий (лекционных, практических, лабораторных), а также в самостоятельной и исследовательской работе студентов.

Метод наблюдения над языковыми особенностями текста, метод беседы, исследовательский метод predispose сознательное понимание студентами языковых явлений, установление связей между ними, способствуют актуализации и лучшему усвоению нового материала.

Определена ведущая роль упражнений в совершенствовании навыков лингвистического анализа текста.

*Ключевые слова:* метод обучения, лингвистический анализ текста, анализ, метод наблюдения, метод беседы, исследовательский метод.

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