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**STUDYING TEXTS OF FOREIGN LITERATURE AS A COMPONENT OF
INTELLECTUAL DEVELOPMENT OF STUDENTS**

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**ДОСЛІДЖЕННЯ ТЕКСТІВ ІНОЗЕМНОЇ ЛІТЕРАТУРИ ЯК КОМПОНЕНТ
ІНТЕЛЕКТУАЛЬНОГО РОЗВИТКУ СТУДЕНТІВ**

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The article deals with the issues of studying foreign literature as a component of youth intellectual development. Emphasis is placed on the role of the teacher as the main subject, which attracts young people to the highest achievements of foreign literature and culture, shapes the communicative and literary competences of the pupils. The importance of educating young people through high readership and general culture is revealed. The need to develop the aesthetic taste of the reading community is emphasized. The problems of intellectual development of the individual are distinguished. The need to develop students' creative abilities was emphasized. It is noted that there is a need to apply modern methods and educational technologies for teaching students. It is revealed and proved that the modern educational process requires every teacher to orient his pedagogical range for the intellectual development of personality.

Key words: intellectual development, formation, education, research, reading skills.

У статті розглядаються питання про вивчення зарубіжної літератури як складової інтелектуального розвитку молоді. Закцентована увага на роль вчителя як основного суб'єкта, який залучає молодь до найвищих досягнень зарубіжної літератури і культури, формує комунікативні та літературні компетентності вихованців. Розкрито значення виховання молоді шляхом високої читацької і загальної культури. Наголошено на необхідності розвивати естетичний смак читацької громади. Виокремлено проблеми інтелектуального розвитку особистості. Зауважено на необхідності розвивати творчі здібності учнів. Зауважено, що є необхідність застосовувати сучасні методи й освітні технології навчання школярів. Розкрито і доведено, що сучасний освітній процес вимагає від кожного вчителя орієнтації його педагогічної дальності для інтелектуального розвитку особистості.

Ключові слова: інтелектуальний розвиток, формування, виховання, дослідження, навички читання.

Reading plays an important role in building the intellectual development of students. The dynamics of reading are conditioned by the huge range of phenomena that are currently occurring in society. "There is no doubt that reading is very responsive, solid and in a sense, even a universal indicator of the state of society in general. Therefore, when we study reading, it seems like we hear the tone, feel the atmosphere, feel the spirit of the life of society, and vice versa, analyzing social processes we draw the background where the dramaturgy of reading unfolds [5, p. 17 - 63].

Unfortunately, nowadays, there are fewer and fewer students who find reading to be an exciting activity. Most students spend their free time playing games, communicating on the Internet. They spend less and less time reading Ukrainian and foreign literature. Middle school and high school students read foreign texts in preparing for the lesson of literature, most often they read it "diagonally" or in abbreviated form so that these texts rarely remain in their memory. In elementary

school, students read quite a lot of fiction: Ukrainian folk tales, foreign texts, and works of literary authors. Family reading and discussion with parents still exist at this age.

We explored this topic and concluded that if the younger students did not master the technique of semantic reading, which is aimed at understanding the text, then further reading will become a backbreaking burden for them. Teaching to read meaningfully is one of the ways of the intellectual development of a student.

The problem of the intellectual development of personality is highly relevant today. It has been and remains the focus of research of many scholars, including J. Rousseau, M. Montessori, J. Herbert, J. Pestalozzi, K. Ushinsky, L. Vygotsky, L. Zankov, P. Halperin, O. Savchenko, and Zh. Piaget, L. Boguyavlensky, D. Perkins, Y. Ponomaryov, V. Stern and others.

Revealing the concept of "intellectual development of the student", Yu. M. Tugov talks about two leading values of this problem: in the broad social sense, when it comes to the educational impact of the entire environment on the reader, his tastes and preferences; and in the pedagogical sense, means the purposeful education taking place under the selected by society leadership [5, p. 141 - 143].

We have analyzed the basic ideas expressed in the educational systems of many countries, and have concluded that the basic competence that literary education aims to provide is for students to understand the text. The famous American scholar-educator, the author of many world-known bestsellers Doug Lemov claimed that "understanding the text – it's meaning, significance and relativism - is the ultimate goal of any kind of reading. It is extremely difficult to teach this, because this ability encompasses many different aspects and relies on a huge number of different skills" [2, p. 359].

Several key points in this American scientist's statement are worth noting. First of all, for him the understanding of the text is an understanding of its "meaning, significance and relativism", where the first ("meaning"), second ("significance") and third ("relativism" - that is, relativity) characterize (if any) about the artistic text), the intellectual and aesthetic human development.

This confirms the idea that foreign literature as an academic subject has no developmental potential, and plays a key role in the development of knowledge and skills that allow us to understand and interpret the text deeper, thereby acquiring one of the most important competencies that can be given by the secondary education. It is a true conclusion of the Methodists that the organization of students' creative activity is the basis for its realization in the course of the further creative self-growth of the individual (Yu. Dyshlyuk, Zh. Klimenko, V. Cherniy).

The work is the main object of study in literature. An oral approach to the study of literary work and the ability to analyze the work in the unity of form and content will ensure the formation of students' knowledge and skills. The requirement for the teacher is to direct the student, help him to identify the main and secondary tasks, to find similar facts from other sciences, to promote the development of his intellectual abilities in the most effective manner.

When studying works of foreign literature, there is a psychological, social and cultural identification of self with the characters of fiction. There is an ability not only to emotionally perceive artistic text, but also the desire to develop certain literary subjects in one's imagination. The indicators of the effectiveness of this process can be considered a sense of intellectual, emotional, aesthetic and spiritual harmony between the author and the reader, arising in the process of reading.

Studying works of foreign literature provides the development of students' skills and abilities to navigate the countless amount of information in the languages they speak. They learn to use modern information and communication technologies (Internet, distance education, etc.), to carry out research activities (to find, perceive, analyze, evaluate, systematize, compare various facts and information), to put into practice the skills acquired in the process of learning the language and literature; to improve skills of independent educational activity, self-development, self-control, ability of research activity, to develop artistic-imaginative thinking, intellectual and creative abilities of students, as well as their emotional-spiritual sphere, aesthetic tastes, general culture.

Works that students have read and analyzed independently become part of their own intellectual experience. The teacher should find the most effective way to convey the content of the text to the student and encourage him to study the text independently. The best material for remembering is the one that the student has independently researched and experienced.

The task of modern pedagogy is to create the conditions for activating the intellectual activity of students, as well as to increase the efficiency of the educational process through the development of the intellectual abilities of students. Nowadays, considerable attention is paid to the creation of conditions for the intellectual development of the child, who can make decisions independently, to be responsible for their actions, to think logically and critically.

A logical technique that indicates the peculiarity of the development of the child's intellectual potential is synthesis. With the help of synthesis, students can combine knowledge about the objects of studying, find out connections and interactions between their parts, summarize them through comparison, and choose the most relevant. Mental operations of analysis and synthesis are best manifested in the students' analysis of the text, the characters of the main characters and the problematic situations of the work. However, these operations can be used in almost any field and activity [1, p. 34 - 70].

Systematization helps ensure that students' knowledge has a specific system. Investigating the features of the intellectual development of young children's abilities in school age, it is necessary to pay attention to the generalization. In the process of teaching children to compare phenomena, objects, facts, the teacher must also teach them to identify common features and to draw conclusions from them, that is, to generalize. Generalization allows not only to develop the intellectual abilities of children but also helps them to learn certain scientific conclusions, laws, concepts. Usually, after learning a topic in any subject there are lessons in generalization and systematization. This helps to assess the level of students' learning of a particular educational material. All the mental actions mentioned above form the basis of human intelligence. The essential elements of intelligence are also: attention, memory, imagination and other kinds of mental abilities [3, p. 48].

According to V. Strelnikov's method of assessing the intelligence of personality at school age, students should acquire new knowledge quickly and easily; be able to think logically; link events, causes and effects quickly; solve complex tasks that require mental effort; remember what you read or heard quickly; spend time repeating what you need to remember rationally; ability to apply knowledge in practical everyday situations; ability to speak freely; think and propose original non-standard solutions; love to read new books; the ability to effectively perceive information; respond quickly to anything new [4, p. 14].

It should also be noted that in the process of developing the attention of young school children their attention changes from involuntary to voluntary, an abstraction emerges. Children have a clear and imaginative memory at this age, so all the material that is learned in school should be bright, interesting and understandable. The development of the intellectual abilities of the child occurs in the course of its educational and cognitive activity, which is aimed at acquiring knowledge and skills. A child's abilities develop actively only when he or she begins to perform various practical tasks. These include the tasks of establishing basic facts, comparing, researching, etc. Starting from elementary school students need to be taught to think systematically about objects of the outside world, to solve creative tasks, to invent tales, stories, poems, riddles.

A special role in the intellectual development of younger students is played by educational work. This activity enhances the practical intelligence needed for a wide variety of future professional creative activities. It should be quite diverse and interesting. Any task either at school or at home should be not only interesting but also creative enough to allow you to think and make your own decisions. At the same time, an initiative and creative approach to the implementation of the case should be encouraged, not just the performance of the work, but also its specific result. Creative activity - another important component of the development of the intellectual abilities of the individual.

The analysis of methodologies on this problem and pedagogical experience gives rise to claim that there is a purposeful activity during the reading that promotes the change of views, deepening of understanding, reproduction of experience, stimulation of intellectual and emotional growth, change of behavior and development of strong personality. The process of forming intellectual skills is facilitated by working not only with creative but also with other various types of tasks: educational, developmental, intellectual, research, etc. [4].

Summing up, we can say that knowledge of foreign literature contributes to the formation of students' outlook, awareness of their place in the world culture. It should be noted that one of the disadvantages of the modern educational process is the one-sided orientation of the process of the intellectual development of students - the accumulation of knowledge without using them in practical life, including intellectual work. Therefore, the modern educational process requires every teacher to orient his pedagogical range on the intellectual development of the individual.

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