ANALYSIS OF WRITTEN LITERARY TEXTS IN STUDENTBOOKS

Tamara ATAKISHIYEVA

BAKU ENGINEERING UNIVERSITY

tatakisiyeva@beu.edu.az

ARTICLE INFO	ABSTRACT
	Tutorials, textbooks, studentbooks usually provide students writing, reading materials or stories where learners can enhance the topics very well. Comprehension of texts motivates the reader not only to understand the texts but also to perform tasks related to the text. For this reason, analysis of texts can profoundly aid the comprehension process. There are different approaches to conducting analysis, but the most common form is the close reading, which allows students feel the events in stories to its least details. Thus, research work creates mutual interactivity between the author, teacher and reader based on reading textbook materials and reveals methods of complex scientific analysis.

АНАЛИЗ ПИСЬМЕННЫХ ЛИТЕРАТУРНЫХ ТЕКСТОВ В УЧЕБНИКАХ

РЕЗЮМЕ

Учебники, учебные пособия обычно предоставляют учащимся материалы для письма, чтения или рассказы, в которых учащиеся могут очень хорошо раскрыть темы. Понимание текстов мотивирует читателя не только понимать тексты, но и выполнять задания, связанные с текстом. По этой причине анализ текстов может существенно помочь процессу понимания. Существуют разные подходы к проведению анализа, но наиболее распространенной формой является внимательное чтение, позволяющее учащимся прочувствовать события рассказов до мельчайших подробностей. Таким образом, исследовательская работа создает взаимную интерактивность автора, преподавателя и читателя на основе чтения материалов учебников и раскрывает методы комплексного научного анализа.

Ключевые слова: анализ, текст, учебник, понимание

DƏRSLİKLƏRDƏ YAZILI ƏDƏBİ MƏTNLƏRİN TƏHLİLİ

XÜLASƏ

Dərsliklər, tələbə kitabları adətən tələbələri yazı, oxu materialları və ya hekayələrlə təmin edir ki, burada oxucular mövzuları daha yaxşı inkişaf etdirə bilsinlər. Mətnləri başa düşmək oxucunu təkcə mətnləri anlamağa deyil, həm də mətnlə bağlı tapşırıqları yerinə yetirməyə sövq edir. Bu səbəbdən mətnlərin təhlili başa düşmə prosesinə dərindən kömək edə bilər. Təhlil aparmaq üçün müxtəlif yanaşmalar var, lakin ən çox yayılmış forma şagirdlərə hekayələrdəki hadisələri ən kiçik detallara qədər hiss etməyə imkan verən yaxından oxumadır. Beləliklə, tədqiqat işi dərslik materiallarının oxunması əsasında müəllif, müəllim və oxucu arasında qarşılıqlı interaktivlik yaradır və kompleks elmi təhlil üsullarını üzə çıxarır.

Açar sözlər: təhlil, mətn, dərslik, anlayış

INTRODUCTION

From a methodological point of view, it is advisable to present the text as a product of human mental activity in oral or written form, realized in a work of integrity, which has semantic completness and structural unity. The text is viewed as an integrated system that allows one to see the interaction of units of all language levels. It unites all language units, making them communicatively significant. Thus, the texts is a method of implementation, the result of the functioning of the language system.

Each text stands for someone's perception. Text includes author's activity which needs reader's colloboration and his/her perception. In that case triada is formed where it is appear while analysing a text. So, in analysis of the reading process, three important aspects of the interaction between the reader and the text: anticipation and retrospection; production of the disclosure of the text as a live event; creation of the impression of similarity to life; are observed.

As with any literary example of texts, the "live event" must remain unfinished in one way or another. In the process of reading, this prompts the reader to constantly search for consistency, and only in this case can he complete the situation and understand the unfamiliar, the foreign issue. But understanding the sequence itself is a living process, and in this process it is necessary to make a decision based on choice. But these decisions, in turn, give reality to the possibilities they rule out, because they create changes in a determined sequence. All this attracts the reader to the reality created by the text itself.

Thanks to this involvement, the reader is necessarily drawn to the text and leaves his preconceived notions behind. The reader has the opportunity to experience what Bernard Shaw said: "You have realized something. At the same time you feel as if you have lost something." [2, p.64] Reading reflects the mechanism of gaining experience, because temporarily we have to give up our own understanding and position to enter the unfamiliar world of a literary work. During this process, we come across a widespread proposition in literary studies. So the frequent conflation of alien experience as part of our personal experience needs to be considered in detail. Literary experts call the process of assimilation of foreign experience the identification of the reader with what he is reading. Although this term is used as an explanation of a process, in fact it only describes it. As a rule, "identification" refers to the recognition of similarities among themselves or by an external influence: it means creating a familiar field and through it coming into contact with the unfamiliar. But the task of the writer is to convey the experience, the impression and, above all, the attitude towards this experience. Therefore, "identification" is not a goal in itself, but a strategy of the writer that provokes the reader to take a certain position.

Reading itself is a set of practices and procedures for working with written text and the direct process of working with text, aimed at extracting information from it, perceiving the text and understanding it. In a broad sense, it is the process of extracting information also from any symbolic system (Braille symbols, musical notation, and so on). Analysing leads to learning process. Learning to read includes teaching reading techniques (the ability to translate written signs, words and sentences into their sound form) and teaching real reading with the formation of a reading strategy and the skills of an experienced reader. An inexperienced reader, in addition to a slow reading speed, rereading the text and a significant number of eye fixations, is characterized by pronouncing what is read instead of quiet reading (reading to oneself), monotony of reading, focusing more on the form rather than the content of the text, semantic processing of what is being read after finishing the reading portion text. Comprehension when

reading is influenced both by the characteristics of the text - information richness, logical structure of the text, language implementation and expression of logical, emotional and other information of the text, and by the characteristics of the reader - the degree of approximation of the vocabulary, grammar and style of speech of the reader to the vocabulary, grammar and style of the text ; organizing the focus of attention when perceiving text; individual psychological characteristics [7].

Studying reading is one of the types of educational reading when teaching a language. This classification is based on the practical needs of readers:

viewing text;

familiarization with the content;

searching for the necessary information;

detailed study of language and content.

Thus, each type of reading is associated with solving certain communicative tasks.

Study reading involves achieving a complete and accurate understanding of the main and secondary facts contained in the text. Such reading proceeds slowly, since the reader has an attitude towards long-term memorization and resorts to repeated reading, translation (if reading in a foreign language), and sometimes to written recording of the content. At the same time, the reader strives to delve deeper into the essence of the communicative situation.

Study reading is usually carried out on texts that have cognitive value and information content. At the same time, they must be quite difficult in linguistic terms, since one of the didactic tasks solved with the help of learning reading is teaching the student to independently overcome language difficulties.

One of the main categories of text is its information content, since the purpose of creating any text is a message any information. Scientists distinguish three types of information:

1. Content-based factual information, are "reports about facts, events, processes that are happening, have happened, and will happen in the world around us, real or imaginary" [6, p. 28]. It helps answer the question "What is the text about? What is its theme?

2. Content-conceptual information, informing the reader "an individual author's understanding of the relationships between the phenomena described by means of it, an understanding of their cause-and-effect relationships, their significance in the social, economic, political, cultural life of the people, including the relationships between individuals, their complex psychological and aesthetic-cognitive interaction" [6, p. 27]. It is presented implicitly in the text and is the result of understanding the text. Identification of this information helps to determine the main idea of the text.

3. Subtextual information that represents a hidden meaning, appears due to the ability of words, phrases, sentences in individual small sections of text to conceal

latent meaning. Subtextual information is not expressed in words, it only implied.

The methods that are shown above is very close to epistemological analysis. Epistemological analysis demands author and reader's interactivity. Interactivity which rely on mutual sides. Subjective perception of objective world is the main goal of thematic analysis – to appreciate the events around from his/her point of view.

Based on the literary principles of constructing a work of art, on the psychology of perception of a work of art by junior schoolchildren, as well as on the actual methodological provisions on reading a work of art in primary school, modern reading methods distinguish three stages of work on a literary text: primary synthesis, analysis, secondary synthesis.

The leading activity of students under the guidance of the teacher is the analysis of the work. It should be the centerpiece of a classroom reading lesson. It is preceded by a primary synthesis of the work, which consists of preparatory work, primary perception of the text and verification of primary perception (or primary analysis).

Primary perception of the text, as a rule, is ensured by such a technique as reading aloud by the teacher. Children are given instructions for listening: for example, before reading Grimm's story "Mary's child," you can invite children to think about whether this work is funny or sad. While the teacher is reading, the children's books are closed, their attention is completely directed to listening to the work and empathizing with the teacher-reader. The choice of such a technique for primary perception is justified by the imperfect reading skills of children of primary school age.

The analysis of a work of art is carried out in logically complete parts. These parts are determined by the teacher based on the content and structure of the work. Each part is read aloud by an exact student, and other children follow the reading from the book. After completing reading, training is carried out "thinking while reading", i.e. the read part is analyzed. Analytical activity is organized in such a way that children can understand the meaning of the work, therefore the analysis of the part is carried out at some levels: actual, one's own attitude towards what is being read.

The most common method of analysis is asking questions about the part read. Questions help children understand the facts of the work, comprehend them from the point of view of the ideological orientation of the work, i.e. understand cause-and-effect relationships, realize the author's position, and also develop your own attitude towards what you read.

Secondary synthesis is a stage of work that involves generalizing the work, rereading it, and children performing creative tasks based on what they read.

The generalization involves clarifying the idea of the work and helping children understand their reading position. Typically at this stage the following techniques are used: conversation, selective reading, correlating the idea of a work with proverbs, final word from the teacher.

Rereading is a special type of reading activity. If the work touched the reader's feelings and provoked his thoughts, then after completing the reading he feels the need to return to what he read, recreate individual episodes in his imagination, and re-read the passages he liked.

CONCLUSION

Reading brings a person closer to spiritual life and indicates the existence of this sphere, but it is not able to lead us inside. Reading is located on the threshold of spiritual life. The most intense effort of the writer only leads to removing the patina of ugliness and insignificance from the universe. The writer points us to the beauty of the world and, only having outlined the contours of this new world and talking about the need to learn to see, it disappears. This is the significance and at the same time the insufficiency of reading. According to Proust, this newfound appearance, which allows the writer to charm and, at the same time, disappoint the reader, is "vision" itself.

Thus, the analysis of the text with the use of interpretation helps to establish what the author wanted to say, with the help of which linguistic means he managed to do this, and how we managed to understand the meaning of the work, see how linguistic means "work" on the image, understand the author's state of mind, his attitude to the heroes, action, product in general, and therefore, the concept of the product. Moreover, learning the techniques of interpreting the artistic text is the most important. This is a link in the formation of reading culture, ways of knowing the world, national and world culture.

BIBLIOGRAPHY

1. М. С. Афонина. Анализ и интерпретация художественного текста на уроках литературного чтение в классах. С. 121-128. 2008

2. Shaw, B.G. Major Barbara / B.G. Shaw. – London: Hard press, - 1907. – 98 p.

3. Чтение — статья из словаря методических терминов и понятий (теория и практика обучения языкам) // м.: издательство икар. Э. Г. Азимов, а. Н. Щукин. 2009.

4. Санкт-петербургский филиал государственного университета – высшей школы экономики. Homo loquens: актуальные вопросы лингвистики и методики преподавания иностранных языков. Санкт-петербург. 2010

5. Willingham, Daniel T. (2017). The reading mind: a cognitive approach to understanding how the mind reads. Jossey-Bass.

6. Гальперин И. Р. О понятии «текст» / Вопросы языкознания, 1974, № 6.

7. https://core.ac.uk/download/pdf/37326631.pdf