

CHAPTER 5. ASPECTS OF LITERARY DISCOURSE IN PEDAGOGICAL AND METHODOLOGICAL PERSPECTIVES

LINGUODIDACTIC POTENTIAL OF PRECEDENTIAL TEXTS STUDYING IN FICTION DISCOURSE AT THE LESSONS OF RUSSIAN AS FOREIGN LANGUAGE

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Abstract. The research reveals and characterizes the linguodidactic potential of studying precedent texts in artistic discourse in the lessons of Russian as a foreign language; the linguistic personality is described as an object of linguodidactics; the specificity of understanding and using precedent texts as characteristics of the level of a linguistic personality is determined; tasks have been developed based on precedent texts of artistic discourse and aimed at expanding the horizons of students with socio-cultural information. It has been established that a linguistic personality is a multi-layered and multicomponent set of linguistic abilities, skills, readiness to carry out speech actions of varying degrees of complexity, taking into account the formation of personal, value (ideological) and culturological components. It was revealed that the most important characteristic of a linguistic personality is the level of language proficiency. A high level assumes knowledge of linguistic units and the ability to use these units in accordance with national and cultural traditions and the

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situation of communication in all types of speech activity (speaking, listening, writing and reading) at all levels of language (phonetics, grammar and vocabulary). One of the most significant indicators of the level of formation of a linguistic personality and the level of language proficiency is knowledge of precedent texts (use and understanding) – names, sayings, cultural symbols that are significant for the individual and the society to which this person belongs. The use of assignments with precedent texts of a search, creative nature allows you to diversify the lessons and the educational process as a whole.

The article describes the methodology for working with precedent texts of artistic discourse in the lessons of Russian as a foreign language. At the initial stage of working with precedent texts, it is necessary to use tasks that do not require special knowledge: find out the meaning of the precedent text using a dictionary, find an error in use, restore a verse quote by arranging the lines in the correct order, correlate the precedent text and its interpretation, name the second part of the precedent name. At the second stage, the tasks become more complicated: restore the quote by inserting the missing words, independently interpret the case text, explain the situation in which the case text is used, strengthen the main idea of the essay by including the case text.

Knowledge of precedent texts and the ability to include them in speech characterize the linguistic personality of a student of a foreign language. The linguodidactic potential of including tasks of this nature is huge: they contribute to the expansion of the lexical stock of students, the development of their logical thinking and memory, the formation of sociocultural and communicative competencies, and allow a deeper understanding of the national and cultural-historical identity of the country of the language being studied.

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Introduction

Linguodidactics of the second half of the XX – early XXI centuries. is guided primarily by the ideas of anthropocentrism. That is why a significant part of research is focused on the study of the linguistic personality (G. I. Bogin, N. D. Galskova, T. V. Dobroshtan, Yu. N. Karaulov, V. V. Krasnykh, N. M. Pechko, A. N. Plekhova and others), one of the components of which is the level of language proficiency. Scientific studies indicate that a linguistic personality is considered to be formed if it has mastered a certain set of not only linguistic and speech knowledge and skills, but also background knowledge, which reflects the socio-cultural, cultural, historical and national characteristics of the people whose language, is being studied.

Contained in precedent texts: phraseological units, winged expressions, proverbs, sayings, “speaking” names and titles, bearing knowledge hidden by the internal form of the word, its own connections with culture. In precedent texts, which are, in a sense, quoting famous names, events of works of literature, theater, cinema, painting, knowledge about any discourse, including fiction, is embedded.

It should be noted that the term “case text” was first introduced into scientific practice by Yu. N. Karaulov in his report “The Role of Case Texts in the Structure and Functioning of a Linguistic Personality” at the VI International Congress of Teachers of Russian Language and Literature in 1986. The scientist was the first to point out that an appeal to the original text is often given by a hint, a reference, a sign, and thus either the whole text or its individual fragments, correlated with a communication situation or a larger life event, are included in the communication process.

Today, the theory of precedence is being actively developed by both linguists and linguodidactists (M. E. Bokhonnaya, N. D. Burvikova, I. G. Gorovaya, N. N. Gorovaya, L. M. Gritsenko, D. B. Gudkov, T. A. Demidova, M. A. Efremova, G. F. Kovalev, V. G. Kostomarov, V. V. Krasnykh, N. V. Petrova, T. V. Postnova, Yu. E. Prokhorov, G. G. Slyshkin, etc.). A deep study of a foreign language is impossible without the formation of knowledge about the various precedent texts that exist in it, their understanding, mastering the skills of their appropriate use in intercultural communication.

Thus, without knowledge of precedent texts and the ability to use them, the linguistic personality will not be integral, since the precedent texts store

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information about the culture, history, and realities of the people. Scientists realized the importance of including work with precedent texts in teaching Russian as a foreign language and began to develop methods for working with them as linguodidactic material, which is both a means and an object of study (V. P. Zhukov, E. V. Komleva, V. A. Korsakov, I. V. Lytkina, V. M. Mokienko, I. Ya. Nenko and others). In the foreign methodology of teaching foreign languages, attention is also paid to the linguodidactic potential of precedent texts (H. R. Dovlatabadi, J. I. Liontas, V. Tsakona, A. S. Khoshniya, etc.). Thus, as Khoshniya, Kh. R. Dovlatabadi proposed a methodology for teaching English idioms in foreign language lessons in Iranian schools [6]; J. I. Liontas emphasizes the educational, motivational significance of idioms in the study of foreign languages [11]. Methodologists continue to search for effective methods and techniques for using precedent texts as teaching material, which determines the relevance of this study.

The purpose of the work is to identify and characterize the linguodidactic potential of the study of precedent texts in art discourse in the lessons of the Russian language as a foreign language.

Achieving the goal requires solving the following tasks: 1) to describe the linguistic personality as an object of linguodidactics; 2) to determine the specifics of understanding and use of case-law texts as characteristics of the level of a linguistic personality; 3) to develop assignments based on precedent texts of artistic discourse and aimed at expanding the horizons of students with sociocultural information.

1. Linguistic personality as an object of linguodidactics

It is a person, a person who creates culture and lives in it. It is in the personality that the social nature of a person comes to the fore, and the person himself acts as a subject of socio-cultural life. The appeal of scientists to the problem of the linguistic personality is associated with the humanization of the scientific paradigm, with a turn to value-oriented areas of knowledge, with the return of the anthropocentric picture of the world.

Personality in philosophy is a human individual in terms of his social qualities, which are formed in the process of historically specific types of activity and social relations [22, p. 341]. In sociology and political science, a person is a person as a subject of relations and conscious activity, as well as a stable system of socially significant features that characterize an individual

as a member of society [4, p. 194]. In pedagogy, a person is understood as a person considered from the side of a psychological and social essence, which is characterized by the development of the psyche, the ability to actively think, the ability to assimilate social experience [16, p. 57]. In psychology, the term “personality” refers to a systemic social quality acquired and characterizing the level and quality of representation of social relations in an individual [15, p. 67]. In everyday life, speaking of personality, we mean the lifestyle of the individual or his attitude to life situations.

Science knows various concepts of personality. Thus, the American psychologist A. Maslow presents a person as being of an inner nature. The formation of a personality, from his point of view, is a movement towards the ideal, in the capacity of which is a person who has fully realized himself [13, p. 98]. According to B. F. Skinner, personality is a system of knowledge and experience acquired during training and education [19]. The cognitive theory of J. Kelly and J. Rotter says that personality is formed and realized thanks to the system of accumulated constructs (the system of knowledge, individual meanings that form the content of personal experience) [5; 18]. Thus, according to scientists, the acquired human experience is extremely important for the formation of personality.

The experience of the people as a whole and of an individual person is recorded in the language, which determines the need to consider the personality in terms of its language presentation and implementation. For the first time, the German scientist J. L. Weisgerber, who developed the ideas of W. von Humboldt about the inextricable connection of a person with their native language, turned to the concept of “linguistic personality”. Justifying the “law of the native language” and considering an individual, the scientist argued that the native language is the process of linguistic representation of the world. J. L. Weisgerber proved that the validity of the mother tongue can be traced throughout the development [24].

V. V. Vinogradov took the first steps in this field in Russian studies. He pointed out two ways of representing a linguistic personality in a text (primarily artistic) – the personality of the author and the personality of the character [23]. A. A. Leont’ev in his book “Language, speech and speech activity” considered the speaking person [10, p. 58].

G. I. Bogin proposed a model of linguistic personality, in which a person is viewed from the point of view of his “readiness to perform speech acts,

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create and accept works of speech” [2, p. 18]. The scientist identified 5 levels of linguistic personality based on the typical shortcomings of language acts. The author constructs a model of the highest level of development (“adequate synthesis”) of a linguistic personality as a complex multistage structure.

V. V. Krasnykh presents the structure of a linguistic personality in a slightly different way: 1) a person speaking is a person in speech activity; 2) a linguistic personality proper – a person who manifests itself in speech activity and has a set of knowledge and ideas; 3) speech personality – a person who realizes himself in communication, chooses a certain communication tactic and follows it; 4) a communicative personality – a specific participant in a particular speech act [8, p. 57]. It is undeniable that a linguistic personality is a multidimensional and multicomponent phenomenon.

According to Yu. N. Karaulov, a linguistic personality is a person who has the ability to create and perceive texts that differ in structural and linguistic complexity; in depth and accuracy of reflection of reality; for a certain target orientation [4, p. 76]. The structure of the linguistic personality, according to the scientist, includes four levels, each of which consists of special units, relations between them and stereotypes:

1) verbal-semantic, suggesting a traditional description of the formal means of expressing certain meanings. Separate words, grammatical constructions, semantic, syntactic and associative links are combined into a single verbal network; stereotypes at this level are represented by lexico-grammatical formulas and clichés (the most used, standard phrases, simple sentences: go to the store, go by bus, learn a poem). This level is considered zero, devoid of personality characteristics;

2) cognitive, the units of which are concepts, ideas, concepts that form a picture of the world in accordance with the inner world of the individual. Subordinate-coordinative relations between units are built into a fairly strict ordered hierarchical system. This is the initial level of the formation of a linguistic personality, when, possessing variability, each person makes a choice of definitions, aphorisms, proverbs, i.e. precedent texts adequate to their own worldview. According to Yu. N. Karaulov, it is from this level that the actual linguistic personality begins, since an individual choice becomes possible [4, p. 53];

3) pragmatic, including goals, motives, interests, attitudes and intentions; at this level, there is a transition from assessments of the speech activity of

the person to understanding of real activity in the world, the communicative-activity need of the person is realized;

4) situational, involving the use of language knowledge depending on the situation.

The last two levels are more susceptible to individualization. Their units are the communicative and active needs of the individual (their exact list does not exist), the relations between them are determined by the conditions of the sphere of communication, and by the characteristics of the communicative situation.

We also note that the following components are included in the content of a linguistic personality:

1) value, ideological component, i.e. system of values, or vital meanings. Language provides an initial and deep view of the world, forms that linguistic image of the world and a hierarchy of spiritual representations that underlie the formation of a national character and are implemented in the process of linguistic dialogue;

2) culturological component, the level of mastering culture as an effective means of increasing interest in the language. Involvement of the facts of the culture of the target language, associated with the rules of speech and non-speech behavior, contributes to the formation of skills of adequate use and effective impact on the communication partner;

3) the personal component, i.e. that individual, deep, that is in every person.

The high degree of formation of these components predetermines the competence of the linguistic personality. Thus, a linguistic personality is a personality expressed in language and with the help of language.

The complexity of the structure of the linguistic personality determines the complexity of the procedure for its study. There are several levels of analysis of a linguistic personality.

The first of them is based on texts created by a linguistic personality. As a rule, these are texts of atypical content. At this level, a variable part in the picture of the personality's world, specific for a given personality, is singled out and analyzed from the text. This is the semantic level.

The second level of analysis involves identifying and characterizing the motives and goals that drive behavior, control the production of the text, and ultimately determine the hierarchy of meanings and values in the linguistic model of the personality world.

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This level is called cognitive.

The highest level of analysis is motivational. The invariant here is the idea of the meaning of being, the purpose of life of mankind and man as a kind of homo sapiens, and the variable part is made up of individual motives and goals. At this level, a linguistic personality as an object of study merges with a personality in the most general, socio-psychological sense, which is natural, since by definition a linguistic personality is a socio-psychological personality expressed in the language (s) and through the language, reconstructed in its main features on base of language tools.

So, the concept of “linguistic personality” is a deepening, development, saturation with additional content of the concept of personality in general, and the analysis of a linguistic personality is one of the aspects of personality characteristics as a whole.

We usually make contact with another person through language. But what does the concept of “language proficiency” mean? Until recently, this phrase was not understood by linguodidaks as a term, it was used almost intuitively. It was understood that one could speak of language proficiency if a given individual is able to understand statements in a given language and build texts (oral and written) in it according to certain rules common to all who speak that language.

However, a linguistic person realizes himself through communication.

A person does not just build a chain of statements, but chooses and implements one of the possible tactics, strategies and methods of communication that he comprehends, forming in a particular national-linguistic environment. This means that knowledge of the methods and tactics of communication and the national-cultural traditions of their use determines the adequacy of the individual’s behavior in one or another national-linguistic environment and, accordingly, the level of proficiency in one or another language.

According to Yu. D. Apresyan, mastering a language means: a) being able to express a given meaning in different (ideally, all possible in a given language) ways (ability to paraphrase); b) to be able to extract meaning from what is said in a given language, in particular, to distinguish between similar but different in meaning statements (distinction of homonymy) and find a common meaning in outwardly different statements (possession of synonymy); c) be able to distinguish linguistically correct sentences from wrong ones [1]. That is, language proficiency is the ability to use it.

The level of language proficiency determines the degree of correct use and understanding of the language. So, L. P. Krysin identifies several levels of language proficiency depending on the nature of linguistic knowledge and skills [9, p. 125]. Let's characterize them.

The first level is linguistic proper. Being at this level of language proficiency, a person can express thoughts in different ways, knows how to extract meaning, and distinguishes linguistically correct sentences from incorrect ones. At this level, a person understands the text without additional explanations, is able to paraphrase the statement. This is the easiest level. The above knowledge and skills are the basis of the skill called "language proficiency".

The second level is national-cultural. At this level, a person not only understands the language, but also takes into account the national and cultural characteristics of the people when using it. So, for a Russian (i.e. a Russian-speaking resident) sugar is refined sugar in pieces; loose sugar he calls simply sand. And for the Ukrainian, in turn, meat is primarily pork, which was taken into account, for example, by the producers of "Mivina" vermicelli, who named one variety "Myasna" (with a piece of pork with streaks of fat on the label), and the other is "Yalovicha", i.e. beef.

The third level is encyclopedic, providing for the possession of not only the word, but also the realities that lie behind the word, and the connections between these realities. So, a person who speaks Russian must know that the clock is ticking, hurrying, late, standing, know not only the meaning of the word, but also its lexical and grammatical compatibility, phraseological combinations with this word (as accurate as a clock). This level requires consideration of cultural traditions in the construction of statements.

The fourth level is situational. This level involves the application of language knowledge depending on the situation. This is due to the fact that the communication situation consists of several components and if these components change, then the manner of communication changes accordingly. For example, communication between a student and a teacher at the university during a lesson or a department meeting is more formal than their communication at a meeting of a problem group.

So, language proficiency is actually the speaker's linguistic skills, this is the ability to use the language, the ability to choose the right language means. Different levels of the formation of these skills characterize the

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corresponding levels of language proficiency: actually linguistic, national-cultural, encyclopedic, situational. The level of understanding of the message and the ability to express one's thoughts, i.e. successful communication.

Scientists emphasize: there is an analogy between a linguistic personality and its national character, since "the bearer of the national principle in both cases is relatively stable in time, that is, invariant on the scale of the personality itself, a part in its structure, which is in fact a product of a long historical development, an object of intergenerational transfer of experience" [4, p. 42]. The national permeates all levels of organization of the linguistic personality, at each of them acquiring a peculiar form of embodiment and a frozen, statistical and invariant character, its dynamic, historical component. The precedent text belongs to the national cultural space, familiar to any average member of the linguocultural community, therefore the invariant of its perception is included in the cognitive base and is one of the indicators of the language proficiency of a linguistic person.

2. Understanding and use of precedent texts as a characteristic of the level of a linguistic personality

As mentioned above, language proficiency presupposes a high level of language proficiency in precedent texts, which are an integral part of the language being studied and carry sociocultural, cultural, historical and national information.

According to the definition of Yu. N. Karaulov, precedent texts are "texts that are significant for a person in a cognitive and emotional relationship, having a superpersonal character, that is, they are well known to the wide environment of this person, including her predecessors and contemporaries, and, finally, those, the appeal to which is resumed repeatedly in the discourse of a given linguistic personality" [4, p. 216]. These are tales, myths, epics, legends, parables, anecdotes, as well as classical texts of the written tradition – works of classical fiction and other types of art (architecture, sculpture, painting), passed down from generation to generation in the oral tradition.

The researcher notes that the linguistic way of expressing the precedent text symbol naturally coincides with the methods of expressing stereotypes of other levels: it can be a quote that has become a catch phrase ("*The less a woman we love, the easier it is for her to like*", "*Collect all the books and burn*", "*Let us through all sorrows and lordly anger, and lordly*

love”, “*We plowed!*”, “*Wouldn’t you chase, pop, for cheapness*”), a proper name that serves not only to indicate an artistic image, but also actualizes the addressee all connotations associated with the corresponding precedent text (*Raskolnikov*, *Sonechka Marmeladova*, *Oblomov*, *Woland*, *Master and Margarita*), etc.

Yu. N. Karaulov characterizes precedent texts through the concept of “textbook”, which applies, first of all, to the works of the classics of literature studied in the framework of the general school curriculum, and to texts well known to speakers for one reason or another. For bearers of Russian culture, such texts are the works of A. S. Pushkin, M. Yu. Lermontov, N. V. Gogol, F. M. Dostoevsky, L. N. Tolstoy, A. P. Chekhov, etc. A consequence of the textbook character of precedent texts it becomes their “reinterpretability”, as a result of which the precedent texts “step beyond the scope of verbal creativity, where they originally appeared, are embodied in other forms of art (dramatic performance, poetry, opera, ballet, painting, sculpture” [4, p. 4].

Thus, we single out a number of basic characteristics of precedent texts: a textbook and common knowledge, emotional and cognitive value, reinterpretation. The presence of these characteristics turns texts into a fact of culture that carries cultural information. Therefore, knowledge or ignorance of precedent texts makes it possible to attribute or not to attribute a linguistic personality to a given era and its culture.

Modern science expands the range of units, which Yu. N. Karaulov designated by the term “precedent text”. So, G. G. Slyshkin and M. A. Efremova call precedent texts “any sequence of linguistic units characterized by integrity and coherence that has value significance for any cultural group” [20, p. 54].

Therefore, scholars classify the following as precedent texts: “texts that have value in a relatively short time”; “Texts that are precedent for a relatively narrow circle of people (family group, student team, for example, a commercial or anecdote)” [20, p. 45]; texts that are valuable to a particular person. References to the individual style of the writer identified by the referenced text can also be considered as case-law.

As the scope of the concept of “case text” expanded, the need arose for its internal classification. The following types of precedent texts were identified:

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– “precedent statement” is a reproduced product of speech-thinking activity, a complete and self-sufficient unit, which may or may not be predicative;

– “precedent situation” is an “ideal” situation with certain connotations. For example, the situation of betrayal by Judas Christ, which is understood as the standard of betrayal in general;

– “precedent name” is “an individual name associated either 1) with a well-known text related to the number of precedent (*Oblomov*, *Taras Bulba*, etc.), or 2) with a situation widely known to native speakers and serving as a precedent (*Ivan Susanin*, *Columbus*, etc.) [14, p. 350].

Currently, the term “precedent cultural phenomenon” has gained distribution (E. V. Gostray, T. A. Demeshkina, O. B. Kanevskaya, J. V. Koloiz, Yu. E. Prokhorov, N. V. Smykunova, A. P. Chudinov and others), which can be regarded as a generic concept in relation to the concepts of “precedent name”, “precedent situation”, “precedent statement”, as well as phraseological unit, proverb, saying, etc. Researchers interpret this term in a communicative and linguo-cognitive aspects. So, N. V. Smykunova emphasizes that the precedent phenomenon of culture is a unit of discourse, which is regularly renewed in speech and is known to all representatives of the national linguistic and cultural community [21, 2003]. J. V. Koloiz considers it the result of certain cognitive operations, in a certain way “packed” with knowledge, which serve as a means of encoding, transforming, interpreting relevant information, can function in the form of convoluted metaphors, reflect both rational and emotional evaluations, and receive symbolic meaning [7, p. 112–113].

Thus, the precedent phenomenon of culture is a cognitive structure formed in the cognitive base of native speakers on the basis of their sociocultural and national-historical experience [3, p. 308]. We believe that the following are the precedent cultural phenomena: phraseological units and paremias, catchphrases (phraseological expressions), names of cultural and historical events and objects, well-known proper names, various texts (songs, poems, tongue twisters, rhymes, films, etc.), lexical units denoting linguistic and cultural objects and having linguocultural significance (realities and household items, folk symbols, etc.), which are known to native speakers and which they can reproduce in their speech [3, p. 308].

Yu. N. Karaulov identifies three ways of addressing precedent texts:

1) a natural way in which the text in its original form reaches the reader or listener as a direct object of perception;

2) a method involving either the transformation of the original text into another kind of art, intended for direct perception, or secondary reflections on the original text;

3) a semiotic method, when an appeal to the original text is given by a hint, a reference, a sign, and thus either the entire text is included in the communication process, or its individual fragments correlated with a communication situation or a larger life event [4, p. 217].

The more diverse the ways of using precedent texts, the higher the level of development of the linguistic personality.

Researchers (D. B. Gudkov, V. V. Krasnykh, Yu. E. Prokhorov and others) emphasize that it is expedient to correlate the levels of a linguistic personality with the level of knowledge of precedent texts. So, Yu. E. Prokhorov identifies four levels of precedent, corresponding to four levels of linguistic personality [17]:

– the first level of precedence, auto-precedent, corresponds to the linguistic personality as an individual “with his own consciousness, vocabulary”, i.e. characterizes individual personality traits. Note that not all linguists (for example, V. V. Krasnykh) agree with the allocation of an auto-precedent level, considering it not a linguistic, but exclusively an individual-speech phenomenon;

– the second level of precedent, socium-precedent, characterizes a linguistic personality as a member of a certain society (family, confessional, professional, etc.). The linguistic personality, which is at this level, has “common knowledge, value orientations and the means of their semantization with other members of this society”, acts as a person belonging to a particular social group;

3) the third level of precedent, national precedent, testifies to the formation of a linguistic personality as a member of a certain national-cultural society, which owns “a certain set of cultural objects and their symbols common to all included in this community”;

4) the fourth level of precedent, universal precedent, represents the linguistic personality as a member of the human race, “possessing knowledge and ideas common to all people”.

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We emphasize that the levels of a linguistic personality, in addition to the first, which characterizes the mental abilities of an individual, reflect the individual's involvement in a large social group.

Each level has its own precedent phenomena. So, the auto-precedent level corresponds to the auto-precedents – the phenomena of the world around us reflected in the individual's consciousness, which have special cognitive, emotional, axiological significance for this person, associated with special individual representations included in unique associative series (the smell of homemade cakes, the landscape outside the school window, poems, written for a friend's birthday, etc.).

The socio-precedent level is characterized through socio-precedent phenomena, which are “known to any average representative of a particular society and enter the collective cognitive space” [17, p. 148]. An example is the text of the Gospel, which is a precedent for any representative of Christian society. If society is limited by the framework of the family, socium-precedent phenomena can converge with auto-precedent ones.

The national-precedent level is characterized by national-precedent phenomena that are known to any average representative of one or another linguocultural community.

The universal-precedent level is represented by universal-precedent phenomena that are known to any modern full-fledged homo sapiens and are included in the universal cognitive space of humanity [17, p. 172].

Thus, one of the most significant indicators of the level of formation of a linguistic personality and the level of language proficiency is the possession of precedent texts (use and understanding) – names, statements, cultural symbols that are significant for the person and society to which this person belongs.

3. Types of work with precedent texts of artistic discourse aimed at broadening the horizons of students with socio-cultural information

In our opinion, in classes in Russian as a foreign language, it is advisable to offer assignments based on literary texts that are studied in the course of the history of Russian literature. This allows not only to form the communicative and sociocultural competencies of students, but also to fill in the gaps in their background knowledge necessary for successful intercultural communication.

We will give examples of assignments with precedent texts that allow you to broaden the horizons of students with socio-cultural information.

Task 1. Read the famous winged expression, the author of which is a famous Russian writer. Try to determine their source. What do you know about him? Tell us. When do you think it is appropriate to use these catchwords? Make sentences with three of them.

1) *А впрочем, он дойдет до степеней известных, ведь нынче любят бессловесных.* 2) *И дым отечества нам сладок и приятен.* 3) *Ну как не порадеть родному человечку!* 4) *С чувством, с толком, с расстановкой.* 5) *Служить бы рад, прислуживаться тошно.* 6) *Смесь французского с нижегородским.* 7) *Счастливые часов не наблюдают.* 8) *Карету мне, карету!* 9) *Минуй нас пуце всех печалей и барский гнев, и барская любовь.* 10) *Ум с сердцем не в ладу.* 11) *Дома новы, да предрассудки стары.* 12) *Кто беден – тот тебе не пара.* 13) *... говорит, как пишет...*

Task 2. Prepare an expressive reading of a poem about autumn (A. S. Pushkin, M. Yu. Lermontov, A. N. Maykov, F. I. Tyutchev, A. A. Fet, I. A. Bunin, S. A. Yesenin and others – to choose from); write out the lines that have become winged (use cases).

Such a task (it is advisable to offer it as a home task) contributes, on the one hand, to the formation of the ability to read expressively a literary text, and on the other hand, to replenish the luggage of students' background knowledge.

Task 3. Connect in pairs the interpretation of the meaning and the case text, name the cited work and the author.

1) <i>Восклицание при неожиданной встрече знакомых в каком-либо месте.</i>	1) <i>Дверь отперта для званных и незванных.</i>
2) <i>Употребляется по отношению к слишком широкому гостеприимству тех, кто готов принимать у себя кого угодно.</i>	2) <i>Поспорят, пошумят и разойдутся.</i>
3) <i>Употребляется по отношению к людям, поверхностно, формально относящихся к делу.</i>	3) <i>Свежо предание, а верится с трудом.</i>
4) <i>Заносчивый, хвастливый иностранец.</i>	4) <i>Ба! Знакомые все лица.</i>
5) <i>Употребляется по отношению к бесплодным спорам.</i>	5) <i>Подписано, так с плеч долой.</i>
6) <i>Употребляется для обозначения недоверия к какому-либо сообщению.</i>	6) <i>И вот общественное мнение!</i>
7) <i>Употребляется по отношению к сплетням, неверным слухам.</i>	7) <i>Французик из Бордо.</i>

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This task is aimed at the formation of students' skills to interpret the meanings of precedent texts and to describe the speech situation in which each of them can be used, as well as to the development of their communicative skills. It is important to draw students' attention to the fact that case use is characterized by a generalized, metaphorical meaning.

Task 4. Name the author of the work from which the following fragment is taken, and the quoted writer. What is the quote for? Name both works.

Затем рыжий разбойник ухватил за ногу курицу и всей этой курицей плашмя, крепко и страшно так ударил по шее Поплавского, что туловище курицы отскочило, а нога осталась в руках Аззелло. Всё смешалось в доме Облонских, как справедливо выразился писатель...

For information: an excerpt is taken from the novel by M. A. Bulgakov "The Master and Margarita"; The quote is borrowed from the novel by L. N. Tolstoy "Anna Karenina". The purpose of the introduction of the quote is to characterize confusion, commotion, confusion more vividly, non-standardly.

This type of task helps students understand the purpose for which a use-case text is used in a particular work of art, in someone's speech. At this stage of the work, it is advisable to show with specific examples that the emotional background and expression of precedent texts allow us to consider their inclusion in speech works as a special method of creating an artistic image.

Task 5. Restore the quote, name the author (in parentheses words for reference):

I. 1) Может быть, ... (деньги) мешают быть симпатичными. 2) ... (наука) еще не знает способов обращать зверей в людей. 3) ... (рукописи) не горят. 4) Что делало бы ... (добро), если бы не существовало ... (зла)?

For information: all quotes belong to Mikhail Afanasevich Bulgakov.

II. 1) Больше всех ... (рискует) тот, кто не рискует. 2) В ... (радости) всякое живое существо уверено, что оно все знает, все понимает... 3) ... (грусть) – ведь это потребность радости, а не пессимизм... 4) Если ... (сердце) хочет, если верит, значит – да.

For information: all quotes belong to Ivan Alekseevich Bunin.

III. 1) ... (брак) холодит душу. 2) Ах, ... (обмануть) меня не трудно!.. / Я сам ... (обманываться) рад! 3) Была бы верная (супруга) / И добродетельная ... (мать). 4) ... (запретный плод) вам подавай, / А без него вам рай не рай.

For information: all quotes belong to Alexander Sergeevich Pushkin.

1) Блажен, кто верит счастьем и ... (любви), / Блажен, кто верит небу и пророкам, – / Он долголетен будет на земли / И для сынов останется пророком. 2) В толпе друг друга мы узнали, / Сошлись и разоидемя вновь, / Была без радостей ... (любовь), / ... (разлука) будет без печали. 3) Печально я гляжу на наше ... (поколение)! / Его грядущее – иль пусто, иль ... (темно), / Меж тем под ... (бременем) познания и сомненья, / В бездействии состарится оно. 4) ... (сердце), чем моложе, / Тем боязливее, тем строже / Хранит причину от людей / Своих ... (надежд), своих ... (страстей).

For information: all quotes belong to Mikhail Yuryevich Lermontov.

V. 1) В ... (человеке) должно быть все прекрасно: и лицо, и одежда, и ... (душа), и мысли. 2) Во что человек верит, то и ... (есть). 3) Все бледнеет перед ... (книгами). 4) Дела определяются их ... (целями); то дело называется великим, у которого велика ... (цель).

For information: all quotes belong to Anton Pavlovich Chekhov.

1) Бессильному не ... (смейся) / И слабого обидеть не можешь! / Мстят сильно иногда бессильные враги, / Так слишком на свою ты ... (силу) не надейся. 2) Бывает столько же ... (вреда), / Когда невежда не в свои дела влетит / И поправлять труды ... (ученого) возьмется. 3) Быть ... (сильным) хорошо, быть ... (умным) лучше вдвое, / Кто веры этому не имеет, / Тот ясный здесь пример найдет, / Что сила без ума сокровище плохое. 4) В ком есть и ... (совесть) и закон, / Тот не украдет, не обманет, / В какой бы нужде ни был он; / А вору дай хоть миллион – / Он воровать не перестанет. / Свет полон ... (дружбою) такую.

For information: all quotes belong to Ivan Andreevich Krylov.

This task is aimed at developing the memory of students, to expand their literary knowledge.

Task 6. Restore the text. The lines are mixed up, but the first one is correct (in order to have something to “push off from”), you need to put them in their places and name the author of the poem (the correct line number is in brackets):

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- 1) *Ах, если мученик любви
Однако жить еще возможно (4)
Хоть грустно жить, друзья мои, (3)
Страдает страстью безнадежно, (2)*
- 2) *Ах, младость не приходит вновь!
И легкокрылую любовь, (3)
И легкокрылое похмелье! (4)
Зови же сладкое безделье, (2)*
- 3) *Беда стране, где раб и льстец
А небом избранный певец (3)
Одни приближены к престолу, (2)
Молчит, потупя очи долу (4)*

For information: all quotes belong to Alexander Sergeevich Pushkin.

Task 7. Determine which of the writers and which literary hero describes as follows:

- 1) *Страшная прореха на человечестве.*

For information: Nikolai Vasilyevich Gogol about Plyushkin.

2) *Весьма обходительный и учтивый помещик... Помещик, еще вовсе человек не пожилой, имевший глаза сладкие, как сахар, и щуривший их всякий раз...*

For information: Nikolai Vasilievich Gogol about Manilov.

- 3) *Он был похож на средней величины медведя.*

For information: Nikolai Vasilievich Gogol about Sobakevich.

Task 8. Correlate the precedent literary name and character traits:

<i>тургеневская девушка</i>	<i>беззастенчивое вранье, фантазерство, самолюбование</i>
<i>Обломов</i>	<i>лень, невежество</i>
<i>Манилов</i>	<i>алчность, ханжество, лицемерие, прикрытое маской морализаторство</i>
<i>Чичиков</i>	<i>простодушие, сострадание</i>
<i>Плюшкин</i>	<i>жертвенность</i>
<i>Митрофанушка</i>	<i>карьеризм, угодничество, конформизм</i>
<i>Иудушка Головлева</i>	<i>духовность, утонченность, готовность к самопожертвованию, способность к глубокой любви, иногда в сочетании с удаленностью от практической жизни</i>
<i>князь Мышкин</i>	<i>предприимчивость, изворотливость, карьеризм при внешней респектабельности</i>

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<i>Сонечка Мармеладова</i>	<i>пустое прожекторство, мечтательность</i>
<i>Хлестаков</i>	<i>лень, праздность, апатичность</i>
<i>Молчалин</i>	<i>скудость, страсть к собирательству бесполезных вещей</i>
<i>Коробочка</i>	<i>оскотинившийся кулак</i>
<i>Ноздрев</i>	<i>дубинноголовая скопидомка</i>
<i>Собакевич</i>	<i>бесибабинный мот</i>

This task is pleasant for those students who do not like to write a lot, and those who have a well-developed intuition.

Task 9. What is the second part of the name of the hero. Describe him and the situation he was in:

Иван-..., Тугарин- ..., Змей..., Елена..., Добрыня..., Баба-..., Илья..., ... лягушка, Царевна..., ...Бессмертный.

Task 10. Create your own text (composition-miniature) with the inclusion of case-law text. Try to reinforce the main message of the essay by including some precedent text:

Счастливые часов не наблюдают; И дым отечества нам сладок и приятен; И жизнь хороша, и жить хорошо; Его пример другим наука.

Topics: 1) «Верное решение», 2) «Незабываемый день», 3) «Когда мы вместе».

This stage of work is the most difficult and responsible. Its purpose is the formation of the language and speech competencies of students, the ability to compose (verbally and in writing) monological statements on the proposed topic.

As our teaching experience shows, the proposed methodology brings obvious positive results. Students, consciously or unconsciously, begin to use precedent texts in oral speech and writing. The use of assignments with precedent texts makes it possible to actualize intersubject communications (language, literature, history, geography, cultural studies), involves non-standard lessons (quiz, game, KVN, etc.), extracurricular activities.

Conclusions

A linguistic personality is a multilayered and multicomponent set of linguistic abilities, abilities, readiness to carry out speech acts of various degrees of complexity, taking into account the formation of personal, value (worldview) and cultural components.

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The most important characteristic of a linguistic personality is the level of language proficiency. A high level assumes knowledge of linguistic units and the ability to use these units in accordance with national and cultural traditions and the situation of communication in all types of speech activity (speaking, listening, writing and reading) at all levels of language (phonetics, grammar and vocabulary).

One of the most significant indicators of the level of formation of a linguistic personality and the level of language proficiency is knowledge of precedent texts (use and understanding) – names, sayings, cultural symbols that are significant for the individual and the society to which this person belongs. The use of assignments with precedent texts of a search, creative nature allows you to diversify the lessons and the educational process as a whole.

At the initial stage of working with precedent texts, it is necessary to use tasks that do not require special knowledge: find out the meaning of the precedent text using a dictionary, find an error in use, restore a verse quote by arranging the lines in the correct order, correlate the precedent text and its interpretation, name the second part of the precedent name. At the second stage, the tasks become more complicated: restore the quote by inserting the missing words, independently interpret the case text, explain the situation in which the case text is used, strengthen the main idea of the essay by including the case text.

Knowledge of precedent texts and the ability to include them in speech characterize the linguistic personality of a student of a foreign language. The linguodidactic potential of including tasks of this nature is huge: they contribute to the expansion of the lexical stock of students, the development of their logical thinking and memory, the formation of sociocultural and communicative competencies, and allow a deeper understanding of the national and cultural-historical identity of the country of the language being studied.

Working with precedent texts does not lose its relevance even at the advanced stage of learning Russian as a foreign language, which is why the chosen direction of research seems to be significant both in theoretical and practical terms.

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