



**The use of interactive
technologies in studying
modern russian female
poetry in polylingual
gymnasium**

THE USE OF INTERACTIVE TECHNOLOGIES IN STUDYING MODERN RUSSIAN FEMALE POETRY IN POLYLINGUAL GYMNASIUM

EL USO DE TECNOLOGÍAS INTERACTIVAS EN EL ESTUDIO DE LA POESÍA FEMENINA RUSA MODERNA EN EL GIMNASIO POLILINGÜE

ABSTRACT

In modern pedagogical science, interactive forms and methods of teaching are actively developed based on activity and dialogue forms of cognition, which allows organizing the education of students in gymnasiums, based on substantive and practical activities and interpersonal interaction. In literature and extracurricular activities a leading role of the traditional forms of organizing the activities play teachers and senior students. Lessons, lectures, seminars, solitary work of students, along with them interactive forms of teaching are widely introduced: role-playing game (lesson, concert, poetic theatre, dramatization poems of modern Russian poets,). Mini-conferences dedicated to the life and work of modern Russian poets. Solving problem situations (case studies) in the class of extracurricular reading "Modern Russian Female Poetry: Traditions and Innovation" (students create and publicly defend creative projects: they compose collections of poems, almanacs or bookreuters about modern Russian female poetry, write introductory articles and comments). In determining the characteristics of modern Russian female poetry, students are helped by methods of "brainstorming", discussion or debate, which enable them to discuss problems dynamically and publicly defend their position on the issue under discussion. The specifics of the teaching of Russian literature in the polylingual gymnasium suppose a comparative analysis of the works of modern Russian poets with the poems of poets of other nations (English, Tatar, etc.).

KEYWORDS: methodology of literature teaching, interactive teaching methods, polylingual gymnasium, modern Russian Female poetry, case studies.

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RESUMEN

En la ciencia pedagógica moderna, las formas interactivas y los métodos de enseñanza se desarrollan activamente en función de las formas de actividad y diálogo de la cognición, lo que permite organizar la educación de los estudiantes en gimnasios, en base a actividades sustantivas y prácticas e interacción interpersonal. En la literatura y en las actividades extracurriculares, un papel destacado de las formas tradicionales de organización de las actividades son los maestros y los estudiantes de último año. Lecciones, conferencias, seminarios, trabajo solitario de estudiantes, junto con las formas interactivas de enseñanza se presentan ampliamente: juegos de rol (lección, concierto, teatro poético, poemas de dramatización de poetas rusos modernos). Mini conferencias dedicadas a la vida y obra de los poetas rusos modernos. Resolver situaciones problemáticas (estudios de caso) en la clase de lectura extracurricular "Poesía femenina rusa moderna: tradiciones e innovación" (los estudiantes crean y defienden públicamente proyectos creativos: componen colecciones de poemas, almanaques o escritores sobre poesía femenina rusa moderna, escriben artículos introductorios y comentarios). Al determinar las características de la poesía femenina rusa moderna, a los estudiantes se les ayuda con los métodos de "lluvia de ideas", discusión o debate, que les permiten discutir problemas de forma dinámica y públicamente defender su posición sobre el tema en discusión. Los detalles específicos de la enseñanza de la literatura rusa en el gimnasio polilingüe suponen un análisis comparativo de las obras de los poetas rusos modernos con los poemas de poetas de otras naciones (inglés, tártaro, etc.).

PALABRAS CLAVE: metodología de la enseñanza de la literatura, métodos de enseñanza interactiva, gimnasio polilingüe, poesía femenina rusa moderna, estudios de casos.

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INTRODUCTION

In the context of Russia's integration into the world educational process, the competence approach in education becomes the leading one. In the normative documents of the Ministry of Education and Science of the Russian Federation (the Law "On Education", FSES) regulating the organization of general education, a competence approach is planned as the preferred one, which corresponds to the normative documents of the UNESCO International Commission on Education. So, in the report "Education: the hidden treasure" J. Delor called the main results of education, defining the main competencies: "learn to know, learn to do, learn to live together, learn to live" [1: p. 37].

In this article, on the example of a lesson on the overview of modern Russian female poetry, let us turn to this effective method of organizing students' solitary work as a case study. The use of case technology in literature lessons allows students to improve their speech and communication skills in the analysis of various case situations; they develop skills of working with various information (reading and retelling of the fiction texts, making a comprehensive analysis of the poetic text, work with literary critical sources, with scientific and popular scientific literary texts, select materials necessary for solving the case from Internet sources).

Introduction of the topic "Modern Russian Female Poetry: Traditions and Innovation" for conducting an extracurricular reading lesson is very important and necessary for increasing the cognitive interest of students of the 11-th grade of the polylingual gymnasium.

It should be noted that modern Russian literature occupies a very modest place in the existing school curricula, which does not allow students to form ideas about the modern literary process, about life and the main di-

rections of creativity of modern writers, poets and playwrights, which negatively affects the readers' preferences of modern schoolchildren, and sometimes leads to a complete lack of interest in literature, including poetry.

This theme allows us to trace the successive links of female poetry of the 1990 – 2010ss with the female poetry of the early XX century, represented in the school program by A.A. Akhmatova and M.I. Tsvetaeva, at the same time, the students reveal the main features of modern Russian female poetry in general and get acquainted with the life and work of modern Russian poets (I. Lisnyanskaya, N. Matveeva, B. Akhmadulina, J. Moritz, I. Kabysh, F. Grimberg, I. Mashinskaya, A. Gedymin and others).

Students of the polylingual school, fluent in three or more languages (Russian, Tatar, English, French, etc.) can establish and trace the dialogical links of Russian, English and native (Tatar) modern female poetry.

METHODS

Specificity of the socio-cultural situation in the Republic of Tatarstan is determined by the system of bilingual and polylingual education and the presence of a large number of schools and gymnasiums in which the learning process is conducted in the native (Tatar) language, at the same time they guarantee a full knowledge of Russian and foreign languages for involving students in Russian and world culture.

At literature lessons, bilingual students can establish and trace the dialogical links between Russian, English and native (Tatar) literature. This method of teaching literature is based on the principle of dialogue of cultures, put forward by M.M. Bakhtin [2], substantiated in the studies of V.S. Biblera, M.V. Cherkezovaya, R.Z. Khairullina [3], with reference to the specifics of the teaching of literature in the context of the dialogue of cultures.

Education and development in the process of studying the Russian language and literature determine the problems of literary education in the school with the native (Tatar) language of instruction, which are developed by methodical scientists R.F. Mukhametshina, A.F. Galymullina, literary scholars V.R. Amineva, D.F. Zagidullina, A.S. Afanasiev, T.N. Breeva [4-5], intercultural approaches

are also in demand, the effectiveness of which has been revealed in a number of linguistic studies [6-7]. Research scientists can scientifically justify and introduce the practice of school literary education lessons of literature based on a dialogue of Russian, Tatar and English literature.

The application of case technologies in literature lessons allows students to form reading, information and communication competences, as well as develop critical thinking skills. In Western European and American psychology and pedagogy, much attention is paid to the development of critical thinking. M. A. Boden, S. Klentz, M. Connelly, D. Clyster, L. Miller, B. Moore, R. Parker, giving the definition of "critical thinking", primarily connect it with the formation of independent thinking.

In scientific and pedagogical studies M.Yu. Bukharkina, E.S. Polat, G.K. Selevko, A.V. Khutorskogo, E.V. Shimutina developed the main approaches to the introduction of interactive technologies in modern Russian school practice [8-12].

All these studies became a methodological basis for our research and allowed us to develop an extracurricular reading lesson using interactive technologies, in particular case studies.

RESULTS AND DISCUSSION

Inclusion in the school practice of modern Russian female poetry is associated with a number of difficulties for students in the upper grades. First, there are no established assessments of the specifics of the creativity of modern poets; information about them is not included in the current school textbooks.

At the same time, cognitive interest of schoolchildren is stimulated by the fact that these poets are actively included in the modern socio-cultural process: they act with reading their poems in various media (television, newspaper magazines, publish collections of their poems), many of them have personal sites or actively participate in various Internet forums.

All this allowed us to develop an extracurricular reading lesson in the 11-th grade on the topic "Modern Russian Female Poetry:

Traditions and Innovation" with the use of case studies.

This form of the lesson requires each of the students to thoroughly prepare themselves in extracurricular time. A month before the lesson, the class is divided into three equal groups. Each group receives its case (a package of documents and tasks) on the topic of the lesson. In preparing for the lesson, students can recruit for work any other artistic, literary and literary critical material. Since the creativity of modern Russian poets is insufficiently meaningful in the scientific and literary-critical terms, students have additional cognitive and research interest in discovering new literary phenomena, independent thinking is formed, and students should present the results of their research for public discussion, which actualizes their creative abilities and skills.

Teacher in the preparatory period and in the lesson acts as a leading, competent consultant. Each group receives a case dedicated to the creative work of various groups of modern Russian poets, whose creativity falls in 1990-2010ss. Conditional classification is based on the time of their first publication. The task for all groups is the same: to compile a collection of poems "Modern Russian Female Poetry" and to conduct at the lesson its public presentation in the original form on the theme: 1 group "Collection of poems by modern Russian poets who came to literature in the 1950-1960ss", 2 group - "Collection of poems by modern Russian poets who came to literature in the 1970-1990ss", and 3 group - "Collection of poems by modern Russian poets who came to literature in 1990-2010ss".

The purpose of this case: to come up with an idea for a collection of modern female poetry of a certain period, select poetry and compose a collection of them, write an introductory article, biographical references, necessary comments and notes, then conduct a public original presentation of the collection.

The case materials are distributed to each student, and contain the following documents:

- 1) a list of assignments with a small comment on the teacher about some of the features of modern Russian female poetry, the general classification;

2) a list of recommended literature and sources of information (collections of poems, publications in famous literary magazines, on websites, etc.) on the subject of the case.

Students have the right to use any sources of information when preparing the case.

The materials of the case can be arranged as follows:

“Dear editors!

For the Day of Poetry (March 21) we are preparing a collection of poems of modern Russian female poetry. We ask you to render active assistance in the publication of this collection. We believe in your professionalism and we hope that this collection will be adequately represented at the literary and musical evening dedicated to the Day of Poetry”. Next, a specific task for 1, 2 or 3 group of students is placed. At this case the task can be completed, and maybe equipped with a work plan:

1. Read and select 5 - 6 of the most poems in your opinion that are typical for this poet.
2. Create a name for the entire collection of poems.
3. Consider and discuss the principle of selecting and locating poems in the entire collection and within the section devoted to the work of the poet.
4. Write an introductory article to the entire collection.
5. Write a short note on the main events of life and the originality of the work of each poet of the collection.
6. Create and draw the cover of the collection of poems.
7. Think about the form in which you will present your book in the lesson.

Work on the case requires the students to demonstrate a variety of communicative skills: first, they must distribute roles and responsibilities within the groups at the first meeting of the group, select a leader, an artist, distribute the research material among all the students in the group, and second, determine the periodicity of group meetings

for coordinate the activities of each member of the group, and in the course of discussions develop a general concept for carrying out the task of the case.

SUMMARY

Experimental verification of the effectiveness of the proposed methodology for conducting an extracurricular reading class “Modern Russian Female Poetry: Traditions and Innovation” showed that students with great interest and enthusiasm carry out the tasks of the case.

The first group of students in the lesson demonstrated a collection of poems composed of poetry that came to literature in the 1950-1960ss: Inna Lisnyanskaya (1928-2014), Novella Matveeva (1934-2016), Natalia Gorbanevskaya (1936-2013), Bella Akhmadulina (1937-2010), Yunna Moritz (born 1937), Larissa Miller (born 1940);

The second group compiled a collection of poetry that came into the literature in the 1970-1990ss: they can be divided into 2 subgroups: the 1970-1980ss (Elena Shvarts (1948-2010), Olga Sedakova (born 1949), Irina Vasilkova (born 1949), Nina Iskrenko (1951-1995), Olesya Nikolaeva (born 1955), Marina Boroditskaya (born 1954) and the 1980-1990ss (Irina Ermakova (born 1951), Svetlana Kekova 1951), Faina Grimberg (born 1951), Irina Evsa (born 1956), Maria Galina (born 1958), Inna Kabysh (born 1963).

The third group of students prepared a collection of poetry that came to the literature in 1990-2010ss: they can also be divided into 2 subgroups: those who came to the literature in the 1990-2000ss (Irina Mashinskaya (born 1958), Tatiana Voltskaya 1960), Anna Gedin (born 1961), Elena Fanaylova (born 1962), Anna Arkatova (born 1962), Vera Pavlova (born 1963), Olga Sulchinskaya (born 1966), Maria Vatutina (born 1968), Maria Stepanova (born 1972), Polina Barskova (born 1976) and in the 2000-2010ss (Inga Kuznetsova (born 1974), Ganna Shevchenko (born 1975), Linor Goralik (born 1975), Yana Tokareva (born 1976), Nata Suchkova (born 1976), Evgeniya Rits (born 1977), Anna Zolotaryov (1978), Anna Logvinova (born 1979), Marianna Heide (born 1980), Anna Russ (born 1981), Maria Markova (born 1982).

At the lesson, the discussion and presentation of the collections can be organized with the help of one or several problem questions:

1. A.A. Akhmatova called herself a poet and was very offended when she was called a poetess. How do modern women poets feel? Do modern Russian poetry have a woman's face? Is it right to divide poetry into female and male? Are there specific features inherent exclusively in female poetry?

2. How do you feel about the joking words of A.A. Akhmatova "I taught women to talk, / But, God, how to silence them!"?

3. Is there continuity in the work of modern Russian poets with the work of poets of the first half of the XX century (A.A. Akhmatova, M.I. Tsvetaeva, and others)? If the answer is yes, then what is it?

Each group presented its poetic collection and the work of its authors: 1 group prepared a literary and musical composition for poems of poets, 2 group - multimedia presentation with elements of correspondence excursion to places connected with the life and work of poets, and 3 group - made a short video in format video poetry.

The result of the discussion in the lesson was the following conclusions:

- In 1990-2010ss, observed the flourishing period of modern Russian poetry, including women's poetry: there are many new poets appear.

- Modern female poetry occupies a significant place in modern Russian literature, but it is not a single cultural phenomenon.

- Part of the poets seek gender isolation within the general literary process, referring specifically to the female audience.

In general, female poetry appeals to a broad readership, not dividing it according to the gender principle. In female poetry, there are followers of the traditional poetic tradition and adherents of avant-garde and postmodern writing practices.

CONCLUSIONS

Case-method (or case technology) includes other interactive methods, so students need to gradually prepare for this type of solitary work through the active introduction to the lessons of literature method of projects, creating and protecting multimedia presentations, the discussion of various controversial issues in the form of "brainstorming", discussions, as well as conducting master classes on the analysis of the poetic text, teaching various methods of creative reading (expressive reading, oral verbal drawing, expressive reading by heart, etc.), as well as the ability to summarize various types of information (drafting plans for the text, notes, abstracting). As a preparation for the application of case technology in the literature class, the teacher can offer high-school students to conduct conversations both with the whole class and in small groups (4-6 students), a graphic representation (drawing up a table, diagrams (for example, "Genres of Modern Russian Literature"; "Literary schools and trends of modern Russian literature"), in the form of an "unfinished sentence", suggesting the free answer (1. What are the main features of modern Russian female poetry; 2. Tell us about life and creativity of Inna Lisnyanskaya; 3. The peculiarity of love lyrics of Bella Akhmadulina; 4. A wide thematic range of Yunna Moritz's poetry: from children's poetry to civic lyrics etc.)

Students can carry out a comparative analysis of the poems of modern Russian, English and Tatar poets, revealing the similarities and differences.

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