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STUDYING THE HISTORY OF CHINESE LITERATURE IN HIGHER EDUCATION INSTITUTIONS: SPECIFICS OF ORGANISING STUDENTS' INDEPENDENT WORK**ВИВЧЕННЯ ІСТОРІЇ КИТАЙСЬКОЇ ЛІТЕРАТУРИ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ: СПЕЦИФІКА ОРГАНІЗАЦІЇ САМОСТІЙНОЇ РОБОТИ СТУДЕНТІВ**

Kryzhanovska O.O. / Крижановська О.О.

d.f.s., prof. / д.ф.н., проф.<https://orcid.org/0009-0002-1207-5141>*Northwest Normal University, Lanzhou City, Anning East Road, 967, China
Північно-Західний університет, м. Ланьчжоу, вул. Аньнін, №967, Кумай*

Abstract. *The paper examines the forms of independent work of applicants for higher education studying the history of Chinese Literature. The global experience of university education demonstrates the effectiveness of the idea of lifelong learning. Independent work together with the classroom is one of the forms of the educational process and is an essential part of it. Independent work stimulates applicants for higher education to work with special literature in the courses studied in their specialty, develops the skills of independent decision-making. The study proved that for the course «History of Chinese Literature» independent work includes extracurricular reading of literary texts. In the study, the author offers assignments for the interpretation of works of art by Chinese authors. It has been found that while working independently on texts of Chinese literature, students have to perform various tasks that will contribute to a deep study of literary disciplines, mastering the history and culture of China.*

Key words: *History of Chinese Literature, independent work, extracurricular reading, fiction, essay, presentation, terminology work, abstract*

Introduction.

Researchers define independent work as «planned activities of students that are carried out according to the task and under the methodological guidance of the teacher, but without his/her direct participation» [2, p. 12].

The training of a future philologist requires close attention to the quality of the specialist's education. The realities of modern society indicate that a graduate of a higher education institution should not only acquire knowledge in the disciplines provided for in the curriculum, but also be able to acquire new knowledge independently. This determines the relevance of our study.

The aim of our study is to study the specifics of organising independent work of philology students studying the course «History of Chinese Literature».

Main text.

The global experience of university education demonstrates the effectiveness of the idea of lifelong learning. This contributes to the continuous improvement of knowledge, skills and abilities of higher education students. It is obvious that the modern world and information society require a fundamental change in the organization of the educational process: reducing the classroom load, replacing the reproductive perception of lectures with independent work.

Researchers distinguish the following criteria for the types of independent work: place and time of conducting it, the nature of its management by the teacher, ways of monitoring the results of independent work. They distinguish the following types of



independent work: during classroom classes, under the supervision of a teacher (consultations, tests and exams), and out-of-class independent work (homework of an educational and creative nature). These types of independent work overlap with each other.

Independent work, along with classroom work, is one of the forms of the educational process and is an essential part of it. The effectiveness of classroom work always depends on students' self-preparation. Its successful implementation requires planning and control by teachers, as well as planning the amount of independent work in the curriculum.

University education includes the following types of individual independent work: preparation for lectures, seminars, laboratory work, tests, exams; completion of essays, assignments, coursework and projects, and at the final stage - completion of the final qualification work.

Researchers emphasise that independent work contributes to the deepening and broadening of knowledge, the formation of interest in cognitive activity, mastering the techniques of the cognitive process, and the development of cognitive abilities.

Researchers distinguish between three levels of students' independent learning activities:

«1. Reproductive - independent work that consolidates knowledge, skills and abilities, the task is performed according to a model (solving exercises, filling in tables, diagrams, etc.).

2. Reconstructive - drawing up a plan, theses, annotations, abstracts.

3. Creative independent work involves analyzing a problem situation and obtaining new information» [2, p. 15].

Independent work of students is especially important in the study of specialised disciplines. This helps to stimulate higher education students to work with specialised literature on courses studied in their speciality, and develops independent decision-making skills. Researchers suggest involving students in a collective project and using business game technologies. This form of activity contributes to the development of group work skills. This type of independent work requires the teacher to distribute roles and assess the labour intensity of individual tasks. The real process simulated in the form of a business game increases students' interest and contributes to the productivity of the results of activities. Higher education students acquire knowledge more easily and better understand the processes in which they participate. The effectiveness of such an organisation of independent work is achieved, among other things, through the use of information computer technologies that allow simulating models of real processes, taking into account the probabilistic nature of the surrounding reality. It is important to note that the use of computer technologies in the educational process requires a teacher to be highly trained in modern information technology.

One of the important aspects of organising the independent work of higher education students is control tasks that reveal the level of training of future specialists. The following conditions should be met when designing an assignment: the scope of each assignment should correspond to the time it takes to complete it; each assignment should not only contain questions of a reproductive nature that require a clear and unambiguous answer, but also include problematic questions; all assignments should



be of equal complexity. Fulfilling these requirements helps to increase efficiency.

Researchers emphasise the importance of motivating students to work independently. External motivation of higher education students is determined by the dependence of learning outcomes and professional career. Intrinsic motivation is related to students' abilities and interests. Procedural (learning) motivation is manifested in the awareness of the expediency of the work performed and requires psychological preparation of the student, his/her orientation to the awareness of the importance of work for his/her own professional training. It is necessary to focus the attention of the higher education student on the fact that independent work will help to master the discipline more deeply.

Thus, the motivation of the educational task, clear and precise formulation of cognitive tasks, student's mastery of the methods of work performance, the teacher's determination of reporting forms, the amount of work, the deadlines for its submission, providing consulting assistance to the student, evaluation criteria, reporting, the use of various types and forms of control (workshop, control papers, tests, presentation at seminars, etc.) are the conditions for successful independent work.

In the process of training future philologists, great importance is attached to the correct organisation of independent work. The student's independent work is carried out outside of class time according to the assignments and under the supervision of the teacher. Independent work in literature classes has the following forms: preparation for an oral presentation, consultation with a teacher on complex issues of the course, completion of module tests, preparation of abstracts, essays, etc., creation of presentations, creative tasks, and terminology work. A significant number of special terms are introduced by the teacher during lectures and practical classes. However, this does not exclude the student's independent work on mastering the main body of terms.

Independent work with sources (educational, reference, special literature) means that the teacher recommends the most important materials that will help students to better master the course and topics in the history of foreign, Japanese, and Chinese literature that are submitted for independent study.

Let us consider the peculiarities of studying the history of Chinese literature [1]. We start studying the history of Chinese literature with the module Ancient Chinese Literature - Literature of the Fourteenth Century. Here we analyse the folklore, legends and myths of ancient China, find out the similarities and differences in Chinese and ancient mythology. In our opinion, when studying the monuments of ancient Chinese literature, it is necessary to consider the origins of the religious outlook and early Confucian literary monuments, to find out the essence of Confucianism and its role in the modern world. We turn to the «Canon of Changes», Confucius's doctrine of the Noble Man, and consider the texts «Discourses and Judgments», «The Great Teachings, and The Book of the Middle». The study of ancient literature also involves turning to early Taoist literature, in particular the treatises Zhuangzi and Huainanzi. The next module analyses the early monuments of individual poetry of the third to sixth centuries. (the first monument of Chinese song poetry, the Shi Jing (The Book of Songs), Qu Yuan's poem Lisao, Chuang stanzas), traditional Chinese poetry (poems by Cao Cao, Cao Pi, Cao Zhi, Tao Yuan-Ming, Xie Lin-Yun, Bao Zhao) and literature of the Liuchao period (works by Sima Qian, Lin-Yun, Gan Bao, Liu Yi-qing). The study



of the genre and generic features of Tang literature involves the study of the poetry of Wang Wei, Li Bo, Du Fu and Bo Ju-Yi and the short stories of this period (works by Yuan Zhen, Chen Hong, Bo Xin-jiang, Li Gong-zo, Shen Ji-ji and Du Guang-ting). The study of Song literature involves taking into account the peculiarities of the epic genre *biji* and the poetic genre *qi*, as they are peculiar phenomena of the period. The Song Dynasty gave the world the works of the following artists: Li Yu, Ouyang Xu, Wang An-shi, Su Shi, Li Qing-zhao, Liu Yu, and Xin Qi-zi.

Of great importance in this module is the study of the first Chinese novels that influenced the development of this genre (Luo Guangzhong's «The Three Kingdoms», Nai An Shi's «River Floodplains», Wu Chen's «Journey to the West», «Lanling Mockingbird's», «Plum Blossoms in a Golden Vase»). The fifth module ends with the study of Chinese drama of the 13th-14th centuries (early forms of Chinese theatre, southern theatre (Nan Xi), Guan Hanqing's «The Insult of Dou Ye», Ma Zhi-yuan's «Autumn in the Khan's Palace», Wang Shi-fu's «The West Wing).

The next module begins with the study of the literary process of the seventeenth and eighteenth centuries.: poetic works of prominent authors of the time (Yuan Mei, Zhao Yi, Huang Jing-zhen, Zhang Wen-tao), famous epic works (novels by Pu Sunling, Cao Xueqin's novels «A Dream in the Red Tower» and Wu Jingzi's «The Unofficial History of the Confucians»), the discoveries of the «Chinese Shakespeare» by Tang Xianzu, and the drama of Jiang Shiqian, Yang Chao-guang, and Hong Sheng.

We begin our study of the artistic and stylistic features of nineteenth-century epic, lyrics, and drama by examining the Tongchang school of imitative poetry, jigjig dramas, journalism, and literary translation of the period. We focus on the works of Lu Xin, his psychological works «Notes of a Madman» and «The True Story of A-Q», and the translation of «The Testament» by Taras Shevchenko.

The Chinese literature of the early twentieth century is represented by epic works by Li Baojia, Liu Ye and Zeng Pu, poetry and drama by prominent artists.

We present the literary process of the twenty-first century as a synthesis of tradition and innovation in the artistic creativity of artists. We study the contemporary prose of the following authors: Bi Feiyu, Wang Anyi, Wang Meng, Liu Zhenyun, Liu Qixin, Mo Yan, Su Tong, Te Ning, Cao Wen-Hsuan, Jia Pingwa, Yu Hua.

For the course «History of Chinese Literature» independent work includes reading literary texts outside of class. The list of works is given to the student at the beginning of the semester or after completing the previous course. Students' mastery of the proposed list is monitored by the teacher during practical classes, individual interviews (it is mandatory for students to keep a reader's diary), and during module tests.

The content of independent work of students studying Chinese literature can be related to contemporary epic works. We propose to provide a description of the plot, composition, images, and issues of Mo Yan's «The Country of Wine», «Change», Cao Wenxuan's «Bronze and Sunflower», «The Great Book of the King: The Little Shepherd», Liu Qixin's «The Problem of the Three Bodies», «The Dark Forest», Wang Xufeng's «The Beautiful Southern Tree», «The Steadfast Night Watchman», and «The Castle Built of Grass». You can offer higher education students to write essays on the works, research articles, and make multimedia presentations that reveal the content and issues of contemporary epics.



Conclusions.

Thus, we have considered the independent work of philology students studying the history of Chinese literature. It has been found that while working independently on texts of Chinese literature, students have to perform various tasks that will contribute to a deep study of literary disciplines, mastering the history and culture of China.

Literature:

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Анотація. У статті розглянута проблема підготовки студентів-філологів, які вивчають історію китайської літератури, акцентовано на формах самостійної роботи з вивчення художніх творів Китаю. Автор наголошує, що самостійна робота є важливою складовою навчального процесу у закладах вищої освіти. З'ясовано, що самостійна робота виконується студентом у позааудиторний час, викладач розробляє завдання та здійснює контроль. У статті запропоновані завдання та художні тексти з курсу «Історія китайської літератури», які допоможуть ефективно організувати самостійну роботу студентів-філологів.

Ключові слова: історія китайської літератури, самостійна робота, автор, художній твір, реферат, презентація.

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