

## PRINCIPLE OF CONTINUITY IN TEACHING RUSSIAN AND WORLD LITERATURE: BACHELOR, MASTER

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**Abstract:** In the context of credit-modular education in a higher educational institution, the principle of continuity in the concept of teaching Russian and world literature in the undergraduate direction ("Philology and teaching languages (Russian language)" and "Russian language in foreign language groups"), which is being built on a combination of traditional (explanatory and illustrative, reproductive, heuristic, research) methods and innovative (systemic, "learning a language by reading the classics", "MKhAT") approaches, as well as taking into account such phenomena as globalization, the dialogue of cultures. This, in turn, ensures continuity in obtaining an academic degree in the Master's specialty "Literary Studies (Russian Literature)" and "Russian Language and Literature in the Space of World Culture". As a result, a methodology is developed that is necessary for conducting research activities

**Key words:** continuity, analysis of a work of art, systematic approach, method, dialogue of cultures.

### Introduction

The study of the history of Russian and world literature is an obligatory component of philological knowledge in higher education in the direction of the bachelor's degree "Philology and teaching languages (Russian language)" and "Russian language in a foreign language group". The goal of undergraduate teaching, building on the achievements of previous research, is to introduce a new concept for the analysis of works of art. Within the framework of obtaining an academic master's degree in the specialty "Literary Studies (Russian Literature)", two tasks are solved: the implementation of research activities, the result of which should be the publication of articles and the defense of a master's thesis, and scientific and pedagogical work aimed at training highly qualified personnel, primarily turn, for higher educational institutions.

Studying under a joint educational program in the preparation of masters in the profile "Russian Language and Literature in the Space of World Culture" involves the main emphasis on identifying forms of dialogue of cultures and methods of teaching literature in a general education school and in a higher educational institution. A necessary condition for such a formulation of the question is the principles of scientific character and continuity.

## Methods

An analysis of world experience in this area has shown that the principle of continuity as a fundamental one in ensuring the high quality of education is widely discussed in modern science. In particular, the issues of “internal continuity between different stages of school literary education”, “intra-subject connections” and “problem-thematic connections in the study of the historical and literary course” are considered, as well as a definition that actualizes the specifics of school education: “Continuity is not only preparation for the new, but also the preservation and development of the necessary and expedient old, the connection between the new and the old”.

These issues are also relevant in the concept of teaching Russian and world literature in the undergraduate direction "Philology and Language Teaching (Russian Language)" and "Russian Language in a Foreign Language Group", since it is necessary to ensure continuity within the courses "History of Russian Literature" and "History of World Literature". The continuity of “teaching literature from school to university” is also considered, which seems to be the most problematic, since specific mechanisms for the interaction of teachers of general education schools and the teaching staff of higher educational institutions, a qualitative improvement in the analytical and theoretical component of the school literature course, have not been developed to date, since heuristic and research methods are rarely used to ensure the independence of interpretation artistic text.

## Results and Discussion:

The discipline "History of Russian Literature" as part of the undergraduate study "Philology and Language Teaching" includes material on the history of Russian literature of the 11th-20th centuries, in particular, genre formations are studied: "life", "teaching", "word", "walking", "story"; the stages of formation of various literary trends are highlighted: classicism, sentimentalism, romanticism, realism; the main stages of creativity of the largest representatives of Russian national literature are characterized: A. S. Griboedov, A. S. Pushkin, M. Yu. Lermontov, N. V. Gogol, I. A. Goncharov, I. S. Turgenev, F. M. Dostoevsky, L. N. Tolstoy, A. P. Chekhov and others; the main features of the romanticism of V. A. Zhukovsky and K. N. Batyushkov, the civil romanticism of K. Ryleev, V. Kuchelbecker, the combination of romantic and realistic elements in the work of the classics of Russian literature, the development of such genres as "elegy", "ballad", "messages", the establishment of the genre of the novel and the realistic artistic method, as well as the main trends in the development of Russian literature in the twentieth century: modernist movements and their basic principles, experiments in the field of form and content, genre transformations.

In the bachelor's degree program "Russian Language in Foreign Language Groups", the discipline "History of Russian Literature" mainly includes information of

a generalizing nature about literature that existed before the 19th century, and updates the patterns of development of Russian classical literature and modern times. In this context, a number of problems arise related to the mismatch of the concepts of worldviews, the need to mainly use the explanatory and illustrative method.

### Conclusion:

The principle of continuity in the teaching of Russian and world literature presupposes specific mechanisms for the interaction of all forms (lecture, practical lesson, independent work) within the framework of the courses "History of Russian Literature" and "History of World Literature", the use of traditional (explanatory and illustrative, reproductive, heuristic, research) methods and innovative (systemic, "we learn a language by reading the classics", "MKhAT") approaches.

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