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## **Methodological aspects of teaching old russian literature and folklore to foreign bachelor students**

More and more foreign citizens want to get a quality higher education at the Al-Farabi Kazakh National University. More than 600 students have entered the university this academic year. Citizens of the near and far abroad are enrolled in the university: the USA, France, Germany, South Korea, Turkey, India, Turkmenistan, Uzbekistan and other countries. Among the programs offered, the largest selection is fixed for such specialties as information systems, international relations, management, biotechnology, the study of the Kazakh and Russian languages. [1]

Students from Turkey, Egypt, China, Korea, neighboring countries - Turkmenistan, Uzbekistan, Tajikistan study at the Faculty of Philology of the Al-Farabi Kazakh National University. The educational program in the specialty "Russian Language and Literature" is aimed at training bachelors who know the methods of professional pedagogical activity in the philological and pedagogical fields.

Foreign students pass basic disciplines in accordance with the content of the Educational program and the working curriculum. So, in the first semester, the disciplines "Russian folklore" and "History of Russian literature of the XI-XYII centuries" are mastered, which affects the history of the art of the word in the initial, called Old Russian, period.

A situation arises of solving a number of methodological problems associated both with the adequacy of understanding of literary texts and with the comprehension of nationally specific components of Russian culture, which were unknown and, accordingly, incomprehensible.

Traditionally, work on a literary text is usually divided into pre-text, text and post-text stages. [2]

Experience has shown that the complexity is primarily due to the fact that reading a literary text in a foreign language is associated with comprehending the deep aesthetic meaning of a work, be it a genetically oral or written text. Foreign students find it difficult to identify key words that reveal the meaning of what they have read, so there is an urgent need for preliminary preparatory work, which consists in understanding the difference between oral and written (author's) word art.

The next stage is associated with the preparation of comments on the texts, which contributes to the formation of a sufficient amount of background knowledge required for a full understanding and further assimilation of the historical process of the development of Russian literature and language. The search for answers to questions that arose in the process of reading leads to a more complete perception and assessment of all the richness and originality of cultural and philological features contained in folklore and literary works.

An important role in the comprehension of oral poetry and ancient Russian literature is played by additional work on the topic of Russian culture and history, which helps to overcome the psychological discomfort experienced as a result of "cognitive dissonance". [3, p. 149]

In solving this problem, a special role belongs to the audio-visual capabilities of computer technologies. Work on a literary text begins with the students' acquaintance with Russian oral poetry, since the specificity of the artistic word of the Old Russian period is largely due to the influence of folklore tradition. Accordingly, the course on Russian folklore is being mastered together with the history and culture of the country, organically connected with the literary art of the word. An important component is the volume of works of art.

In both cases, small-format texts are read directly in the classroom, which gives advantages in correct recitation, commenting and analysis, as well as self-study of questions on the topic of the lesson. To clarify the meaning, commenting on the artistic context, vocabulary work, audio-visual background materials are used.

In this way, the learning outcomes of foreign students contribute to the formation of subject, functional and systemic competences, which constitute the fundamental basis for the further assimilation of the Educational program in the chosen specialty "Russian language and literature".

**Reference:**

1. Foreign students choose KazNU (2021).  
URL: <https://www.kaznu.kz/ru/3/news/one/14233/>
2. Hasan Sh.N.D. Methods of educational work with literary text in the course of RFL (Russian as a foreign language).  
URL: <https://elib.bsu.by/bitstream/123456789/148119/>
3. Kulibina N. Methods of linguistic and cultural work on a literary text. – Moscow, 1987. P. 143.