

Upon the problem of the definition of "Training text" in the conditions of information and educational environment

Sobre el problema de la definición de "texto de formación" en las condiciones de la información y el entorno educativo

O.M. ALEKSANDROVA [1](#); I.P. VASILEVYH [2](#); Y.N. GOSTEVA [3](#); I.N. DOBROTINA [4](#); , I.V. USKOVA [5](#)

Received: 12/07/2017 • Approved: 30/07/2017

Content

[1. Introduction](#)

[2. Methodology](#)

[3. Results](#)

[4. Discussion](#)

[5. Conclusion](#)

[Acknowledgments](#)

ABSTRACT:

The article raises the problem of mastering the technologies of training text. The authors outline the main approaches to the definition of the notion "text" in regards to the educational process; clarify the concept of "training text" in light of modern information and educational environment. The authors emphasize that reading has always been and still remains the main information medium, despite the fact that nowadays a large flow of information comes in a visual form, and the traditional training text is the main aid of teaching in such subjects as philology, social-humanitarian sciences, natural science, as well as physical and mathematical courses. That is why the development of reading literacy, which provides for the ability to purposefully and effectively use different methods of reading as a means of obtaining information from the written text in order to solve particular problems in various situations, comes to the fore in field of education.

RESUMEN:

El artículo plantea el problema de dominar las tecnologías del texto de la formación. Los autores describen los principales enfoques de la definición de la noción de "texto" en lo que respecta al proceso educativo; clarificar el concepto de "texto de formación" a la luz de la información moderna y el entorno educativo. Los autores enfatizan que la lectura ha sido siempre y sigue siendo el principal medio de información, a pesar del hecho de que hoy en día un gran flujo de información viene en forma visual, y el texto de formación tradicional es la principal ayuda de la enseñanza en temas como la filología, ciencias sociales-humanitarias, ciencias naturales, así como cursos físicos y matemáticos. Es por ello que el desarrollo de la alfabetización lectora, que establece la capacidad de utilizar de manera útil y eficaz diferentes métodos de lectura como medio de obtener información del texto escrito para resolver problemas particulares en diversas situaciones, se da a la palestra en el campo

1. Introduction

In modern information and educational environment, which researches characterize as "the environment of participants of educational process in the educational space" that includes "pedagogical conditions, situations, the system of relations between people, united by common teaching and learning activities" (Garric 2007), one of the most important methodological problems is the search for the new forms of work with the text in order to teach active perception and adequate understanding of its content for the further effective use of this content in academic and daily situations. The most effective methods and techniques of working with texts of different genres and styles, which form the ability to perceive, interpret and evaluate the ready-made texts, as well as to create your own oral and written statements, have received a title "training text technologies" (Carlier and Charvillat 2014). But the search for the most productive forms, methods, techniques and technologies of learning is impossible without clarification of the concept of "training text", which is certainly altering in the modern information and educational environment (*L'Arrière-texte: pour repenser le littéraire*, 2013).

2. Methodology

In modern linguistics the phenomenon of the text appears to be the crossing point of various theories. It provides for multidimensional and multifaceted consideration of the linguistic objects in a pragmatic aspect. In the process of development of linguistic theory, as different periods of focusing on various linguistic units and phenomena come and go, the text has remained an unchangeable field of research in terms of the nature of their functioning and interaction, while being an independent object of study as an open in terms of content and linguistically enclosed system.

We need to differentiate the text as a phenomenon of reality and as the object of study of different sciences. The text as a phenomenon of reality has existed and will not cease to exist as long as people use the language, since communication is realized through texts. Text as the object of scientific study is a very complex and multifaceted phenomenon, almost all modern linguistic theories are focused upon it, but our field of task includes the analysis of this phenomenon in the educational process, because "the text, according to its functional purpose, is the highest communicative unit of the language with the help of which speech acts are realized" (Aleksandrova, Gosteva, Dobrotina, Vasilyevykh and Uskova 2017).

From the point of view of functional significance, it is important to take into account two aspects in the examination of the text: text as the object of linguistic analysis and as an educational medium (Moeschler 2001). Due to the study of methodological literature, scientific observation and compilation of teaching experience and methods used at theoretical level: comparison, analysis and synthesis — conclusions were drawn regarding the changes in the volume content of the notion "training text" as an object of study in teaching Russian language in secondary school and as an educational medium in the teaching-learning process with regards to the stage of learning in context of information and educational environment.

3. Results

In modern conditions, "texts of a new nature" are more frequently used as training texts, but this kind of activity can only be effective if the work is conducted using the traditional (verbal) texts, which are presented or perceived in accordance with speech situation in oral or written form. Contrariwise, verbal texts can exist regardless of the supporting illustrative material that reflects or enriches their content. At the same time, modern information society creates an

environment in which a large flow of information is coming in the form of the visual images, bypassing the verbal form of expression, and reading literacy of learners is formed, developed and tested with the help not only of traditional texts but also of texts of a new nature. Moreover, the process of mastering the reading literacy as a conscious ability to use various means of assimilating the textual information space is carried out throughout the years of mastering the subject, taking into account the continuity of the levels of education.

In the course of the Russian language, a purposeful, systematic work is presupposed regarding the analysis of the text characteristics and categories, its structure, types, features of the composition, the rules for its generation with regards to the particular extra-linguistic factors and the supposed abilities to perceive its content not only on explicit, but also on implicit level.

Since primary school students gain an impression of the text as a set of sentences, related grammatically and arranged in a logical sequence, united by a common theme and idea. In addition, students take into account such feature of the text as its completeness. Due to the knowledge, students read and produce texts, analyze their content.

Thus, in primary school, students get a general idea of the text, which means that they can briefly describe the most general and significant properties of this object, without exhausting all kind of its properties, aspects and links.

Further work with the text as the object of analysis is determined by the two of its main features: cohesion and integrity. Cohesion describes the linking of such elements of the text as a sentence, paragraph, topic, and is based on lexical-grammatical features of the language. Integrity is concerned with the semantic unity of the text and its composition.

The analysis of these characteristics requires the knowledge of functional-semantic types of speech, functional varieties of the language, the genre affiliation of the texts.

At the same time, the text is the primary tool of language learning. On the basis of the text the study of various linguistic phenomena and facts of their functioning is realized, meaning that the text is the didactic basis on which the student forms a system of linguistic concepts, the understanding of the functioning of language in speech (*L'Arrière-texte: pour repenser le littéraire*. 2013).

Taking into account modern world environment, which is largely determined by a huge amount of information that comes in a variety of forms, most of them being compressed: commercials, social billboards, charts, tables, graphic symbols, — it is impossible to ignore the widespread use of such structures, which record certain ideas understandable to most people. Their similarity to the traditional texts that record information in a sequence of sentences is based on the ability to convey information; their difference is based on the ability to display this information not only in the form of verbal symbols but also in the form of non-verbal symbols. In this regard, it is necessary to conduct systematic work on the creation of verbal texts (spoken and written) at Russian lessons on the basis of structures that represent various kind of information in non-verbal forms (Bernard, François-Xavier, and Baron 2016).

The notion of the "text of a new nature" in modern linguistics is not yet fully established. This didactic unit, "the text of a new nature" (hypertext, infographics), is not included in the content of teaching Russian language at school (in FSES, in exemplary curriculum), but these texts are used effectively as a didactic means of teaching. To be more exact, various graphics objects are used in the practice of teaching as a visual support for the creation of verbal texts; methods of visualization of verbal information in the form of tables, charts, diagrams, etc. are also practiced. It should be noted here, however, that this work is impossible without relying on the text in the traditional sense.

The perception of various methods of infographics as a means of visual representation of large volume of information is taught throughout all years of learning: students understand that the graphical selection (bold, italics, color) of single parts of the text is used to indicate the particular importance of information, and the accepted notation of morphemic analysis or in schemes of syntactic constructions is quite informative.

4. Discussion

Despite the fact that today the large flow of information is coming in the form of visual images, reading has always been and still remains the main information medium. Traditional training text is the main aid of teaching in such subjects as philology, social-humanitarian sciences, natural science, as well as physical and mathematical courses, that is why the primary goal of all teachers of the subjects included in the compulsory part of the framework curriculum is to develop reading literacy.

Reading literacy presupposes the ability to purposefully and effectively use different methods of reading as a means of obtaining information from written text in order to solve particular problems in various situations.

The foundations of reading literacy are laid in elementary school and are formed in middle and secondary school in the process of information revision of the text, i.e. the development of the ability to use different ways of comprehending its content: making up a plan of the text, the questions about its contents, developing thesis, abstract; stating the main points of the text in the form of tables, diagrams; presenting a text in a detailed, comprised, or selective manner (*Facilitating effective student learning through teacher research and innovation*, 2010).

In middle schools, the use of training texts as a primary source for self-education is of particular importance, this is emphasized in the Federal State Educational Standard of Basic General Education, in which semantic reading is highlighted with the special line (Requirements for metasubject results of the acquisition of the program). With regards to the requirements of the FSES to the development of semantic reading as one of the most important metasubject skills, there should be a purposeful work of subject teachers in developing reading competence of students as a conscious ability to use various means of mastering the information-textual space (Uskova 2016).

At all the stages of general education, reading serves as a means of obtaining information necessary for school subjects, as a means of continuing education and self-education, and also as a set of conscious skills, including techniques of reading (fluency, awareness, expressiveness), skills of using various types of reading and the ability to choose the most appropriate of them in a particular learning situation, the ability to use the most effective methods of mastering the text information (information processing).

The work on mastering the techniques of reading ends in elementary school, and the work on mastering semantic reading, being the most important metasubject outcome, is continued throughout all years of primary school education, but "in the 5th and 6th grades the foundations of this skill, successive to the particular skills of semantic reading formed in elementary school and to the ways and means of finding and interpreting information, should be fully established" (Garric 2007). Thus, single particular skills of reading are formed in elementary school, a solid basis for forming the skills of semantic readings is formed in the fifth-sixth grades, and their development and improvement is encouraged during the whole primary school.

5. Conclusion

Federal state standards of Basic General Education are focused on the formation, development, assessment and evaluation of metasubject learning outcomes. General learning activities concerned with reading and understanding of the texts, processing them, with finding and extracting information, absorbing and using it in accordance with a certain learning objective are singled out in the cognitive and communicative units of universal learning activities. It should be noted that the work on the development of these universal learning activities can only be effective if it is based on textbook with contemporary content, and on the full-fledged use of their teaching potential. Modern linguodidactics and methodology take into account the urgency of this issue. Today, the new effective techniques of working with the educational and

scientific text are being developed (Aleksandrova, Gosteva, Dobrotina, Vasilyevykh and Uskova 2017; *Facilitating effective student learning through teacher research and innovation*, 2010; Ivanova 2015; Roulet 2001; Soulaf Hassan 2016; Vasilyevykh and Gosteva 2016). The use of various strategies (methods), including a rereading of the text, which is not understood after the first reading, the method of asking yourself questions during reading that helps to evaluate the understanding, is not always a solution to the problem of misunderstanding (Stolp and Zabucky 2009; pp. 8).

Thus, self-regulated learning activists are of particular importance: the ability to fully comprehend the pure content of the text is determined by the effective self-monitoring. The role of self-monitoring as an important metacognitive tool for improving reading comprehension is noted by many researches. For example, C.A. Spafford and G.S. Grosser point out: "Self-monitoring is an important metacognitive tool for boosting reading comprehension by cultivating itself a reader's natural inner dialogue. <...> Questions during the reading prompts emphasize the active role that students must assume in the comprehension process if self-monitoring procedures are to be effective" (Spafford and Grosser 2005). It should also be emphasized that semantic reading and learning activities aimed at the use of information obtained in the process of semantic reading: its analysis, systematization, compilation, as well as drawing reasonable conclusions due to this information, - are the most important components in the unit of cognitive universal learning activities.

Acknowledgments

The work was conducted under state assignment of FSBSI ISED RAE for 2017-2019. The number of the theme is reported in the order No. 27.6122.2017/Б4

References

- Aleksandrova O. M., Gosteva Yu.N., Dobrotina I. N., Vasilyevykh I. P. and Uskova I. V. (2017) Methodical recommendations "Developing reading literacy of pupils of primary school". *Russian language*, 1, 3-12
- Bernard, L. B., François-Xavier, and Baron G. L. (2016) Enseigner, accompagner, apprendre, quels changements à l'heure du numérique?. *Sciences et Technologies de l'Information et de la Communication pour l'Éducation et la Formation*, 23, 7-13.
- Carlier, A. and Charvillat, V. (2014). *Un jeu, des images, des clics et du texte : collecte implicite de données visuelles et sémantiques*. (In Press: 2014) In: COmpression et REprésentation des Signaux Audiovisuels (CORESA), 25 November 2014 - 28 November 2014 (Reims, France).
- Facilitating effective student learning through teacher research and innovation* (2010). Ljubljana, Faculty of Education.
- Garric N. (2007) Introduction a la pragmatique. Paris: Hachette.
- Ivanova S.V. (2015) Obrazovatelnoe prostranstvo i obrazovatel'naya sreda: v poiskah otlichij. *Cennosti i smysly*, 6 (40), 23-28
- L'Arrière-texte: pour repenser le littéraire*. (2013). Bruxelles: Peter Lang.
- Moeschler J. (2001) *Connecteurs et inference*. Geneve : Departement de linguistique de l'Universite de Geneve
- Roulet E. (2001) *Un modele et un instrument d'analyse de l'organisation du discours*. Berne : Peter Lang
- Soulaf Hassan. (2016). La pratique des ateliers d'écriture créative en classe de FLE comme formation` a la compétence linguistique, interculturelle et esthétique: le texte littéraire au sein du projet didactique. Linguistique. France. Nice. Université Côte d'Azur.
- Spafford C.A. and Grosser G.S. (2005). *Dyslexia and Reading Difficulties: Research and*

Resource Guide for Working with All Struggling Readers. Boston: Allyn & Bacon, pp. 149.

Stolp, S. and Zabrucký, K. M. (2009) Contributions of Metacognitive and Self regulated Learning Theories to Investigations of Calibration of Comprehension. *International Electronic Journal of Elementary Education*, 2(1), 7-31.

Uskova, I.V. (2016) The strengthening of the axiological approach as a way to achieve personal results in the process of teaching Russian language in secondary school. *II Metodologiya i praktika prepodavaniya v XXI veke: collection of articles (International scientific and practice conference "Metodika i praktika prepodavaniya v XXI veke", comp. ed. Fursov A.L.)*. Varna: Paradigma Research Institute, pp. 97-102.

Vasilyevykh I. P. and Gosteva Yu. N. (2016). To the problem of modeling tasks on the Russian language on the basis of informational texts SHS Web of Conferences, Volume 29 (2016). Date View May 5, 2017 <http://www.shs-conferences.org/articles/shsconf/abs/2016/07/contents/contents.html>

1. FSBSI Institute for Strategy of Education Development of the Russian Academy of Education (ISED RAE), 105062, Russia, Moscow, Makarenko street, 5/16

2. FSBSI Institute for Strategy of Education Development of the Russian Academy of Education (ISED RAE), 105062, Russia, Moscow, Makarenko street, 5/16

3. FSBSI Institute for Strategy of Education Development of the Russian Academy of Education (ISED RAE), 105062, Russia, Moscow, Makarenko street, 5/16

4. FSBSI Institute for Strategy of Education Development of the Russian Academy of Education (ISED RAE), 105062, Russia, Moscow, Makarenko street, 5/16

5. FSBSI Institute for Strategy of Education Development of the Russian Academy of Education (ISED RAE), 105062, Russia, Moscow, Makarenko street, 5/16

Revista ESPACIOS. ISSN 0798 1015
Vol. 38 (Nº 40) Año 2017

[Índice]

[En caso de encontrar algún error en este website favor enviar email a [webmaster](#)]

©2017. revistaESPACIOS.com • Derechos Reservados