The Method of Information and Communication Technologies Implementation for Milorad Pavić Works in IHE Investigation

Yükseköğretim Kurumlarında (YÖK) Milorad Pavić Çalışmaları İçin Bilgi ve İletişim Teknolojileri (BİT) Uygulama Yönteminin Araştırılması

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ABSTRACT

The method of information and communication technologies implementation while Milorad Pavić works on the IHE (Institutions of Higher Educations) investigation has been presented. Such methods as analysis and generalization of teachers' pedagogical experience and abstraction were used to find ways to reveal the features of a postmodernist work and to form students' skills in working with an electronic book.

Informatization of education is one of the main directions dictated by the needs of modern society, in which the main driver of progress is individual personality development. The introduction of information and communication technologies into the educational process of higher establishment education is gaining particular relevance, which opens up wide opportunities for the comprehensive implementation of creative, searching, personally oriented forms of education, increasing its mobility and compliance with the demands of practice. When studying literary works in the process of future language teachers' training, information and communication technologies serve to develop students' reading interests, strengthen confidence in their professional abilities, develop the ability to generate non-standard ideas, the ability to act, and use theoretical knowledge in practical activities.

The need for the use of information and communication technologies in studying the life and creative path of the Serbian writer Milorad Pavić, a prominent representative of the new electronic era in literature, has been substantiated. Samples of the teacher's lecture plan with elements of anticipatory tasks prepared by students, which involve the use of information and communication technologies, have been presented. The practical lesson has been proposed to be conducted using the case method. Tasks have been developed that contribute to the formation of the self-educational competence of future language teachers, in particular when organizing independent work using information and communication technologies in the process of creative interpretation of an excerpt from Milorad Pavić's novel *Dictionary of the Khazars*.

Ways of creating educational situations with the help of information and communication technologies have been proposed, in which students' research activities have been carried out and oral communication has been practiced, which creates a language reaction to objective reality and life situations. It has been emphasized that when using information and communication technologies, students get the opportunity to work independently with the text of the work, find quotation material, fill allusions and reminiscences with content, find historical references, conduct dictionary work, and generate non-standard ideas.

Keywords: Anticipatory tasks, case method, future language teachers, information and communication technologies (ICT), work with the text

ÖZ

M. Pavić'in yükseköğretim kurumlarında (YÖK) çalışırken bilgi ve iletişim teknolojilerini (BİT) uygulama yöntemi araştırılmıştır. Öğretmenlerin pedagojik deneyimlerinin analizi ve genelleştirilmesi

ve soyutlama gibi yöntemler, postmodernist bir çalışmanın özelliklerini ortaya çıkarmanın ve öğrencilerin elektronik bir kitapla çalışma becerilerini oluşturmanın yollarını bulmak için kullanılmıştır.

Eğitimin bilimselleştirilmesi, ilerlemenin ana itici gücünün bireysel kişilik gelişimi olduğu modern toplumun ihtiyaçları tarafından dikte edilen ana yönlerden biridir. BİT'in yüksek eğitim sürecine dahil edilmesi, yaratıcı, araştırmacı, kişisel odaklı eğitim biçimlerinin kapsamlı bir şekilde uygulanması için geniş fırsatlar sunan, hareketliliğini ve uygulamanın taleplerine uygunluğunu artıran özel bir önem kazanmaktadır. Geleceğin dil öğretmenlerinin eğitimi sürecinde edebi eserleri incelerken, BİT öğrencilerin okuma ilgilerini geliştirmeye, mesleki yeteneklerine olan güvenlerini güçlendirmeye, standart dışı fikirler üretme yeteneğini geliştirmeye, hareket etme yeteneğini geliştirmeye ve teorik bilgiyi pratik faaliyetlerde kullanmaya hizmet eder.

Edebiyatta yeni elektronik çağın önemli bir temsilcisi olan Sırp yazar M. Pavić'in hayatını ve yaratıcı yolunu incelerken BİT kullanımına duyulan ihtiyaç kanıtlanmıştır. Öğrenciler tarafından hazırlanan ve BİT kullanımını içeren öngörülü görevlerin unsurlarını içeren öğretmen ders planı örnekleri sunulmuştur. Uygulamalı dersin vaka yöntemi kullanılarak yürütülmesi önerilmiştir. Özellikle M. Pavić'in "Hazar Sözlüğü" romanından bir alıntının yaratıcı yorumlanması sürecinde BİT kullanarak bağımsız çalışma düzenlerken, geleceğin dil öğretmenlerinin kendi kendine eğitim yeterliliğinin oluşumuna katkıda bulunan görevler geliştirilmiştir.

Öğrencilerin araştırma faaliyetlerinin yürütüldüğü ve nesnel gerçekliğe ve yaşam durumlarına dilsel bir tepki oluşturan sözlü iletişimin uygulandığı BİT yardımıyla eğitim durumları yaratmanın yolları önerilmiştir. BİT kullanıldığında, öğrencilerin eser metniyle bağımsız olarak çalışma, alıntı materyali bulma, imaları ve anımsatmaları içerikle doldurma, tarihsel referanslar bulma, sözlük çalışması yapma ve standart dışı fikirler üretme fırsatı elde ettikleri vurgulanmıştır.

Anahtar Kelimeler: Öngörülü görevler, vaka yöntemi, geleceğin dil öğretmenleri, bilgi ve iletişim teknolojileri (BİT), metinle çalışma

INTRODUCTION

Today, society is faced with the task of creating a new philosophy of education in accordance with the aspirations of a person to reveal his or her life potential. A modern specialist must be able to effectively apply the latest achievements of science and technology, use a computer, and use other information resources. The introduction of information and communication technologies (ICT) in the educational process of higher education institutions opens up wide opportunities for the implementation of creative, searching, personally oriented forms of education and guarantees its mobility and compliance with the demands of practice. Considering this, the problem of training modern language teachers is significant. The use of ICT in the study of literary works allows for stimulating interest in reading, frees up time for creative cooperation between the teacher and students, contributes to the formation of self-educational competence and reading culture, and expands integration ties.

Analysis of the latest studies or publications in which the solution to this problem was initiated and on which the author relies

The main goal of all innovations in the field of education is to facilitate the transition from the mechanical acquisition of knowledge to the formation of skills and abilities to acquire them independently. Modern researchers (Bobrytska, 2011; Dyshleva, 2019; Gurevich, 2002; and Stavytska, 2010) agree that the informatization of education is one of the main directions dictated by the needs of society, in which the individual development of the personality is mainly determined. The researchers emphasize the benefits of using various types of ICT in the process of forming the professional competencies of students as a powerful multifunctional learning tool that accustoms them to live in an information environment. In the studies of N. Boyko (2007), O. Pehoty (2001), and I. Vakulenko et al. (2016), it was revealed that the use of ICT makes significant changes in the organization of students' independent work and determines its place in the educational process.

Numerous researchers consider the peculiarities of the implementation of ICT in the study of literary works in higher education. The advice of L. Zlativ (2014) regarding the formation of a scientific, cultural, and educational space with the help of ICT, which provides the possibility of a harmonious synthesis of logical and imaginative ways of assimilating information, is valid. R. Gurin (2004) notes that the use of ICT contributes to the formation of reading culture and stimulates interest in reading literary works in the original language. Researchers emphasize that mastering ICT helps speed up the analysis of achievements and the monitoring of the results of educational activities. Agreeing with scientists, we emphasize that the harmonious combination of ICT with traditional methods and means of teaching opens up new opportunities for processing educational material in the process of professional training of future language teachers.

Aim of the article

We aim to show the method of using ICT in studying the work of Milorad Pavić in higher education institutions as an example of an appropriate combination of traditional methods and techniques of teaching and working with Internet sources.

Presentation of the main material of the study with a full justification of the obtained scientific results

The successful organization of the educational process requires taking into account the specifics of a particular higher education institution, the requests and interests of students, the specifics of teaching certain subjects, and an appropriate combination of traditional methods and methods of learning with modern innovative technologies and ICT (38, p. 182). Mastering the disciplines of professional training by future language teachers involves active independent work and creative activity, i.e., public presentations of acquired knowledge using ICT, participation in extracurricular aesthetic activities, etc. At the same time, we implement the following types of student work: preparation for lectures, practical classes, tests, exams, implementation of aesthetic projects, speeches and presentation at student scientific conferences,

meetings of literary clubs, problem groups, etc. The combination of extracurricular and classroom-independent activities of students under the guidance of teachers contributes to the in-depth processing of educational material with an emphasis on its aestheticization and provides an opportunity to evaluate the achievements of each student. In this connection, the following types of computer technologies are becoming widespread in the practice of training future language teachers:

- searching for critical materials and biographical information about the authors;
- selection of illustrative material;
- the use of the originals of the studied works and various versions of their translations;
- organization of online consultations, provision of various comments, elaboration of information on the theory of literature;
- familiarity with audio-visual options for interpreting a literary text and evaluating it by reviewers.

Let us consider the use of ICT during a lecture and practical session when studying the life and creative path of the Serbian post-modernist writer Milorad Pavić, "the first writer of the electronic era of the third millennium." The purpose of the lecture will be to acquaint students with the life and work of the artist, reveal the features of his postmodern search, develop skills for working with an electronic book, and develop the ability to analyze postmodern works. There is a need to build a lecture session so that a lot of time is not spent on passive perception of initial information but on active, independent learning, including scientific and research activities of students with the help of ICT. Therefore, the teacher's goal is to organize an interactive lecture with elements of anticipatory tasks. Such a lecture is preceded by an introduction to the electronic guide "Life and Creative Path of a Writer," which will contain Internet addresses from where students are invited to get materials for work.

We will present the elements of the lecture plan "Serbian writer Milorad Pavić" that involve the use of ICT.

1. Historical reference "Serbia as a cultural and historical basis of the author's works."
2. Textbook interpretation of Milorad Pavić's life path and reinterpretation of irony and self-irony on the pages of his autobiography.
3. An overview of the writer's creative path.
4. Signs of Milorad Pavić's postmodern poetics.

Such main works of the writer as *Dictionary of the Khazars*, *Iron Curtain*, *The Inner Side of the Wind*, *A Bed for Three*, *Last Love in Constantinople*, *Russian Greyhound*, and *The Glass Snail* are analyzed during the lecture. Before demonstrating anticipatory tasks, the teacher explains the essence of the postmodern idea, i.e., "death of the author," the concept of "nonlinear literature," intertextuality, and numerous allusions and reminiscences of the author. Anticipatory tasks for each of the works are presented using illustrative materials and excerpts of audiovisual interpretations of a specific work. The use of information from students' reading diaries is aimed at defining the genre, interpreting the meaning of the title, plot, composition, system of characters, plot, and issues of the read work. Students prepare all the researched material as a "Milorad Pavić" portfolio for the discipline's electronic cabinet.

The following types of work using ICT contribute to the formation of the professional competences of future language teachers:

- compilation of a psychological portrait of the writer based on his autobiography presented on the Internet;
- preparation of a speech by a literary critic student after listening to the presentations of the writer's works.

During the lecture, it will be appropriate to organize students' independent work on a passage from Milorad Pavić novel *Dictionary of the Khazars* with the aim of interpreting ICT usage. Passages of the text and questions for them are projected onto the screen.

- What are the features of the form of writing the work?
- What seemed unusual to you in the style of the passage?
- What characterizes the passage as postmodern prose?

Generalizations of key problematic issues at the end of the lecture, which were solved by students, should be organized according to the rubrics: philosophical, moral, and literary. Milorad Pavić own statement regarding the evaluation of his works is displayed on the screen: "When you choose a book to read, only one thing is important: do you need this text, does it solve your problems, or does it cure your intellectual vitamin deficiency?" The table will be filled in with students' answers to the author's question.

Such methodical methods of using ICT as an electronic guide-book "Life and creative path of a writer," various visual interpretations of a literary text, demonstration of visual material during a lecture, and presentation of anticipatory tasks by students become the basis for further searching, creative directions of students, and the formation of their praxeological competences as future teachers—broadcasters.

We consider the case method to be a productive form of practical training. At the beginning of the class, a mini-discussion is held in order to activate the student's self-educational activity in order to identify their level of perception of the works on the following questions:

- To which literature would you classify the works of Milorad Pavić: Mass or elitist?
- Do you have ideas about how literary works have changed?

It is important within the discussion to give examples from the texts of the works on the questions that are projected on the screen, i.e., features of the genre and composition; the writer's game with the text and the reader; "virtual historicism" of the work; paradoxical portraits, etc.

For detailed work on the story "Damaskin" by Milorad Pavić, we implement cases offered for students' discussion, the materials of which are systematized in an electronic portfolio:

Case number 1: The first section of the story is a classical exposition aimed at modernity.

Case number 2: The composition of the work as a game with the reader through artistic means.

Case number 3: Construction with the help of ICT, of possible variants of the denouement of the story and determination of their ideological direction.

Case number 4: Study of symbols and simulacra of the work.

Case number 5: Portrait characteristics of the heroes of the story (using the "paired comparison" method).

During the implementation of cases, students use ICT to demonstrate the intertextual sources of the story, provide certain historical information as material for transformation and parody, build

an author's picture of human existence based on textual sources, work on the phrases, episodes, details, and images mirroring, Students determine the author's methods of "pushing" the reader to compose their own version of the composition of the work and processing of intertextual sources, which actually makes them coauthors of the writer. While studying Milorad Pavić's art laboratory, students use slides that provide an opportunity to compare the effectiveness of both traditional artistic means and those inherent in postmodern works (irony, hyperbole, aphorisms, symbols, simulacra, extended metaphors, etc.). The "paired comparison" method makes it possible to consider the author's portrait characteristics of the characters as an integral-synthetic reflection of the picture of the world in works of art. Thus, for example, we observe the phenomenon of ekphrasis: the description of Atilia's portrait in the story "Damaskin" is obviously influenced by the portrait of M. Lopukhina by V. Borovikovsky.

DISCUSSION AND CONCLUSIONS

Thus, among the variety of methods and techniques that open up wide opportunities for the use of ICT in the process of professional training of future language teachers, as experience shows, special attention should be paid to anticipatory tasks, the "paired comparison" method, and the case method when studying literary works. Information and communication technologies allows for developing search and creative skills, synthesizing logical and figurative ways of perceiving a work, form reading, and aesthetic culture. At the same time, the creative cooperation of the teacher and students acquires meaning, and the solution of educational issues acquires depth and argumentation.

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