

UDC 372.882

DOI: 10.23951/2782-2575-2023-1-5-24

THE DIGITAL ENVIRONMENT IN THE FIELD OF TEACHING CLASSIC RUSSIAN LITERATURE

Valery A. Domanski¹, Natalia A. Mironova², Natalia A. Popova³

¹ *St. Petersburg Military Order of Zhukov Institute of the National Guard Troops of the Russian Federation, valerii_domanski@mail.ru*

² *Moscow State Pedagogical University, mironova_nataliia@autorambler.ru*

³ *Moscow State Pedagogical University, nata-babakova@yandex.ru*

Abstract. The works of the Russian classics form the basis for teaching literature in schools and universities. One of the most important methodological skills that a master's student of a pedagogical university is the search for techniques and technologies for teaching classic Russian literature for later professional activity. The following research methods are presented: Interviewing master's students studying at a pedagogical university, content analysis, qualitative and quantitative generalization of the obtained results, prediction of the main directions of work at the stage of identification, design, and control of experiments.

The research was conducted among the master's students in the 2nd year of the Institute of Philology of Moscow State Pedagogical University (Russian Federation). A total of 45 students participated in the experimental part from September 2019 to February 2020. The study results were also discussed in the advanced training courses for teachers at the St. Petersburg Institute of Business and Innovation.

The necessity of using digital technologies and organizing a dialog with contemporary literature in studying classic Russian literature is empirically demonstrated.

As a result, a classification of digital technologies was created, and the main areas of work related to the inclusion of modern literature in studying Russian classics were identified.

Keywords: *Russian classics, dialog, readers, literary education, teaching methods and technologies, professional education, digital content, contemporary literature*

For citation: Domanski V.A., Mironova N.A., Popova N.A. The Digital Environment in the Field of Teaching Classic Russian Literature. *Education & Pedagogy Journal. 2023;1(5):5–24. doi: 10.23951/2782-2575-2023-1-5-24*

Introduction

Each historical period forms a cultural genre system in art due to its own characteristics. Thanks to this historically formed cultural heritage, we can appreciate and learn about the artistic image of each period (Portnova, 2017). This includes exemplary works of art with an inexhaustible spiritual potential for national and world culture. The perfection of form and content distinguishes them, and a high humanistic pathos, the presence of a moral and esthetic ideal, characterizes them. The classics live in the “great age,” and each era reads and updates them. Nevertheless, unlike popular literature, classic literature requires deep, thoughtful reading and serious preparation for reading. (Chertov & Trubina, 2012). Unfortunately, modern readers have certain difficulties reading and interpreting literary classics (Domanski et al., 2020). There is a danger that classic works will be transformed into the category of museum exhibits, explored only by specialists. In this regard, there is a need in school and university teaching for prolific methods that allow updating and reinterpreting classic works in new ways. Updating the teaching of literary classics will bring them closer to the average reader and minimize the indicator of students’ emotional burden – students’ anxiety, which is a pressing problem in the modern educational system (Ivanova & Sorokina, 2019).

This article aims to classify digital technologies (Law et al., 2018) and identify the main areas of work related to the inclusion of contemporary literature in studying classic Russian literature based on the experimental work conducted by the article’s authors.

Materials and methods

The research was conducted on the basis of the Moscow State Pedagogical University. Forty-five people participated in the study (23 people in an experimental group and 22 in a reference group). The participants of the two groups were students of the Institute of Philology of Moscow State Pedagogical University. The participants of the experimental group were taught according to the experimental method. The results of this study are the aim of the present research. The reference group continued their studies with the existing and proven programs. In the beginning, the experimental group and the reference group participants had the same methodological background, which ensured the purity of the experimental conditions.

To achieve the main aim, the following tasks were solved:

(a) updating the information about the research results related to the study of classic Russian literature in the modern educational situation (in the experimental group);

(b) conducting the ascertaining experiment to determine the students' attitudes towards the inclusion of digital technology in the study of Russian classics (in the experimental and reference groups);

(c) analysis of qualitative and quantitative dynamics of students' attitudes towards digital technologies in the process of studying classic literature in both groups;

(d) recording the data from students in both groups who use a corpus of newer literature in studying classic literature in the control phase of the experiment.

To solve the above tasks, the following research methods were used:

- Observation of the educational process organization for the subject "Study of classic literature in school" (this subject is part of the curriculum of the master's program of the Institute of Philology at Moscow State Pedagogical University, Pedagogical Education 44.04.01 ("Current processes in philological education"))).

- Conducting a detailed questionnaire study among students (experimental and reference groups).

- Experimental teaching (part of a practical lesson conducted by an experimental group is included).

- Discussion and clarification of the obtained results.

Results

In order to investigate the peculiarities of the perception of digital technologies used in the study of classic literature at school (Aristova et al., 2018) by the students of a pedagogical university, we conducted an ascertaining experiment. We will briefly explain the general content of the experiment and present the main results. The experiment consisted of three phases:

I. Detailed questionnaire for students (both groups) with the following questions:

- What do you understand by the terms "digital learning technologies," "digital content and classic literature," and "online resources for teaching literature"? Give a detailed description.

- Do you use digital technology to analyze classic literature? And why?
- When (for which seminars and course topics) have you used digital technologies to prepare for the subject “study of classical literature in school”? Give one or two concrete examples.

II. a presentation on the analyzed subject (in the experimental group). In particular, we covered the following topics:

- “Classics and digital content,” “digital learning technologies,” relevance of the concepts; frequency of use of digital technologies in the study of classic literature.

- Functionality and peculiarities of the use of digital content in the analysis of Russian classic literature.

III. discussion and clarification of the obtained results during the practical lessons (in groups).

In addition, the dynamics of reference to digital technology in the educational process of classic literature was studied in experimental and reference groups. The quantitative results of the study are presented in the following table:

Table 1

Quantitative dynamics of master’s students’ outcomes using digital technologies to study classic literature

Attitudes toward the use of digital technologies in the study of classic literature	September 2019 (experimental group before the educational process)		September 2019 (reference group before the educational process)	
Positive	20	87%	17	74%
Negative	2	9%	3	13%
Neutral	1	4%	2	9%
Use of digital technology in textual analysis of classic literature	February 2020 (experimental group after the experimental educational program)		February 2020 (reference group after the state-approved educational program)	
Frequently used	20	87%	10	45%
Almost not used	3	13%	12	54%
Not often used	–	–	–	–
Almost not used	–	–	–	–

Thus, the experiment showed that students in both groups generally had positive attitudes toward using digital content in the study of classic literature. However, the frequency of using digital technology and network content in the experimental group increased after the practical teaching on the research topic (see the results in Table 2), which required the specification of a number of terms and concepts of digital technology to achieve the objectives of this research.

The dynamics of the frequency of digital content use in the classic literature study is shown in the following table:

Table 2

Qualitative dynamics of the frequency of use of certain digital technologies by master's students in the study of classical philology

Name of the digital technology	February 2020 (experimental group)	February 2020 (reference group)
Social media	23	12
Multimedia presentations, scripts, brochures, and infographics about the biography and works of classic writers	23	22
Educational and insightful websites about classic literature	20	14
Educational online blogs by writers and critics	21	10
Video lectures, online seminars, and workshops	23	12
YouTube videos	22	8
Mobile applications on Russian classics	23	14
Virtual tours of literary museums	22	11

The positive evaluation of the use of digital technologies in general, the increase in the frequency of certain digital technologies during the study of classic literature (in the experimental group), and the justification of their necessity for use in the subsequent practical activities led the students in the experimental group to the following conclusions, which we divided into eight main functions:

- 1) Worldview
- 2) Universal
- 3) Informative

- 4) Integrative
- 5) Socio-pedagogical
- 6) Cultural-educational
- 7) Educational
- 8) Recreational

The results of the analysis of the students' (experimental group) responses are summarized in Table 3 below:

Table 3

The most important functions of digital technologies identified according to the analysis of respondents' answers

Function	Characteristic	Examples of students' reasoning
1. Worldview	“The digital economy is not a separate industry, but a way of life, a new basis for the development of the system of public administration, the economy, business, the social sphere, society as a whole” (V.V. Putin)	<p>Digital technologies shape a child's view of the world and contribute to developing his or her views and beliefs.”</p> <p>“The digital environment is one of the most important in the modern world, so today it is impossible to analyze a work of art without relying on digital content.”</p> <p>“Digital technologies are changing people's worldview: People are starting to think in a bigger, more comprehensive way, which is especially important when we turn to the classics with students.”</p> <p>“These days, it is hard to imagine life without digital technology.”</p>
2. Universal	It is used in all industries, and the study process of classic literature in schools and universities is no exception	<p>“Digital technologies can be seen as an opportunity to increase interest in literature”; “As a universal method that can be used at different stages of teaching, in different areas of life.”</p> <p>“Digital technologies are used to study various Russian and world classics topics and works.”</p>
3. Informative	Satisfying human information needs in the digital age	<p>“In the digital environment, there is more information, and access to it is faster.”</p> <p>“Digital technologies satisfy the child's cognitive and emotional needs, help assimilate complex material more easily, empathize with the author, and accelerate the learning process.”</p> <p>“Digital resources are the most important source of information for modern people.”</p>

Continuation of Table 3

Function	Characteristic	Examples of students' reasoning
4. Integrative	Maintaining the normal functioning of society, strengthening the sense of belonging of all to all, including belonging to the masterpieces of classic literature	<p>“Digital technologies accelerate the process of globalization, give a sense of unity of the human community.”</p> <p>“Formats of remote collaboration connect people from different continents.”</p> <p>“New forms of communication are possible in the digital environment.”</p> <p>“Students unite their interest in studying a particular writer.”</p> <p>“Collaboration between a teacher and a student in a format familiar to young people.”</p>
5. Socio-pedagogical	Promoting a certain lifestyle through digital technologies and involvement in a certain system of influence	<p>“Digital technologies make it possible to involve students in the learning process, the analysis of works of art.”</p> <p>“Huge distribution of videos that draw attention to a particular problem, author, topic.”</p> <p>“Digital technologies convey certain values.”</p> <p>“Digital technologies influence lifestyles and attitudes.”</p>
6. Cultural-educational	Introduction of a person to culture, direct influence on a person's value attitudes, the transmission of any cultural and educational events in the digital environment, including those related to the popularization of the classics	<p>“Achievements of culture and art are freely accessible.”</p> <p>“A person can get acquainted with the masterpieces of world culture and art through the digital environment for a minimum fee.”</p> <p>“There are digital resources that can immerse a child not just in a single literary work, but in an entire historical era.”</p>
7. Educational	Transfers educational and enlightenment programs to the digital environment	<p>“A homework assignment can be given using digital curricula.”</p> <p>“Digital technologies help activate critical thinking.” “Through websites and mobile apps, you can send interesting resources to prepare for class or "revive" a classic text written 100–200 years ago.”</p> <p>“You can master a subject in a digital environment.”</p>

End of Table 3

Function	Characteristic	Examples of students' reasoning
8. Recreational	A specific form of leisure time that is used for recreation and restoration of human strength	<p>“Information and communication technologies help to make teaching more lively.”</p> <p>“Digital technologies make it possible to overcome the monotony of teaching, to distract oneself from real problems for a while.”</p> <p>“Digital technologies can be perceived as a relief, as an opportunity for a real emotional rest.”</p> <p>“When children turn to digital technologies, it creates the illusion of relaxation, but at the same time, the student gains knowledge.”</p>

It is noticeable that the defense of their position by this group of respondents was characterized by a convincing and detailed argumentation, concreteness, and consistency in the presentation of arguments, as the digital environment is a comfortable space for the realization of their educational and individual needs, and the use of digital technologies in the process of studying classic literature by future teachers is taken for granted in modern life.

The group of respondents who negatively evaluated the use of digital technologies in the study of Russian and world classics is very small (1–2% of the total number of respondents), and the reasons were irrelevant to the topic.

Thus, the analysis of the experimental results has shown the relevance of the proposed topic and the need for a structured approach to the use of digital content in the study of classic literature.

It should not go unmentioned that literature has always played a leading role in Russian culture, but now the digital environment has significantly changed the situation. As T.N. Kasyanuk (Kasyanuk, 2004) noted, there are currently two tendencies in literary education that actively struggle with each other: on the one hand, a historically based value orientation, and on the other hand, a more modern, rational, and pragmatic one. The task of the future literature teacher is to reconcile the above tendencies as much as possible and to create conditions in which digital technologies and digital content play a motivating and organizational role, as well as contribute to the formation and

development of interest in the personality of the writer, in the reading of works of classic literature, their discussion and interpretation, including in the digital environment.

As a result of the discussion of the peculiarities of the study of classic literature in school during the experimental part, the question of the need to attract modern literature and compare it with the masterpieces of Russian classics was also discussed.

In the first stage of the work, a survey was conducted among the same 2nd-year students (45 people: 23 in the experimental group and 22 in the reference group). This phase of the experiment aimed to determine the students' attitudes (experimental and reference groups) to the necessity of using modern literature in studying Russian classics.

Attitudes toward the use of modern literature in the study of classic literature	September 2019 (experimental group before the educational process)		September 2019 (reference group before the educational process)	
	Use frequently in textual analysis	8	34%	10
Do not use it often	12	52%	10	44%
Almost do not use	3	13%	3	12%

As seen from the study, students in the experimental and reference groups do not often refer to modern literature when studying classic literature.

In the formative experimental phase, some practical lessons were held in which this way of working was followed. Below, we give a concrete example of an excerpt from a practical lesson.

The students were offered to study the novel by E.G. Vodolazkin, "Aviator" (Vodolazkin, 2019). The choice of this work is justified by the fact that understanding its artistic composition is impossible without a deep knowledge of classic Russian literature. Moreover, it is precisely "for the organic combination of the deep traditions of Russian spiritual and psychological prose with a high philological culture; for the inspired style of artistic writing" (Zaitsev, 2021) that the writer was awarded the Alexander Solzhenitsyn Literary Prize in 2019, and the novel received the country's most important national literary prize "Big Book." In addition, E.G. Vodolazkin, who holds a Ph.D. in philology, has received international recognition: in 2018, the Jagiellonian University hosted the

international scientific conference “Iconic Names of Contemporary Russian Literature: Evgeny Vodolazkin” (Krakow, May 17–19, 2018), which was attended by 91 researchers from 19 countries of the world (Popova & Soldatkina, 2018) and presented a scientific understanding of the writer’s work.

We held a practical lesson on researching the novel “Aviator.” Master’s students were offered to get acquainted with the materials from the monograph “Significant names of modern Russian literature”: Evgeny Vodolazkin” (Skotnitskaya & Svezhego, 2019). The title of the novel is a direct allusion to A. Blok’s poem “Aviator” It is no coincidence that the protagonist of the work reminds of this poem and its author. The main idea of the novel “Aviator” is contained in the words “Go fearlessly.” These words are a reminiscence of the poem by K. Balmont “Go fearlessly, higher and higher...”. A comparative analysis of the poem and the plot of the novel revealed the author’s intention. In the seminar, students were asked to highlight the main problems of the work. In the course of the discussion, it was concluded that these are problems that have already been dealt with in classic Russian literature.

During the pedagogical activities, students were able to highlight the main problems of the work: the problem of crime and punishment, guilt and retribution, the spiritual quest of the protagonist, the eternal love that resurrects the hero, the role of personality in the story, and the relationship between the eternal and the momentary in human life. In addition, the camp theme and the image of the little man were identified. The key to understanding the aspects of the novel were the Russian classics and the intracultural dialog between the classics and the present. The comparison between classical texts and modern literature took place both at the level of themes, problems, and ideas and at the level of direct allusions and reminiscences from other works of art. For a more in-depth analysis of the text, the prospective literature teachers were given a series of questions and assignments:

- What is the main character’s guilt, and what kind of retribution awaits him?
- Why did the author conceal his character’s guilt and let the readers believe in his innocence?

- What trials did the protagonists face, and why were they prepared for him?
- Where do you see the parallels between E.G. Vodolazkin's novel and F.M. Dostoevsky's *Crime and Punishment*?
- How does E.G. Vodolazkina implement the idea of the all-forgiving power of love in the novel?
- What role does the legend of the resurrection of Lazarus play in the novel?
- What path of moral search did Innokenty Platonov take? What explanation does he find for the catastrophes that occurred in the 20th century?
- How does E.G. Vodolazkin use Tolstoy's method of "dialectics of the soul"?
- How does E.G. Vodolazkin's position coincide with L.N. Tolstoy's concept of the role of personality in history?
- What changes has the image of the little man undergone in Russian literature, and how does this image develop in the novel "Aviator"?
- What do you think: does a modern writer who did not survive the camp experience have the right to write about Solovki? Why is the name of the writer V. Shalamov mentioned in the novel "Aviator"? What similarities are there in the description of camp life by V. Shalamov, A.I. Solzhenitsyn, and E.G. Vodolaskina?
- Why does the author choose the words of I.A. Bunin, "No man of the present time"?
- Why did the author choose the name of the protagonist, which coincides with the name of the great Russian writer Andrei Platonov?

During the discussion and comparative analysis of E.G. Vodolazkin's novel with the works of the Russian classics, the students concluded that the problem of crime and punishment runs throughout the novel. The main character of the work is the person who commits the murder. The protagonist is caught in the trap of retribution, but his sincere repentance and the resurrecting power of love give him a chance for forgiveness and a second life. Ideologically and thematically, Vodolazkin's novel is as close as possible to the novel "Crime and Punishment" by F.M. Dostoevsky. As in the novel *Crime and Punishment*, the biblical legend of Lazar the Four-Days Dead plays a special role in the novel *Aviator*. In the novel *Aviator*, "the image of

Lazarus unites the terrible Soviet reality with its projects of unnatural immortality, the competition with God in the effort to abolish death and subordinate it to man (think, for example, of Lenin's mummification), and the Gospel story of true victory over death – of the resurrection of Lazarus the Four-Days Dead” (Popova & Soldatkina, 2017). The moral search of Innokenty Platonov makes him related to the heroes of the novel by L.N. Tolstoy, “War and Peace.” The search for truth condemns the protagonist to painful trials, during which he gets to know himself. The “Dialectic of the Soul” allows the reader to follow the spiritual growth of a character. The death of Innokenty at the end of the novel is comparable to the death of Andrei Bolkonsky and the lines from the poem by K. Balmont: “Do not believe him who tells you // That death is death: – it is the beginning of life, // Live, pray – in deeds and words, / And meet death as the best news of life.” In describing the catastrophes of the 20th century, E.G. Vodolazkin draws on the historiosophical reflections of L.N. Tolstoy. According to L.N. Tolstoy, the great man is only a label that gives a name to the event, he is the least connected with the event than anyone else. E.G. Vodolazkin also believes that the image of the hostage of history in his novel is compared to the rope used by the villain. It is about collective suicide. Stalin's personality is interpreted from the point of view of the representative of the public will. The writer concludes that his atrocities could not be committed by himself but that he expressed a general desire: “Real terror needs two things: the will of society and the one who takes the lead” (Vodolazkin, 2019). Comparative work on fragments of both works allows students to trace the identity of these writers' views and to find out that E.G. Vodolazkin uses L.N. Tolstoy's ideas in building his concept, which helps him find a logical explanation for the tragic events of Russian history.

The image of the little man has undergone a remarkable transformation in Russian literature: from the humble stationmaster to Chekhov's despicable Chervyakov. E.G. Vodolazkin created a new synthetic type of the little man, who is transformed in the course of the plot. At first, Bulgakov's Sharikov comes to life in the reader's perception, then the hero is changed, and allusions to Griboyedov's Tsaretsky appear. Finally, at the end of the novel, Gogol's Bashmachkin appears, addressing his malefactors, “Leave me, why do you insult me?” – and in these forceful words are mirrored other words, “I am your brother” (Gogol, 2000, p. 217).

With regard to the theme of labor camps in the novel by E.G. Vodolazkin, we recommend that master's students read the stories by V.A. Shalamov, "The Chess Game of Doctor Kuzmenko," "Weekends," "The Last Day of Major Pugachev" and the story by A.I. Solzhenitsyn "One Day in the Life of Ivan Denisovich." The comparative analysis shows that the modern writer draws on the experience of his predecessors, which he himself admits: "I now read a lot about the Soviet period, and now, it seems, I have come to the idea with Shalamov that, having survived the terrible events in the camp, one must say: they are beyond human experience. And after that, perhaps it is better not to live at all" (Vodolazkin, 2019, p. 250). Just as the ideas of V.A. Shalamov and A.I. Solzhenitsyn clarify E.G. Vodolazkin's approaches to describing the labor camp theme, the novel "Aviator" allows you to understand the camp experience in a new way. First of all, about one of the questions that the author asks the reader in the novel: "What made it possible to preserve the personality in the inhuman conditions of the camp?" The answer of the protagonist corresponds to what he is called in the novel: "No man of the new century" The definition of I.A. is not accidental that the author used Bunin. It underlines that his protagonist survived on the island thanks to his inner memory and the ability to see the beauty of the world around him.

The author gives the hero the name of the great Russian writer Andrei Platonov. And, of course, this is important. On the web portal "Books of my life" E.G. Vodolazkin names among his favorite writers and favorite books A. Platonov's story "Foundation pit" (Vodolazkin, 2020). Ya.V. Soldatkina wrote: "The idea of restorative kinship, spiritual rebirth, mutuality of life and death brings "Aviator" closer to the artistic world of Andrei Platonov. Just as Plato's protagonists strive to fill the post-revolutionary social experiment with a high symbolic meaning, in "Aviator," the historical-fantastic collision turns out to be only a plot cover for philosophical and religious reflections on being and non-being on the meaning of life and the paradoxical interdependence of the executioner and the victim" (Soldatkina, 2017, p. 313).

Summarizing the discussion of the novel "Aviator," it is concluded that the analysis of this work in the magistracy is important because, on the one hand, the study of the literary text in the history and literature course of the high school allows the teacher to summarize the knowledge of students about the Russian literature of the 19th and 20th centuries, and, on the other hand, the independent

reading of this work is impossible without knowledge of the classical texts, since the author builds the entire plot on a dialog with classic literature.

In the final stage of the work, a control experiment was conducted among the 2nd year master's students (45 people in the experimental and reference groups). This control experiment aimed to determine how the students' attitudes toward using modern literature in the study of Russian classics changed (Table 5).

Table 5

Results of students' reference to modern literature while studying the classics

Frequency of reference to modern literature during the process of analyzing the classical literature	February 2020 (experimental group before the educational process)		February 2020 (reference group before the educational process)	
	Often during the process of analyzing the text	20	87%	10
Do not use it often	3	13%	10	44%
Almost do not use	–	–	3	12%

Thus, the control experiment showed that the frequency of reference to modern literature in the study of Russian classics increased in the experimental group and that there was no dynamic in this matter in the reference group.

Discussion

Historical and cultural heritage embodies the era of its creation and creates a unique, indivisible, organic cultural and historical context, one rhythm, one breath that connects us and makes us feel the history from within (Portnova, 2015). However, modern realities dictate their conditions. Therefore, the structuring of digital content, now actively used in education to study classic literature (Getmanskaya et al., 2015), has become a requirement of our time (Mironova, 2020). It should also be noted that creating a pleasant learning environment using various methods and approaches not only improves student performance but also reduces stress and anxiety (Ivanova & Sorokina, 2019; Ivanova & Sorokina, 2020). As the main arguments for creating a classification of digital technologies used in the study of classic literature, we highlight the following:

- A shift of emphasis in the use of digital technologies in teaching towards producibility and formalization of the content component is unacceptable in relation to the study of Russian and foreign literary classics.

- A disorderly functioning of digital technologies in the sphere of information and educational networks.

- A plethora of digital technologies for teaching literature do not meet literary education goals and do not contribute to the development of professional skills of future language teachers.

Thus, during the study, we identified the following digital technologies (depending on the content of the material proposed for the study) used in the study of classic literature:

- Digital technologies are used to study the writer's personality (multimedia presentation about the writer's biography and creative path, video lecture about the writer, interactive poster about the writer's biography, and virtual tour in a literary museum).

- Digital technologies used in work with artistic texts (mobile application "Live Pages," online routes through the pages of classics, blogs of writers and critics, YouTube channels on works of Russian classics and modern literature, book trailers, infographics, scribing, gamification).

Of course, this classification does not exhaust the wealth of digital content that can be found in the digital space (OECD, 2017). However, it is precisely the technologies mentioned above that are actively used by master's students when analyzing works of classic literature (see "Results") and, in our view, contribute to an effective study of the classics in the modern educational space.

In addition, during our research, we identified the most important areas of work for comparing classical texts with works of modern literature:

- The compilation of a corpus of works of modern literature whose artistic world is connected with the Russian classics.

- The methodical understanding of works of modern literature can arouse interest in a classical work.

- The search for works of modern literature, the understanding of which is impossible without reference to the classics.

It should be noted that such creative tasks make it possible to implement a competency-based approach in teaching, which contributes to the development of the student's ability to think and analyze independently, to approach more effectively the formation of professional skills and abilities

that will allow them to apply the acquired knowledge in their professional activity in the future (Portnova, 2017).

Conclusion

The results of the experimental work show the scientific and methodological expediency of resorting to digital content and computer technologies in the study of classic literature, as well as the legitimacy of the methodological understanding of works of modern literature that can arouse interest in a classic work. In the digital age, when the theory and methodology of professional education are in search of new approaches to the study of the classics, the question of methodological tools capable of updating classic literature for the modern reader arises with all the importance and urgency for higher humanitarian education and the system of in-service training of language teachers. Hence, it can be concluded that incorporating digital technologies and digital content in the study of literature can not only enhance students' learning experience but also help them appreciate classic works of literature in a modern context. This approach has the potential to foster a love for literature among students and help them develop a deeper understanding of the themes and messages present in classic works. Ultimately, it will contribute to preserving our cultural heritage and help ensure that these works continue to inspire future generations.

Acknowledgments

This study was conducted as part of the RFBR grant “Classics in Dialog with the Present: Theoretical and Methodological Aspects of the Study of Russian Literature,” Scientific Project No. 20-013-00684 \ 20.

References

1. Portnova, T. (2017). Genre art system: Experience of a comparative analysis of theatre (ballet, opera) and pictorial arts”. *Il Ponte*, 73/8. doi: 10.21506/j.ponte.2017.8.47
2. Chertov, V.F., & Trubina, L.A. (2012). Russian classics as the basis of school literary education. *Teacher XXI century*. 1/4: 174–183. (In Russian). Google Scholar
3. Domanskii, V.A., Mironova, N.A., Gorskikh, O.V., & Popova, N.A. (2020). Russian classics in literary education: reality and monitoring of opportunities. *Bulletin of the St. Petersburg State University of Technology and Design. Series 3: Economic, Humanities and Social Sciences*. 3: 82–93. (In Russian). DOI: 10.46418/2079–8210_2020_3_14

4. Ivanova, N., & Sorokina, T. (2019). Educational environment approach to preventing the growth of school students anxiety in the transition from primary to secondary school. *Elementary Education Online*. 19/1: 333–342. <https://www.doi.org/10.17051/ilkonline.2020.661841>
5. Law, N., Woo, D., de la Torre, J., & Wong, G. (2018). A global framework of reference on digital literacy skills for indicator 4.4. 2. *UNESCO Institute for Statistics (UIS/2018/ICT/IP/51)*. Google Scholar
6. Aristova, M.A., Strizhekurova, Z.I., & Mironova, N.A. (2018). The relationship of literary and cultural functional literacy of the modern pupil. *International Conference "Education Environment for the Information Age". The European Proceedings of Social & Behavioural Sciences*. <https://dx.doi.org/10.15405/epsbs.2018.09.02.7>
7. Kasyanuk, T.N. (2004). *Sociocultural potential of literature in the process of modernization of general education*. Dissertation. Google Scholar
8. Vodolazkin, E.G. (2019). *Aviator*. Moscow: Publishing house AST: Edition of Elena Shubina. (In Russian). Google Scholar
9. Zaitsev, P. (2021). Lavra for "Lavra." *Russian newspaper*. Federal issue No. 44 (7802). (In Russian). Retrieved from: <https://rg.ru/2019/02/27/laureatom-premii-aleksandra-solzhenicyna-stal-evgenij-vodolazkin.html>
10. Popova, N.A., & Soldatkina, Ya.V. (2018). Vodolazkin, E. *II International Scientific Conference "Iconic Names of Russian Literature"*. Krakov: Znamia, no. 10.
11. Skotnitskaya, A., & Svezhego, J. (2019). *Iconic names of modern Russian literature: Vodolazkin E*. Collective monograph. Krakow.
12. Popova, N.A., & Soldatkina, Ya.V. (2017). "Not a New Age Man": a lesson-seminar based on the novel by E.G. Vodolazkina "Aviator." XI form. *Literature at school*. 11: 26–29. (In Russian). Google Scholar
13. Vodolazkin, E.G. (2019). *Aviator*. Moscow: Publishing house AST: Edition of Elena Shubina. (In Russian). Google Scholar
14. Gogol, N.V. (2000) *Stories. Dead Souls*. Moscow: Olympus; LLC "Publishing house AST". (In Russian).
15. Vodolazkin, E.G. (2019). *Aviator*. Moscow: Publishing house AST: Edition of Elena Shubina. (In Russian). Google Scholar
16. Vodolazkin, E.G. (2020). *Books of my life. Libraries of bright people*. (In Russian). Retrieved from: http://knigalife.com/person/pisateli/evgeniy-vodolazkin/?sphrase_id=3966
17. Soldatkina, Ya.V. (2017). *Dialogue with Russian literature of the XX century in the novels of Evgeny Vodolazkin "Laurel" and "Aviator"*. *Iconic names of modern Russian literature: Evgeny Vodolazkin*. Ed. A. Skotnitskaya and J. Svezhego. (In Russian).

18. Portnova, T. (2015). The Giants Against the Gods": the Dramatic and Plastic Explication of the Pergamon Alrar. Contemplation of the Exhibit at the Pushkin State Museum of Fine Arts. 2015. *1st International Conference on Arts, Design and Contemporary Education, ICADCE 2015*. Atlantic Press, 236–239.
19. Mironova, N.A. (2020). *Digital learning technologies in the context of lifelong literary education*. Moscow: Publishing house "Econ-inform". (In Russian). Google Scholar
20. Getmanskaya, E.V., Mironova, N.A., & Popova, N.A. (2015). Literary Education in Russia: Problems and Trends. *Mediterranean Journal of Social Sciences*. 6/6 S1: 170–177. Google Scholar
21. Ivanova, N., & Sorokina, T. (2019). Educational environment approach to preventing the growth of school students anxiety in the transition from primary to secondary school. *Elementary Education Online*, 19/1: 333–342. <https://www.doi.org/10.17051/ilkonline.2020.661841>
22. Ivanova, N., & Sorokina, T. (2020). The relationship between the categories "Educational environment" and "Educational space" in Russian psychological and pedagogical science. *Revista Inclusiones*, 7 (Esp.): 100–118. Google Scholar
23. OECD (2017). *Digital Economy Outlook*. Retrieved 28 February, 2021 from https://read.oecd-ilibrary.org/science-and-technology/oecd-digital-economy-outlook2017_9789264276284-en#.WeCTLWi0OUk#page1
24. Portnova, T. (2017). Author's educational program "Training of innovative project activities" and conditions of its inclusion in the system of retraining of stage directors. 2017 *International Conference on Management, Education and Social Science*. (2017). <https://doi.org/10.2991/icmess-17.2017.122>

Information about the authors:

Valery A. Domanski, St. Petersburg Military Order of Zhukov Institute of the National Guard Troops of the Russian Federation (Pilyutov St., 1, St. Petersburg, Russian Federation, 198206), valerii_domanski@mail.ru

Natalia A. Mironova, Moscow State Pedagogical University (Malaya Hurogovskaya St., 1, Moscow, Russian Federation, 119991), mironova_nataliia@autorambler.ru

Natalia A. Popova, Moscow State Pedagogical University (Malaya Hurogovskaya St., 1, Moscow, Russian Federation, 119991), nata-babakova@yandex.ru

Submitted July 9, 2022

КЛАССИКА В ДИАЛОГЕ С СОВРЕМЕННОСТЬЮ: МЕТОДИЧЕСКИЙ ПОИСК

***Доманский Валерий Анатольевич¹,
Миронова Наталия Александровна²,
Попова Наталия Алексеевна³***

¹ *Санкт-Петербургский военный ордена Жукова институт войск национальной гвардии Российской Федерации, Санкт-Петербург, Россия, valerii_domanski@mail.ru*

² *Московский педагогический государственный университет, Москва, Россия, na.mironova@mpgu.edu*

³ *Московский педагогический государственный университет, Москва, Россия, na.popova@mpgu.edu*

Аннотация. *Введение.* Произведения русской классики составляют основу школьных и вузовских литературных курсов. Классика живет в «большом времени», и каждая эпоха по-своему их прочитывает и актуализирует. Методические аспекты обозначенной проблемы рассматриваются в данной статье на материале опыта преподавания учебных магистерских курсов в Институте филологии Московского педагогического государственного университета и широкомасштабного исследования, проводимого в рамках гранта РФФИ «Классика в диалоге с современностью: теоретические и методические аспекты изучения русской литературы».

Материалы и методы. Мониторинг работ магистрантов Института филологии МПГУ, изучающих дисциплину «Изучение классической литературы в школе» (по направлению 44.04.01 Педагогическое образование (программа: «Актуальные процессы в филологическом образовании»)) и материалы курсов повышения квалификации педагогов при Санкт-Петербургском Институте Бизнеса и Инноваций составляют контент исследования.

Результаты исследования. Проведённый констатирующий эксперимент показал возрастание частотности использования цифровых технологий, сетевого контента в процессе изучения

классической литературы, а также необходимость привлечения произведений современной литературы с целью организации диалога с шедеврами русской и зарубежной классики.

Обсуждение результатов. На современном этапе развития методической науки появилась необходимость в структурировании цифрового контента, активно используемого сегодня в образовательном пространстве для изучения классической литературы, а также вычленение основных направлений работы по сопоставлению классических текстов с произведениями новейшей литературы.

Ключевые слова: *русская классика, диалог, читатель, литературное образование, методики и технологии в преподавании, профессиональная подготовка, цифровой контент, новейшая литература*

Исследование выполнено при финансовой поддержке РФФИ в рамках научного проекта № 20-013-00684\21.

Для цитирования: Domanski V.A., Mironova N.A., Popova N.A. The Digital Environment in the Field of Teaching Classic Russian Literature // Education & Pedagogy Journal. 2023. Вып. 1 (5). P. 5–24. doi: 10.23951/2782-2575-2023-1-5-24

Информация об авторах:

Доманский Валерий Анатольевич, доктор педагогических наук, профессор. Санкт-Петербургский военный ордена Жукова институт войск национальной гвардии Российской Федерации (ул. Летчика Пилотова, 1, Санкт-Петербург, 198206).
E-mail: valerii_domanski@mail.ru

Миронова Наталия Александровна, кандидат педагогических наук, доцент. Московский педагогический государственный университет (ул. Малая Пироговская, 1, стр. 1, Москва, Россия, 119991).
E-mail: na.mironova@mpgu.edu

Попова Наталия Алексеевна, кандидат педагогических наук доцент. Московский педагогический государственный университет (ул. Малая Пироговская, 1, стр. 1, Москва, Россия, 119991).
E-mail: na.popova@mpgu.edu