ORIGINAL ARTICLE

INTERNATIONAL JOURNAL OF ARTIFICIAL INTELLIGENCE

ISSN: 2692-515-x, Impact Factor: 9.23
American Academic publishers, volume 6, issue 03,2026

Journal: https://www.academicpublishers.org/journals/index.php/ijai

DEVELOPMENT OF STUDENTS' SKILLS IN LITERARY TEXT ANALYSIS IN THE PROCESS OF STUDYING LITERATURE

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Abstract

The article examines the problem of developing students' skills in literary text analysis in the process of studying literature at university. Special attention is paid to the methods and techniques of developing analytical skills, as well as to the pedagogical conditions ensuring the effectiveness of this work. It is concluded that literary text analysis serves as an important means of forming students' philological competence and analytical thinking.

Keywords

literary text analysis, literary education, students, methods of teaching literature, philological competence, analytical skills, text interpretation, pedagogical conditions.

Аннотация

В статье рассматривается проблема развития навыков анализа художественного текста у студентов в процессе изучения литературы в вузе. Особое внимание уделяется методам и приемам формирования аналитических умений, а также педагогическим условиям, обеспечивающим эффективность данной работы. Делается вывод о значении анализа художественного текста как средства формирования филологической компетентности и аналитического мышления обучающихся.

Ключевые слова

анализ художественного текста, литературное образование, студенты, методика преподавания литературы, филологическая компетентность, аналитические умения, интерпретация текста, педагогические условия.

Introduction

The development of students' skills in analyzing literary texts constitutes one of the key objectives of contemporary university-level literary education. Work with a literary text involves not only comprehension of its content but also the ability to identify its ideological and aesthetic features, examine its system of images, composition, language, and the author's position. The formation of such skills contributes both to a deeper understanding of literature and to the development of students' analytical thinking.

The relevance of the topic is determined by the fact that, in the practice of teaching literature, students often encounter difficulties in the independent analysis of a literary text, frequently limiting themselves to retelling the plot or describing individual characters. In this regard, particular importance is attached to the search for effective methodological approaches aimed at developing students' ability to conduct a holistic, consistent, and well-argued analysis of a literary work.

Literature review

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The problem of developing students' skills in literary text analysis is regarded in contemporary methods of teaching literature as an important component of professional training. E. V. Volgina associates the analysis of a literary text with the formation of students' philological competence and identifies the principles of integrity, complexity, systematicity, and philological orientation as the foundation for working with a literary work[1].

T. A. Bakhor considers the teaching of methods of literary text analysis as a staged process in which the mastery of interpretative approaches correlates with students' level of preparation and their professional development. Particular attention is paid to the gradual transition from simpler forms of analysis to more complex ones[2]. The practical aspect of the problem is discussed in the article by M. A. Dubova and N. A. Larina, where the analysis of a literary text is viewed as a means of developing not only students' analytical abilities but also their communicative skills[3]. The authors emphasize the importance of systematic work with the text and the use of special tasks aimed at developing interpretative skills and the ability to produce coherent statements.

Thus, in the works under consideration, the problem of developing students' skills in literary text analysis is addressed from theoretical, methodological, and practical perspectives, which provides a foundation for further examination of this issue.

Theoretical foundations of literary text analysis in higher education

The analysis of a literary text in university-level literary education should be understood as a purposefully developed skill based on the holistic perception of a work and the consistent revelation of its semantic structure. In the study by E. V. Volgina, it is emphasized that work with a text should be grounded in the principles of integrity, complexity, systematicity, and philological orientation[1]. These principles make it possible to regard a literary work not as a sum of separate elements, but as an organized whole in which word, image, composition, and idea are interconnected.

Equally important is the understanding of the internal logic of analysis itself. A comprehensive approach presupposes movement from the linguistic level to the system of images and further to the ideological content of the work. Such a mode of analysis makes it possible to avoid both superficial retelling and arbitrary interpretation of the text. In this respect, the analysis of a literary work functions as a form of meaningful reading, requiring students to perceive the internal organization of the text and to explain its meaning in a reasoned manner.

Another important theoretical foundation is the staged formation of analytical skills. T. A. Bakhor shows that mastery of methods of analysis should be developed gradually: from the acquisition of general scientific operations and more accessible ways of working with a text to more complex types of interpretation involving literary and cultural context[2]. This approach makes it possible to take into account students' level of preparation and ensures the methodological consistency of teaching literary text analysis.

Thus, the theoretical basis for the development of students' skills in literary text analysis lies in the combination of holistic, systematic, and staged approaches to the study of a literary work. Such an organization of instruction creates the conditions for the transition from primary readerly perception to full-scale philological analysis of the text.

Methods and techniques for developing students' skills in literary text analysis

The development of students' skills in literary text analysis requires such an organization of the educational process that ensures the transition from the immediate perception of a literary work to its consistent and reasoned interpretation. As E. V. Volgina demonstrates, the foundation of such work is comprehensive analysis based on the principles of "integrity, complexity, systematicity, and philological orientation"[1]. It is precisely these principles that make it

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possible to view a literary text as an internally organized whole in which content and form are revealed in their interrelation. Consequently, the analysis of a work is not reduced to examining separate elements, but involves identifying their functions within the overall structure of the text.

The staged organization of instruction is also of considerable importance. T. A. Bakhor emphasizes that the formation of students' ability to analyze a literary work should proceed "from simple to complex"[2]. At the initial stage, it is advisable to rely on general scientific operations such as analysis, synthesis, comparison, and generalization, as well as on more accessible ways of working with the text. At later stages, students may be introduced to historical and cultural context, interdisciplinary connections, and more complex forms of interpretation. Such an approach makes it possible to correlate methods of analysis with students' level of preparation and to ensure that the instructional process remains methodologically coherent and consistent.

The practical dimension of the problem is explored in the work of M. A. Dubova and N. A. Larina, where literary text analysis is viewed as a type of activity combining theoretical knowledge, its practical application, and skills of verbal communication. The authors rightly note that the understanding and analysis of a literary text constitute a "creative process" requiring students to engage in reflection and to substantiate their own position[3]. In this regard, particular effectiveness is demonstrated by questions and tasks aimed at identifying the function of artistic detail, characterizing images, constructing monologic statements, and independently interpreting what has been read. Such forms of work contribute to the development not only of analytical but also of communicative skills.

Thus, the development of students' skills in literary text analysis is ensured by a combination of a comprehensive approach, staged instruction, and a system of practical tasks. Such an organization of work makes it possible to form students' ability to perceive a literary work holistically, identify its structural and semantic features, and express the results of their analysis in a reasoned manner.

Pedagogical conditions for developing students' skills in literary text analysis

The development of students' skills in literary text analysis becomes more effective when a number of pedagogical conditions are observed. First of all, it is necessary to organize instruction on the basis of a holistic and comprehensive approach to the literary work. E. V. Volgina emphasizes that work with a literary text should be grounded in the principles of "integrity, complexity, systematicity, and philological orientation," since only under these conditions can a work be perceived as an internally organized whole rather than as a collection of disconnected elements.

Another important condition is the staged formation of analytical skills. T. A. Bakhor considers the teaching of methods of literary analysis as a movement "from simple to complex" and shows that, at the initial stage, it is advisable to activate students' command of general scientific operations and then gradually introduce more complex forms of interpretation related to context and the professional position of the future teacher. Such an approach makes it possible to take students' level of preparation into account and ensures the methodological consistency of instruction.

The systematic character of work with the text is also of considerable significance. M. A. Dubova and N. A. Larina emphasize that it is precisely "systematic and purposeful work with a literary text" that creates the conditions for the development of analytical and communicative skills. The effectiveness of instruction increases when text analysis is accompanied by special

tasks aimed at identifying the function of artistic detail, characterizing the hero, constructing monologic statements, and substantiating one's own interpretation[5].

Finally, an important pedagogical condition is the active role of the student in the process of working with the literary work. Literary text analysis presupposes not the reproduction of ready-made schemes, but the independent comprehension of what has been read. In this regard, the observation by Dubova and Larina is particularly significant: they note that the understanding and analysis of a literary text constitute a "creative process" that requires the ability to reflect and to justify one's own position.

Thus, the principal pedagogical conditions for developing students' skills in literary text analysis include a comprehensive organization of work with the literary work, staged instruction, systematic practice, and the active involvement of learners in the process of text interpretation. It is the combination of these conditions that ensures the formation of stable analytical skills in students.

Conclusion

Thus, the development of students' skills in literary text analysis constitutes an important objective of university-level literary education. The formation of these skills is associated with the need for a holistic perception of the literary work, the consistent mastery of methods of its analysis, and the active involvement of students in the process of text interpretation.

The examination of scholarly and methodological works has shown that the effectiveness of this process is ensured by a comprehensive approach to the literary work, staged instruction, the systematic use of practical tasks, and an emphasis on the development of the student's independent analytical position. This makes it possible to regard literary text analysis not only as a teaching technique, but also as a means of forming philological competence, speech culture, and students' analytical thinking.

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