

**PREPARATION SPECIFICS OF STUDENTS-PHILOLOGISTS: MODERN TECHNOLOGIES OF LITERARY AND LINGUISTIC TEXT ANALYSIS**

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**Abstract**

The article investigates the current trends and transformational processes in philological education under the influence of rapid technological advancement. The primary objective of the research is to analyze the specific features of philology students' professional preparation and to develop an innovative pedagogical approach grounded in a scientifically substantiated methodology of literary and linguistic text analysis. In order to achieve this aim, a complex of research methods has been applied, including comparative, contextual-interpretative, comparative-historical, and general scientific methods.

The findings reveal that in the conditions of globalization and digitalization, it is crucial to cultivate new core competencies in future philologists—such as the ability for autonomous lifelong learning, critical thinking, and sustainable motivation for self-development. These competencies can be effectively formed through the modernization of traditional pedagogical strategies and the integration of digital technologies into the educational process. The study substantiates that the text, as a dynamic and multidimensional means of modern communication, requires profound philological interpretation within the framework of contemporary information society.

The authors propose an improved model of philological training that incorporates modern information and analytical tools into the system of literary and linguistic text analysis. Digital platforms such as Compleat Lexical Tutor and ABBYY Compeno significantly enhance the efficiency, accuracy, and interactivity of textual research, thereby contributing to the formation of a new generation of technologically competent philologists capable of operating in a global communicative environment.

**Keywords**

Philological education, Digital technologies, Text analysis, Linguistic competence, Literary interpretation, Innovative pedagogy, Modern communication, Educational methodology

**INTRODUCTION:**

In modern conditions of innovative technologies development and globalization, conceptual changes are taking place in the requirements for the specialists of all directions, and particularly for philologists. Thus, the competence of a philologist obliges him to be fluent in various ways of conveying information. According to the Common European Framework in modern world the requirements for the preparation of philologists have been conceptually changed. Now the main goal is not just the study of one, two or more languages, but the most important thing is the development of a linguistic base with all possible linguistic competencies. In addition, since language learning is a continuous process throughout life, motivation is of particular importance. The aim of the research is to study the preparation specifics of philology students and the development of a new approach to their training, based on an effective educational methodology of literary and linguistic text analysis using modern information technologies. To achieve this goal it is necessary to perform the following tasks: to study the transformation of text in modern communications system as an object of philological research, to study the methodology of literary and linguistic text analysis; to develop a modern method of preparing philology students based on the introduction of information technologies in literary and linguistic analysis of the text. The issues of modern education and the method of preparing philology students receive due attention in the scientific works of domestic and foreign researchers. As a rule, during the educational process in the preparation of philologists the main focus is on the development of four distinct skills, such as: listening, reading, writing and speaking. Nevertheless, the most important skill is the fifth one – the culture (Kovács, 2017). Skills are formed on the basis of knowledge and abilities and represent a certain conscious action aimed at achieving the goal. Modern education requirements provide for the students the formation of not only skills but also a more comprehensive concept – competencies. Competences are based on knowledge, skills and abilities but competencies imply the result obtained using those skills, abilities and knowledge. Thus, we come to the opinion that for a modern philologist it is important not only to master the five skills, but also the key competencies that will allow continuing the development and learning processes. Other scientists note that the preparation of professional philologists requires a reassessment of the value system, formation of professionally important qualities that contribute to the implementation of effective methods in the educational process (Koval, Masliuk, 2018). We also share the opinion that the world in which we live today is constantly changing due to the technological discoveries that shape our daily life. This creates the need to use the available materials about the achievements in the field of high technologies in the learning process, to modernize the courses of disciplines (Sarré, Whyte, 2017). Studying the world experience it should be noted that India pays special attention to philological education. Thus, in India the key requirements during the preparation of the student philologists are: to motivate

students to learn the language and to expand students' perspective on the importance of language learning for improving them to increase their competitiveness in a global society (Jeya Santh et.al, 2017). Systematizing current requirements the core competencies can be identified, which the philologist should master in the learning process. They are the motivation for continuous learning, professional selfimprovement; the possession of modern communication channels, the ability to use them at a professional level; the ability not only to understand speech but also to feel the cultural and emotional component of communication, skills of professional reading of the text from the perspective of the author's style. At the same time, the process of teaching philologists at the universities of the Russian Federation is not always sufficiently modern, the usage of information technologies is underused. In addition, it is important to note that curricula for the education of philologists pay more attention to the development of communication skills, while the development of skills for working with texts of different complexity, style and formats is studied less. Thus, we consider it necessary to study the work with texts, their analysis as an important component of the preparation of philology students in the language of their specialty.

### **METHODS**

Method comparison was used in determining the types and classification of the analyzed units and the method of semantic interpretation in interpreting the artistic meaning of the analyzed works, their fragments and other artistic phenomena. The comparative-historical method was used in the text analysis as a specific unit of communication and the study of text genesis. Contextual-interpretive method was used in examining the status of the text in comparison with other texts, meaning of the text in the context of a particular culture. The graphic method was also been used to visualize the results obtained. The data collection method is based on collecting information from secondary resources and analyzing theories that support and assist in understanding the process of natural language and its implementation in education. The study material was literary texts of classic Russian works.

### **RESULTS**

An important component of effective philological education is working with texts of different complexity and style. Text as data for research in the social and human sciences has been a hot topic of debate for decades. Interest in the features of transferring textual information began with research, propaganda, which is found in the press of warring countries in the first half of the 20th century (Wiedemann, 2015). The importance of texts as a source of knowledge and information is also underlined by scientists who note that «pen is mightier than the sword», which means that free communication (especially written) is an important criterion of success (Mäntylä et. al, 2018). Text as a subject of reading was greatly transformed in the 1960s / 1970s. Text reading was divided into two key directions: reading as literacy (the ability to recognize

and decipher the language) and reading as an interpretation (the ability to respond to the text) (Sisoeva, Sokolova, 2016). Since in the modern world much of the information is transmitted through written communication, it is necessary for the modern philologist to possess the skills of versatile text analysis. The high level of competence in reading is undoubtedly a critical factor in learning, since it is a fundamental source of knowledge for philology students around the world (Chodkiewicz, 2016; 2015). The text today is becoming a particularly important unit of learning. From the point of view of linguistics, text is a part of language education. Text analysis allows determining the structural elements of the language and features of thinking. The transformation of the approaches to the linguistics of text creates opportunities for explaining certain grammatical phenomena that cannot be explained from the standpoint of sentence structure. The structure and style of the text are essentially defined both as external factors, such as communicative, and internal factors, that is the emotional state of the author of the text. Generation of the text and its functioning are pragmatically oriented, i.e. text is created when a particular installation occurs and it functions in certain communicative conditions (Zhazheva, Zhazheva, 2014). During the preparation of philologists reading a literary work is one of the key components of educational process. The process of reading a text, simple at first glance, is very complex in the detailed analysis of all aspects of text construction. With superficial reading only the plot of the work is perceived. With a deep philological analysis the reader's horizon expands, ideally approaching the author's vision (Maslova, 2018). The processing of the author's work is particularly difficult from the point of view of semiotics. It is not enough to group words. Instead of it it's necessary to identify the prefixes and suffixes attached to words, as well as determine the meaning of words in certain contexts. All these stages of analysis require the use of much more complex techniques (Ergün, 2017). There are quite a number of approaches that are used for in-depth and comprehensive analysis of the text as an important component of the education of philologists. While analyzing the text it is necessary to apply both a systematic approach and take into account the semantic-syntactic structure and the psycholinguistic approach. At the same time, text as a special unit of communication does not have a pronounced emotional context but it reflects the thoughts and emotions of the reader himself. Therefore, it is very important to carry out literary analysis. According to it verbal text is an integral part of all existing texts, i.e. literature, which in its turn is an element of human culture (Bayun, 2016; Sisoeva, Sokolova, 2016). Literary analysis is also considered to be a study of literary work as a part of literature. Linguistic analysis of the text considers the assessment of the subtlest semantic nuances of individual elements, the search for special meanings: words, phrases, rhythms and other similar language elements. Text analysis in the educational process of philology students contributes to the formation of necessary professional competencies in the language of the specialty, development of

flexibility and figurative thinking (Sosnin, 2018). We consider the features of literary and linguistic analysis on the example of the classic works of Russian literature - the poetic heritage of Alexander Pushkin. Let's consider poem «Anchar». The poem was written in 1828. The prevailing style of this literary work is the colloquial one, written during the transformation of the era of romanticism and its transition to the era of realism. The story is based on a poisonous tree anchar. The main theme of the poem is freedom of choice and obedience to orders, serfdom. In the poem the author used epithets, comparisons, paraphrases, and asyndeton. In general, the syntax is simple - simple sentences, which include comparisons, homogeneous members, absolute participial constructions. Morphological structure: the abundance of nouns that create a vivid image of anchar, adjectives that describe the desert, as well as verbs (went, flowed, returned and others) that convey a change of actions, dynamics. Vocabulary: thematic, there are archaisms, historicism, idioms. Speech is rich in synonyms, for example, "stunted and stingy", meaningful expressions, allegories. The linguistic level of work on the text involves working with the lexical structure and grammatical component of the text. This type of analysis is advisable to conduct in parallel with the analysis of the content of the text, since the semantic content always affects the linguistic tools and means that are used in the text. The linguistic analysis of «Anchar» by Alexander Pushkin provides for the allocation of blocks of information, such as the plot, its development and ending. An important step is the analysis of lexical and grammatical material, the qualification of this material. Thus, when teaching philology students it is important to instill love and motivation for methodical, detailed study of literary works at the scientific level in the context of linguistic and literary research. In modern conditions information technology can be used to simplify the procedure for analyzing textual materials. Specialized programs allow for indepth analysis of the text, its morphological structure. The use of innovative learning technologies currently provides vast information opportunities (Valeeva, 2016). The most popular methods for processing textual answers for the purpose of extracting and representing semantics should be systems based on an effective combination of linguistic analysis technologies (morphological, syntactic, semantic) and analysis methods that would reveal hidden associative dependencies within texts (Zelenskyi, 2018). Compleat Lexical Tutor (website: [www.lextutor.ca](http://www.lextutor.ca)) is an effective text analysis tool. The site is divided into sections for students, researchers and teachers. Vocabprofile, Text Lex Compare and Concordance are popular tools. With the help of Vocabprofile tool it is possible to analyze text in terms of lexical frequency and diapason. This is important because the study of the size and coverage of vocabulary has shown that the most common words in the language make up most of the text. The most common two thousand words occupy 81.3% of text messages. Classical analysis Compleat Lexical Tutor analyzes the text to determine which words are included in the first 1000 most common words and which are

in the 2nd 1000 most popular words (Buckmaster, 2015). ABBYY Compeno is another effective text analysis tool. The system allows performing semantic-syntactic text analysis. The system of information extraction allows creating sets of rules for extracting facts and entities from unstructured texts. The main advantage is that the deep semantic presentation of the text allows describing a number of different variants of phrases in a very concise form. For example, there is no need to worry about word order (which is flexible in Russian), since the syntactic roles of different words remain unchanged. Thus, we consider it necessary to introduce an integrated approach to the teaching of philologists which is based on the formation of competencies, as well as the use of modern tools – information technologies. Thus, text is an important unit of communication. We observe the transformation of text and the increase in its importance in the process of communication in the modern world. One of the most important skills of a philologist is the ability to analyze the text not just from the point of view of understanding words, but from the point of view of the author, his emotions and in the context of the cultural component. This is achieved through literary and linguistic analysis. At the same time, education programs and plans contain an insufficient number of specialized subjects devoted to text analysis. We consider it necessary to introduce an approach of literary and linguistic analysis of the text in the educational process.

#### **DISCUSSION**

The main results of the study confirm the hypothesis of the need for continuous modernization of education of philologists with the aim of forming key competencies. At the same time, the question of which methods are more effective – communicative ones, reading and analysis of textual sources, remains a topical issue in the method of preparing students. As a result of the authors' study, it is possible to emphasize the significance of text as a special unit of communication and object of philological analysis. Role of the text as a carrier of information increases in the development of electronic communication. The need for a detailed literary and linguistic analysis of the text in the preparation of philologists in the language of specialty comes forth. Authors have improved the method of preparing student philologists which is based on the need to introduce in the system of literary and linguistic text analysis of modern information technologies. So, scientists are inclined to believe that the preparation of a philologist consists of many important aspects. A special place in the education of a philologist occupies speech communication of students within the limits of such literary themes as: the theory of literature; the history of literature in the global context (Sorokina, Smovzhenko, 2018; It is a study of the field of literary textiles, 2016). The strength of communicative activity methodologies is their verification, efficiency, construction of educational models in accordance with psycholinguistic data (Chodkiewicz, 2016). A significant number of philologists share the opinion that the methodological approach to

the study of philology should be comprehensive, since the study of philology through communication is only partially successful. Studying grammar through communication is possible only partially (Matus, 2018). Another group of scientists comes to the conclusion that philology, the discipline of text comprehension, focuses on three levels of meaning: the text genesis, its tradition of perception and its presence in the subjectivity of the philologist himself. Although all of these three meanings can grow into forms of historicism, they are usually not disaggregated; instead, they are treated as mutually hostile, if not exclusive (Pollock, 2014). Thus, there is no single approach to the formation of effective educational methods in the preparation of students-philologists. On the basis of studying the sources and taking into account modern trends of communication technology development we come to the conclusion that text carriers will be more common in the near future, and this, in its turn, actualizes the need for linguistic and literary analysis of texts. Modern philologists are obliged to possess such competences. The results of the study have practical value, since they can be successfully implemented in the preparation of bachelors during the study of relevant disciplines. Further research will be devoted to the introduction of modern technologies in the process of teaching philologists as an integral part of the system for motivating students to learn.

### **CONCLUSION**

Text is an important unit of modern communication, its role is increasing in the modern technological world. Text is a complex structure which determines the need for not just a superficial analysis of the meaning that is displayed in the text but also a deep study of its morphological, syntactic structure in order to get closer to the author's view. The study of texts is an important component of the preparation of students of philology in the language of specialty. It is especially important to carry out linguistic and literary analysis of the text. A linguistic and literary analysis was carried out on the example of a text from classical Russian literature which allowed displaying the versatility of the text as a literary unit. It is proved that modern software allows simplifying the work of philologists and it is necessary to use in the preparation of philology students in the language of specialty. As a result of the study, the assigned tasks were fulfilled. Authors analyzed the requirements for modern education of philologists and also highlighted the key competencies that students of philology should master in studying the language of specialty. A study of the text genesis as a unit of communication has been carried out, it has been established that in the modern world text plays a particularly important role which is dictated by the introduction of technologies and the expansion of virtual textual communication. The features of literary and linguistic analysis of texts have been studied. Additional and highly illustrative arguments have been found which prove that text as an object of philological analysis is of particular interest. Literary and linguistic analysis is an

important component of the process of preparing students of philology, nevertheless, modern technologies allow modernizing and improving the learning process. Authors have developed an approach that ensures an increase in the effectiveness of preparing philology students through the introduction of such software products as Compleat Lexical Tutor and ABBYY Comprendo into the educational system.

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