

**APPROVED**  
at a meeting of the Academic  
Council of NJSC “KazNU named  
after al-Farabi”  
Protocol №11 from 11.06.2024 y.

**The program of the entrance exam  
for those entering the doctoral  
program for the group of educational programs  
"D018 – training of teachers of Russian language and literature"**

**I. General provisions**

1. The program was drawn up in accordance with the Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 600 "On approval of Standard Rules for admission to educational organizations implementing educational programs of higher and postgraduate education" (hereinafter – the Standard Rules).
2. Entrance examination in doctoral studies consists of an Interview, Essay writing and Examination on the profile of the group of educational programs.

<b>Block</b>	<b>Scores</b>
1. Interview	30
2. Essay writing	20
3. Examination on the profile of the group of educational programs	50
Total/Passing level	100/75

3. The duration of the entrance examination is 3 hours and 10 minutes, during which the applicant writes an essay and answers the electronic examination ticket. The interview is held on based of the university before the entrance exam.

**II. The procedure for conducting the entrance exam**

1. Applicants for doctoral studies in the group of educational programs "D018 – Training of teachers of Russian language and literature" write a problem / thematic essay. The length of the essay is at least 250 words.

The purpose of the essay is to determine the level of analytical and creative abilities expressed in the ability to build one's own argumentation based on theoretical knowledge, social and personal experience.

Types of essays:

- a motivational essay with the disclosure of motivations for research activities;
- a scientific and analytical essay substantiating the relevance and methodology of the planned research;
- A problem/thematic essay reflecting various aspects of scientific knowledge in the subject area.

2. The electronic examination card consists of 3 questions.

Topics for exam preparation according to the profile of the group of the educational program:

### **Topics for exam preparation according to the profile of the group of the educational program**

#### **The discipline "Innovative methods of teaching Russian literature"**

##### **Topic 1: Modern approaches to the study of literature.**

Classical and interactive learning technologies. Problem-based learning: past, present, and future. Heuristic learning. Personality-oriented learning. Productive learning. Features of the poetics of postmodernism. Features of the gender approach in the analysis of works.

**Topic 2: Active forms and methods of teaching. Situational analysis as a method of activating the educational process.** Role-playing games as a method of activating the educational process. Games, brainstorming as a method of activating the educational process. Associations and metaphors as a method of activating the educational process. Debates as a method of activating the educational process. Communication as a method of activating the educational process.

**Topic 3: Methods of teaching Russian literature.** A comparative typological method of studying works of art. A comparative historical method of studying works of art. Hermeneutics as a teaching method. Portrait-biography of the writer as a method. Cultural and historical school as a method of analysis. Formal school as a method of analysis. The mythological school as a method of analysis. Comparative studies as a method of analysis. Poststructuralism as a method of analysis. A structuralist system of considering literary phenomena as a method. The psychoanalytic school as a method. The intuitionistic school as a method.

**Topic 4: Methods of analyzing a work of art.** Developmental training in L.S. Vygotsky. The form of a literary

work. THE LANGUAGE. The method of "slow reading" according to Gersheson. The Tartu-Moscow school (Y.M. Lotman). The concept of the "death of the author" by R. Barth as a method of analyzing the work. An archetypal approach to the analysis of works.

**Topic 5: Literary approaches to fiction.**

**Modern ideas about traditional literary approaches to lyrics.** Modern ideas about traditional literary approaches to prose. Modern ideas about traditional literary approaches to drama. The main methods of analyzing a lyrical work. The main methods of analyzing a prose work. The main methods of analyzing a dramatic work. An external, casual method of analysis. Immanent, internal analysis. Specifically, historical and typological approaches to literary genres. Analysis of literary reminiscences in the work.

**Topic 6: Stages of studying a work of art.** The "creative tools" of a literature teacher. Introductory literature classes. Reading as a stage of studying a literary text. The functions of the final literature lesson. A system for analyzing a lyrical work. A system for analyzing a prose work. A system for analyzing a dramatic work.

**Topic 7: Actual problems of the methodology of teaching literature.** Reading and understanding the text: a modern understanding of the problem. Works by F.I. Buslaev. V. Ya. Stoyunin. About teaching Russian literature. Textual study of works by V. Ya. Stoyunin. Literary conversations. A holistic study of an epic work. The system of studying a literary work. The study of versification. Yu. I. Eichenwald. The praise of idleness. M. O. Gershenzon. Fiction and education. Educational aspects of literary education. On the interpretation of a work of art. L. S. Vygotsky. Psychology of art.

**Discipline "Methods of teaching the Russian language"**

**Topic 1: The object-subject area and the tasks of the methodology of teaching the Russian language.** The object, subject, and objectives of the Russian language teaching methodology. The goals of teaching the Russian language. The connection of the methodology of the Russian language with other sciences and modern approaches in linguistics. The history of the methodology of teaching the Russian language and its prospects. Communicative methods of teaching the Russian language. Principles of teaching the Russian language. Didactic, linguistic, psychological principles of teaching the Russian

language. The actual methodological principles of teaching the Russian language.

**Topic 2: Strategies for teaching the Russian language.**

Approaches to teaching the Russian language. Approaches to teaching the Russian language from the point of view of the object of language learning (language, speech, speech activity). Approaches to teaching the Russian language from the point of view of the method of teaching (system-functional, conscious-communicative and communicative-activity). Modern technologies of teaching the Russian language. Classifications of pedagogical technologies. Characteristics of pedagogical technologies effective for teaching the Russian language. Personality-oriented learning technologies.

**Topic 3: The main trends in the development of the education system in the Republic of Kazakhstan.**

General questions of the methodology of teaching Russian as a non-native language. Characteristics of bilingualism. General didactic and pedagogical foundations of teaching Russian as a non-native language. Linguistic, sociolinguistic and linguocultural foundations of teaching a non-native language. Approaches to teaching Russian as a non-native language. Linguistic approaches: structural, lexical, sociocultural. Didactic approaches: personality-oriented, deductive, inductive. Psychological approaches: global, humanistic, cognitive. Integrated approaches: communicative and activity-based, student-centered approach, learning in collaboration. Approaches to teaching a non-native language to bilingual children.

**Topic 4: The teaching method as a didactic concept.**

Characteristics of cognitive methods in relation to teaching the Russian language. Cognitive teaching methods and techniques. Linguocentric methodological strategy of teaching the Russian language. Anthropocentric methodological strategy of teaching the Russian language. New branches of modern linguodidactics, which appeared under the influence of the principle of anthropocentrism.

**Topic 5: Methods of studying sections of the science of language.**

Methods of teaching phonetics, graphics and orthoepy. Methods of studying vocabulary and phraseology. The methodology of studying word formation. The methodology of studying syntax. The methodology of studying spelling literacy. The methodology of studying punctuation literacy. The development of students' speech activity. Stylistics and culture of speech in Russian language lessons.

**Topic 6: Software and methodological support for the process of teaching the Russian language in the modern educational space.** Modern lesson: the main structural elements of the lesson. The essence of the Russian language lesson as the main organizational form of teaching the subject: psychological features, functions of the lesson. The typology of Russian language lessons, taking into account the different bases of classification. The system of teacher training for planning and implementing the process of teaching the Russian language. The textbook of the Russian language. Classifications of exercises in the Russian language. Means of teaching the Russian language. Visual and electronic learning tools in Russian language lessons. Diagnosis of the level of Russian language proficiency. Control over the assimilation of knowledge and the formation of skills in the Russian language. Criteria assessment: structure and content. The process of formative assessment. The process of summative assessment. The Russian language testing system.

**Topic 7: The concept and theory of linguistic personality.** The concept of a "scientific paradigm" ("paradigm of knowledge"). The role of generative linguistics in the system of modern scientific paradigms. Linguoculturology as a part of anthropocentric linguistics. The place of Internet linguistics in the new paradigm of knowledge. The place of corpus linguistics in the new paradigm of knowledge. The implementation of a communicative orientation in teaching the Russian language (language competence, linguistic competence, communicative competence). Research of Kazakhstani linguodidacts in the field of teaching methods of the Russian language.

### III. List of sources used

#### 1. The main:

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2. Ланин Б.А. Методика преподавания литературы: учебная хрестоматия: учебное пособие. Москва. Юрайт. 2021.
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13. Рыбникова М. А. Очерки по методике литературного чтения . — 3-е изд. — М. : 2018.
14. Энгельгардт Б.М. Литературоведение. Избранное. М.: Юрайт, 2021
15. Архипова Е.В., Воителева Т.М., Дейкина А.Д. и др. Теория и практика обучения русскому языку: Учеб. пособие для студ. высш. пед. учебных заведений / Под ред. Сабаткоева Р.Б. - Москва: Издательский центр «Академия», 2015. — 320 с.
16. Баранов М.Т., Ипполитова Н.А., Ладыженская Т.А., Львов М.Р. Методика преподавания русского языка в школе: Учебник для студ. высш. пед. учебных заведений / Под ред. М. Т. Баранова. - М.: Издательский центр «Академия», 2010. - 368 с.

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20. Кубрякова Е.С. Эволюция лингвистических идей во второй половине XX в. (опыт парадигмального анализа) //Язык и наука конца XXвека/под ред. Ю.С. Степанова. - М.: Российский гос. ун-т, 1995. - С.149

## **2. Additional information:**

1.Выготский Л.С. Психология искусства.

2.Веселовский. Историческая поэтика.

3.Проблемное обучение: прошлое, настоящее, будущее: Коллективная монография: в 3 кн. / Под ред. Е.В.Ковалевской. — Нижневартовск: Изд-во Нижневарт. гуманит. ун-та, 2016.

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15. Фаустов А. А. Архетип // Поэтика: словарь актуальных терминов и понятий / гл. науч. ред. Н. Д. Тамарченко. — М.: издательство Кулагиной; Intrada, 2018.
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18. Литневская Е.И., Багрянцева В. А. Методика преподавания русского языка в средней школе: Учебное пособие для студентов высших учебных заведений. — М.: Академический проект, 2016. — 590 с.