

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ  
(МИНОБРНАУКИ РОССИИ)

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ  
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ  
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УТВЕРЖДАЮ  
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## РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Интерпретация текста  
(наименование дисциплины)

45.04.02 Лингвистика  
(код, наименование направления)

Теория и методика преподавания иностранных языков и культур  
(профиль подготовки)

Квалификация магистр  
(бакалавр/специалист/магистр)

Форма обучения очная, заочная  
(очная, очно-заочная, заочная)

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## 1 Цели и задачи изучения дисциплины

*Цели дисциплины.* Сформировать знания о литературном произведении как художественное целое; выработать у студентов умение анализа текста; расширить словарный запас литературоведческих терминов, применяя имеющиеся знания по стилистике, языку, истории английской литературы.

Обобщение знаний студентов в области лингвистики. Данная дисциплина должна научить студента читать вдумчиво, творчески, а не поверхностно, фабульно; показать, как обогащается наше восприятие художественного произведения умением вскрывать его глубинные пласты, видеть его внутренние пружины; заставить почувствовать, что форма художественного произведения тесно и неразрывно связана с его содержанием.

Специфика дисциплины обусловлена ее ориентацией на магистральные направления лингвистических исследований конца XX – начала XXI веков с учетом перспектив их дальнейшего развития.

Осуществление межпредметных связей с дисциплинами общественно-политического и психологического цикла, с историей и культурой стран ИЯ, литературой стран ИЯ. Изучение и критический анализ научной литературы в области лингвистики, межкультурной коммуникации, теории и практики перевода. Материал курса дает студентам возможность овладеть основополагающими теоретическими знаниями для освоения всех теоретических дисциплин.

*Задачи изучения дисциплины:*

– изучение содержания, нравственного потенциала и художественного своеобразия этапных произведений английской литературы на фоне общего литературного процесса;

– оценка нравственно-педагогической значимости тех или иных произведений, их отбор с учетом конкретной педагогической ситуации.

*Дисциплина направлена на формирование общепрофессиональных компетенций (ОПК-2) выпускника.*

## **2 Место дисциплины в структуре ОПОП ВО**

Логико-структурный анализ дисциплины – курс входит в БЛОК 1 «Дисциплины (модули)», «Интерпретация текста» входит в вариативную часть профессионального цикла по направлению 45.04.02 Лингвистика (профиль подготовки «Теория и методика преподавания иностранных языков и культур»).

Дисциплина «Интерпретация текста» реализуется кафедрой языковой подготовки специалистов. Основывается на базе дисциплин: «Основы языкознания», «Общее языкознание и история лингвистических учений», «Лексикология английского языка», «История страны изучаемого языка».

Является основой для изучения следующих дисциплин: «Научно-исследовательская работа», «Производственная (преддипломная) практика», а также способствует формированию необходимых умений и навыков для написания ВКР (магистерская работа) соответствующего профиля.

Для изучения дисциплины необходимы компетенции, сформированные у студента для решения профессиональных задач деятельности.

Курс является фундаментом для ориентации студентов в сфере лингвистики, для формирования установки на постоянный самостоятельный поиск нового и популяризации лингвистических знаний. Освоение лингвистики – необходимое условие качественного освоения всех лингвистических дисциплин.

Общая трудоемкость освоения дисциплины на очной форме обучения составляет 3 зачетные единицы, 108 ак.ч. Программой дисциплины предусмотрены лекционные (18 ак.ч.), практические занятия (18 ак.ч.) и самостоятельная работа студента (72 ак.ч.).

Общая трудоемкость освоения дисциплины на заочной форме обучения составляет 3 зачетных ед., 108 ак.ч. Программой дисциплины предусмотрены: лекционные занятия (2 ак.ч.); практические занятия (4 ак.ч.), самостоятельная работа (102 ак.ч.).

Дисциплина изучается на 1 курсе магистратуры в 1 семестре. Форма промежуточной аттестации – зачет.

### 3 Перечень результатов обучения по дисциплине, соотнесенных с планируемыми результатами освоения ОПОП ВО

Процесс изучения дисциплины «Интерпретация текста» направлен на формирование компетенций, представленных в таблице 1.

Таблица 1 – Компетенции, обязательные к освоению

Содержание компетенции	Код компетенции	Код и наименование индикатора достижения компетенции
Способен учитывать в практической деятельности специфику иноязычной научной картины мира и научного дискурса в русском и изучаемом иностранном языках.	ОПК-2	<p>ОПК-2.1. Знает специфику русскоязычной и иноязычной научной картин мира; особенности научного дискурса в русском и изучаемых иностранных языках; специфику представления научного знания в русскоязычных и международных источниках; способы выстраивания и поддержания межкультурного диалога в общей и профессиональной сферах общения и науки.</p> <p>ОПК-2.2. Умеет учитывать специфику иноязычной научной картины мира и адаптировать концептологическую разницу в процессе перевода; вести научный дискурс с учетом специфики научного функционального стиля в русском и изучаемых иностранных языках; адаптироваться к этическим и нравственным нормам поведения, принятым в инокультурном социуме; оформлять и представлять научный дискурс в соответствии с нормами, принятыми в разных лингвокультурах.</p> <p>ОПК-2.3. Владеет навыками создания научных текстов в соответствии с особенностями и конвенциями научного дискурса.</p> <p>в русском и изучаемых иностранных языках; навыками адаптации собственного поведения к этическим и нравственным нормам поведения, принятым в инокультурном социуме; способностью презентации научных исследований и их результатов в научной и академической среде.</p>

#### 4 Объём и виды занятий по дисциплине

Общая трудоёмкость учебной дисциплины составляет 3 зачётные единицы, 108 ак.ч.

Самостоятельная работа студента (СРС) включает проработку материалов лекций, подготовку к практическим занятиям, текущему контролю, выполнение индивидуального задания, самостоятельное изучение материала и подготовку к экзамену.

При организации внеаудиторной самостоятельной работы по данной дисциплине используются формы и распределение бюджета времени на СРС для очной формы обучения в соответствии с таблицей 2.

Таблица 2 – Распределение бюджета времени на СРС

Вид учебной работы	Всего ак.ч.	Ак.ч. по семестрам
		1
Аудиторная работа, в том числе:	36	36
Лекции (Л)	18	18
Практические занятия (ПЗ)	18	18
Лабораторные работы (ЛР)	-	-
Курсовая работа/курсовой проект	-	-
Самостоятельная работа студентов (СРС), в том числе:	72	72
Подготовка к лекциям	4	4
Подготовка к лабораторным работам	-	-
Подготовка к практическим занятиям / семинарам	20	20
Выполнение курсовой работы	-	-
Расчетно-графическая работа (РГР)	-	-
Презентации/индивидуальное задание	10	10
Домашнее задание	20	20
Подготовка к контрольной работе	4	4
Подготовка к коллоквиуму	-	-
Аналитический информационный поиск	5	5
Работа в библиотеке	5	5
Подготовка к экзамену	4	4
Промежуточная аттестация – зачет (З)	3	3
Общая трудоемкость дисциплины		
ак.ч.	108	108
з.е.	3	3

## **5 Содержание дисциплины**

- тема 1 (The Basic Elements of a Literary Work).
- тема 2 (Conflict Plot and Story Structure. Types of Story Conflict).
- тема 3 (Events and Situations that Build Plot. Plot Structure).
- тема 4 (System of Images. Means of Characterization Theoretical preliminaries. Types of Characters).
- тема 5 (Narration. Common techniques. Narrative Method. Types of Narration).
- тема 6 (Mood and Tone in Literature. Humour and Irony).
- тема 7 (Message vs Theme: Differences and Uses for Each One).
- тема 8 (Narrative Techniques in Style).
- тема 9 (Literary devices that add depth, imagery, and rhetorical effect to writing or speech (figures of speech)).

Виды занятий по дисциплине и распределение аудиторных часов для очной и заочной формы приведены в таблице 3 и 4 соответственно.

Таблица 3 – Виды занятий по дисциплине и распределение аудиторных часов (очная форма обучения)

№ п/п	Наименование темы (раздела) дисциплины	Содержание лекционных занятий	Трудоемкость в ак.ч.	Темы практических занятий	Трудоемкость в ак.ч.	Тема лабораторных занятий	Трудоемкость в ак.ч.
1	The Basic Elements of a Literary Work	A text; a literary text and its features; a short story; main approaches to the analysis and interpretation of literature; a literary work basic components	2	Hermeneutics. Interpretation of literary works. The text as a middle element of the communicative scheme. The features of any literary text. A short story and its composition, the features of a short story. Approaches to the analysis and interpretation of literature.	2	—	—
2	Conflict Plot and Story Structure Types of Story Conflict	Story structure; the plot; the subplot; different types of external conflicts; internal conflicts	2	A plot. Plot and Fable. The subplot. The difference between the plot and subplot. 'Closed' and 'open' plot. Different types of external conflicts. The type of internal conflicts. Examples of different types of conflict.	2	—	—
3	Events and Situations that Build Plot Structure	Events, episode, setting; plot structure Plot structure-techniques	2	Events. Episode and its importance. The setting. The plot structure. A plot diagram. Plot structure-techniques. The flashback, the foreshadowing, the suspense and its importance.	2	—	—

Продолжение таблицы 3

№ п/п	Наименование темы (раздела) дисциплины	Содержание лекционных занятий	Трудоемкость в ак.ч.	Темы практических занятий	Трудоемкость в ак.ч.	Тема лаборатор- ных занятий	Трудоемкость в ак.ч.
4	System of Images. Means of Characterization Theoretical preliminaries Types of Character	An image; artistic image; a character; the protagonist; the antagonist; a narrator; the depicting, characterizing and implicit detail; methods of characterisation	2	An image and artistic image. Typology of images. The protagonist and his/her main features. The antagonist and his/her main features. The functions of a detail. Methods of characterisation.	2	—	—
5	Narration. Common techniques Narrative Method Types of Narration	Narration, the author's digression, common features between the four types of narrators, the image of the narrator	2	The difference between the narrator and narrative. Types of narrative. Author, Narrator, and Character. The omniscient author and advantages of this type. Advantages of the first-person narrative. A digression. Dramatic and the pictorial form. The narrative method.	2	—	—
6	Mood and Tone in Literature Humour and Irony	Atmosphere, tone; humour and irony, sarcasm, grotesque	2	Atmosphere of a literary work. Tone of a literary work and the difference between tone and mood. The difference between humour and irony. Black humour and the use of it? Sarcasm, grotesque. Important elements of any literary work. Overstatement and understatement.	2	—	—



Продолжение таблицы 3

№ п/п	Наименование темы (раздела) дисциплины	Содержание лекционных занятий	Трудоемкость в ак.ч.	Темы практических занятий	Трудоемкость в ак.ч.	Тема лаборатор- ных занятий	Трудоемкость в ак.ч.
7	Message vs Theme; Differences and Uses for Each One	Atmosphere, tone; humour and irony, sarcasm, grotesque	2	The theme of a literary work. The difference between the theme, the author's message and the main idea. Implication of a literary work. Recurrence and its function. A symbol and symbolism. The title and its functions. The story title purpose at the beginning. The author's message.	2	—	—
8	Narrative Techniques in Style	Narration, the author's digression, common features between the four types of narrators, the image of the narrator	2	A metaphor and its semantic, morphological, syntactical, structural, functional peculiarities. A metonymy and the difference between a metaphor and a metonymy. The difference between a metonymy and synecdoche, the interconnectedness of metonymy and synecdoche Trite oxymoron, personification and the hyperbole in literature. Functions of tropes in literature.	2	—	—
9	Literary devices that add depth, imagery, and rhetorical effect to writing or speech (figures of speech)	A figure of speech, phonetic, lexical, syntactic and semantic kinds of patterning	2	Linguistic properties of sentences which are foregrounded in lexical and syntactical stylistic devices. Antithesis and parallel constructions. Euphemism and	2	—	—

Продолжение таблицы 3

№ п/п	Наименование темы (раздела) дисциплины	Содержание лекционных занятий	Трудоемкость в ак.ч.	Темы практических занятий	Трудоемкость в ак.ч.	Тема лаборатор- ных занятий	Трудоемкость в ак.ч.
				its role in literature. Types of periphrasis and its main stylistic functions. Anaphora and epiphora and its role in literature.			
Всего аудиторных часов			18		18	—	

Таблица 4 – Виды занятий по дисциплине и распределение аудиторных часов (заочная форма обучения)

№ п/п	Наименование раздела дисциплины	Содержание лекционных занятий	Трудоемкость в ак.ч.	Темы практических занятий	Трудоемкость в ак.ч.	Тема лабораторных занятий	Трудоемкость в ак.ч.
1	The Basic Elements of a Literary Work Conflict Plot and Story Structure System of Images. Means of Characterization Types of Characters Narration Mood and Tone in Literature. Message vs Theme	A text; a literary text and its features; a short story; main approaches to the analysis and interpretation of literature; a literary work basic components Story structure: the plot; the subplot; different types of external conflicts; internal conflicts An image; artistic image; a character; the protagonist; the antagonist; methods of characterisation Narration, the author's digression, common features between the four types of narrators, the image of the narrator. Atmosphere, tone; humour and irony, sarcasm, grotesque	1	The text as a middle element of the communicative scheme. A short story and its composition. A plot. Plot and Fable. Examples of different types of conflict. Events. The plot structure. An image and artistic image. Typology of images. Methods of characterisation. The difference between the narrator and narrative. Types of narrative. Author, Narrator, and Character. Atmosphere of a literary work. Tone of a literary work and the difference between tone and mood. The theme of a literary work. The title and its functions. The story title purpose at the beginning. The author's message.	2	—	—
2	Narrative Techniques in Style. Literary devices that add depth, imagery, and rhetorical effect to writing or speech	Narration, the author's digression, common features between the four types of narrators, the image of the narrator A figure of speech	1	A metaphor and its semantic, morphological, syntactical, structural, functional peculiarities. A metonymy and the difference between a	2	—	—

Продолжение таблицы 4

№ п/п	Наименование раздела дисциплины	Содержание лекционных занятий	Трудоемкость в ак.ч.	Темы практических занятий	Трудоемкос ть в ак.ч.	Тема лабораторных занятий	Трудоемкос ть в ак.ч.
	(figures of speech).			metaphor and a metonymy. Functions of tropes in literature. Linguistic properties of sentences which are foregrounded in lexical and syntactical stylistic devices.			
Всего аудиторных часов			2		4	—	

## **6 Фонд оценочных средств для проведения текущего контроля успеваемости и промежуточной аттестации по итогам освоения дисциплины**

### **6.1 Критерии оценивания**

В соответствии с Положением о кредитно-модульной системе организации образовательного процесса ФГБОУ ВО «ДонГТУ» ([https://www.dstu.education/images/structure/license\\_certificate/polog\\_kred\\_modul.pdf](https://www.dstu.education/images/structure/license_certificate/polog_kred_modul.pdf)) при оценивании сформированности компетенций по дисциплине используется 100-балльная шкала.

Перечень компетенций по дисциплине и способы оценивания знаний приведены в таблице 5.

Таблица 5 – Перечень компетенций по дисциплине и способы оценивания знаний

Код и наименование компетенции	Способ оценивания	Оценочное средство
ОПК-2.	зачёт	Комплект контролирующих материалов для зачёта

Всего по текущей работе в семестре студент может набрать 100 баллов, в том числе:

- тестовый контроль – всего 40 баллов;
- устные ответы на практических занятиях – всего 30 баллов;
- за выполнение домашнего задания – всего 30 баллов.

Зачёт проставляется автоматически, если студент набрал в течении семестра не менее 60 баллов и отчитался за каждую контрольную точку. Минимальное количество баллов по каждому из видов текущей работы составляет 60% от максимального. Зачёт по дисциплине «Интерпретация текста» проводится по результатам работы в семестре. В случае, если полученная в семестре сумма баллов не устраивает студента, во время зачетной недели студент имеет право повысить итоговую оценку либо в форме устного собеседования по приведенным ниже вопросам (п.п. 6.5), либо в результате тестирования.

Шкала оценивания знаний при проведении промежуточной аттестации приведена в таблице 6.

Таблица 6 – Шкала оценивания знаний

Сумма баллов за все виды учебной деятельности	Оценка по национальной шкале зачёт/экзамен
0-59	Не зачтено/неудовлетворительно
60-73	Зачтено/удовлетворительно
74-89	Зачтено/хорошо
90-100	Зачтено/отлично

## 6.2 Домашнее задание

В зависимости от наполняемости содержания курса домашнее задание варьируется.

В качестве домашнего задания студенты выполняют:

- работу над составлением конспекта изученного материала.
- отвечают на теоретические вопросы по теме и выполняют практические или тестовые задания.

Пример домашнего задания по дисциплине «Интерпретация текста»:

Теоретические вопросы:

- 1) What is plot? Is 'plot' and 'fable' the same?
- 2) What is the subplot? What's the difference between the plot and subplot?
- 3) What are two ways of plot development?
- 4) When is the plot called 'closed' and 'open'?
- 5) Name different types of external conflicts.
- 6.) Name the type of internal conflicts.
- 7) Give your examples of different types of conflict.

Пример тестового задания:

- 1) The theory and practice of interpreting sacred and literary texts is ....
- 2) The author's message is closely connected with the author's ....
  - a) Implications
  - b) Attitude
  - c) Solution
- 3) The most important idea that the author expresses in the process of developing the ... is the message of the story.
- 4) The message is generally expressed implicitly, i.e. ... and has a complex analytical character.
  - a) Directly
  - b) Indirectly
  - c) Explicitly

5) Plot is a ... of events in which the characters are involved, the theme and the idea revealed.

6) Match the parts of a story and their descriptions.

1) Plot	a) Sequence of events in which the characters are involved
2) Denouement	b) The highest point of the action
3) Conflict	c) The time, the place, and the subject of the action.
4) Setting	d) The beginning of the collision and the collision itself
5) Climax	e) The event or events that bring the action to an end

7) The form of narration in which the narrator or a character speaks alone but there are those he addresses himself to is called ... monologue.

a) Dramatic

b) Interior

c) Exterior

8) If the writer withholds information until the appropriate time, it is called

....

a) Flashback

b) Foreshadowing

c) Retardation

9) Details that serve to add something new about a character, or place, or event are called ....

10) Match the types of narrators and their effects.

1) The main character	a) We see the actions and hear the conversations, but we never enter directly into the minds of any of the characters.
2) A minor character	b) The events are described through the perception of a minor character.
3) The omniscient author	c) The reader sees what goes on in the minds of all the characters.
4) The observer-author	d) The author places himself in the position of the main character and tells of things that only the main character saw and felt.

### 6.3 Примерные темы для презентаций – индивидуальное задание

1) The Basic Elements of a Literary Work.

2) Conflict Plot and Story Structure. Types of Story Conflict.

3) Events and Situations that Build Plot. Plot Structure.

4) System of Images. Means of Characterization Theoretical preliminaries. Types of Characters.

5) Narration. Common techniques. Narrative Method. Types of Narration.

6) Mood and Tone in Literature. Humour and Irony

7) The Theme. The Author's Message

8) Narrative Techniques in Style.

9) Literary devices that add depth, imagery, and rhetorical effect to writing or speech (figures of speech).

10) Drama History of Development. Types of Staging in Drama.

11) Functional Style is as a System of Interrelated Language Means.

#### **6.4 Оценочные средства для самостоятельной работы и текущего контроля успеваемости**

В зависимости от наполняемости содержания курса задания варьируются.

##### *Тема 1 The Basic Elements of a Literary Work*

Теоретические вопросы:

- 1) What is hermeneutics? What did it observe primarily?
- 2) What is interpretation of literary works?
- 3) Why is the text a middle element of the communicative scheme?
- 4) Name the features of any literary text.
- 5) What is a short story, how is it composed, what are the features of a short story?

60 Name the two main approaches to the analysis and interpretation of literature.

Пример практического задания:

- 1) Which of the following is NOT one of the narrator's opinions regarding India?
 

a The sun in India is hot and dangerous.	b India is a great place to raise a family.
c Many things are dysfunctional in India.	d People are generally disposable in India.
- 2) Which character trait applies to The Boy?
 

a. Serious	b. Callous	c. Resilient	d. Disciplined
------------	------------	--------------	----------------
- 3) With which statement would the narrator of this text most likely AGREE?
 

a Good parents protect their children from all types of harm.
b Good parents put their young children into great danger often.
c Good parents let their children take their lumps early.
d Good parents should keep their children locked up and safe at home.



4) Which event pushes The Boy over the edge?

- a The other men laugh at him.  
to him.
- b A girl makes a mean comment

- c He gambles away all of his money.                      d His Colonel reprimands him.

5) Which best describes how the Fir Tree responds to being decorated?

- a Impeccably honest      b Generally respected    c. Incredibly intuitive  
d. Well meaning

6) Which best explains why the Major asks the narrator if he can lie?

- a The Major wants him to lie to The Boy to help make him feel better.

- b The Major wants to sneak off the base and have a fun time.**

- c The Major is preparing for the worst-case scenario with The Boy.

- d The Major only wants honest men to accompany him on his mission.

7) Which figurative language technique is used in the following sentence?

*"It was utterly impossible to let the letters go Home."*

- a. Simile                      b. Metaphor                      c. Personification                      d. Hyperbole

8) Why does the narrator laugh when he cuts a lock of the Major's hair?

- a He is laughing because he is ticklish.  
they survived the attack.

- c He is laughing because he heard a funny joke.  
absurdity of their actions.

9) Which best explains why the narrator and the Major conceal the circumstances of The Boy's death?

- a They are trying to make themselves look good.    b They want to collect the reward money.

- c They are trying to protect The Boy's family.  
punished for The Boy's death.

10) What is the effect of the narrator making the following sentence?

*"Finally, we forced ourselves back to the room with the lamp and the Other Thing."*

- a The narrator is worried that someone will find the gun.

- b The narrator reduces The Boy to an object.**

- c The narrator wants to avoid repetitious descriptions.

- d The narrator is afraid to tell readers the whole truth.

*Tema 2 Conflict Plot and Story Structure. Types of Story Conflict*

### Теоретические вопросы:

- 1) What is plot? Is 'plot' and 'fable' the same?

- 2) What is the subplot? What's the difference between the plot and subplot?

- 3) What are two ways of plot development?
- 4) When is the plot called 'closed' and 'open'?
- 5) Name different types of external conflicts.
- 6) Name the type of internal conflicts.
- 7) Give your examples of different types of conflict.

Пример практического задания:

1) Single out all the sentences containing negations. Enumerate all the means developing the negation (grammatical, lexico-grammatical).

2) Compare the narrative manner in the first chapter of the novel with a typical introductory description from the point of view of negations. (compare the number of negations) Can you recollect similar beginnings from other books?

3) The author asserts, that Catherine Morland (the way she was in the childhood), could not become a heroine. Find in the dictionary all the meanings of the word heroine. Which of them is most suitable for the occasion? (It is possible to accept two and more meanings.)

4) In the introductory part of the text it was said, that Catherine Morland can be considered an anti-heroine. Reconstruct the image of "the real heroine" on the basis of the text; a) in her childhood, b) as a young girl.

5) Find some positive features in Catherine Morland's portrait. (appearance, character, tastes of the anti-heroine). Try to show the realism of this description.

6) Expand on what is given in the text about lords and baronets.

7) What is the attitude of the authorial – narrator to the anti-heroine of the novel? Show this attitude: a) on the basis of the contents of the text, b) picking out individual characteristics

8) J. Austin's novels, which were written in early 19th century, are still popular nowadays. What, in your opinion, can be the reason?

*Тема 3 Events and Situations that Build Plot. Plot Structure*

Теоретические вопросы:

- 1) What are events?
- 2) What is episode? Why are they important?
- 3) What does the setting mean?
- 4) What is the plot structure? Describe the plot structure of any short story.
- 5) Describe a plot diagram. Why is it variable?
- 6) Name plot structure-techniques.
- 7) What is the flashback? Why does the author use it?
- 8) What is the foreshadowing? What does the author use it for?
- 9) What is the suspense? Why is it important?

Пример практического задания:

1) What is the story about? What are the main events in the story, and how are they related to each other?

2) Are the main events of the story arranged chronologically, or are they arranged in another way?

3) To what extent is this a 'formula' story? How is the story narrated? Are flashbacks, summaries, stories within the story used?

4) Is the plot fast-paced or slow-paced?

5) How do the thoughts, behaviours, and actions of characters move the plot forward?

6) What are the conflicts in the plot? Are they physical, intellectual, moral or emotional? Are they resolved? How are they resolved? Is the main conflict between good and evil sharply differentiated, or is it subtler and complex?

7) What is the climax of the story and at what point in the story does the climax occur?

8) Is the ending of the story happy, unhappy, or indeterminate? Is it fairly achieved?

9) Does the plot have unity? Are all the episodes relevant to the total meaning or effect of the story? Does each incident grow logically out of the preceding incident and lead naturally to the next?

10) What use does the story make of chance and coincidence? Are these occurrences used to initiate, to complicate, or to resolve the story? How improbable are they?

#### *Тема 4 System of Images. Means of Characterization Theoretical preliminaries. Types of Characters*

Теоретические вопросы:

1) What is an image? Is it in literature the same as in life?

2) What is artistic image?

3) Classify typology of images.

4) Who is the protagonist? What are the main features of him or her?

5) Who is the antagonist? What are the main features of him or her?

6) What are the functions of a detail?

7) Name the methods of characterisation.

Пример практического задания:

1) Who is/are the main character(s) in the story? What does the main character look like?

2) Describe the main character's situation. Where does he/she live? Does he/she live alone or with others? What does the main character do for a living, or is

he/she dependent on others for support?

3) What are some of the chief characteristics (personality traits) of the character? How are these characteristics revealed in the story? How does the main character interact with other characters? Note the degree of complexity of his/her behaviour, thought, and feelings; their appearances, their habits, mannerisms, speech, attitudes and values. What is the main character's attitude towards his/her life? Is he/she happy or sad, content or discontented? Why?

4) What sort of conflict is the character facing? How is this conflict revealed? Is it resolved? If so, how?

5) What means does the author use to reveal character? Are the characters sufficiently dramatized? What use is made of character contrast?

6) Are the characters consistent in their actions? Adequately motivated? Plausible?

7) Does the author avoid stock characters?

*Тема 5 Narration. Common techniques. Narrative Method. Types of Narration*

Теоретические вопросы:

1) What is the difference between the narrator and narrative? Is Narration the same as 'storytelling'?

2) Name types of narrative. Explain if Author, Narrator, and Character are similar notions or not?

3) What is the omniscient author? Name advantages of this type.

4) Name advantages of the first-person narrative.

5) What is a digression? Justify their necessity.

6) What is the difference between dramatic and the pictorial form?

7) What does the narrative method determine?

Пример практического задания:

Point of view is the perspective from which a story is told. The author creates a narrator to tell the story.

1) What perspective is the story told from?

2) Is the author one of the characters of the story?

3) Is it consistent in its use of this point of view? If shifts are made, are they justified?

4) What are the advantages of the chosen point of view? Does it furnish any clues as to the purpose of the story?

5) Is the narrator reliable or unreliable? Does he/she have a limited knowledge or understanding of characters and events in the story?

6) Does the narrator know almost everything about one character or every

character, including inner thoughts?

7) Look for a first and third person narrator, an omniscient narrator (one who knows all and tells all), a 'central observer', who seems to be looking over a main character's shoulder and seeing more than the character possibly can. What type of narration do you think is better to describe the situation in this story?

8) What is the narrator's background?

#### *Тема 6 Mood and Tone in Literature. Humour and Irony*

Теоретические вопросы:

1) What is atmosphere of a literary work?  
2) What is tone of a literary work? Name the difference between tone and mood.

3) What is the difference between humour and irony?

4) What is black humour? When does the author use it?

5) What is sarcasm? When is it used?

6) What is grotesque? What is it used for? Give your examples.

7) Name important elements of any literary work.

8) Are overstatement and understatement the components of literary work? How often do you come across them when reading the texts?

Пример практического задания:

1) Is the situation ironic? What happens in the story different from what you or what characters hoped for or expected (for example, when a character expects that a certain action will result in victory when in fact that action results in defeat)?

2) Do characters have ironic thoughts?

3) Do characters say things that are ironic?

4) Name the means you consider to be a powerful tool of creating irony in the story.

5) Do these expressions ('My heart sank a little', 'I fancy I turned a trifle pale', 'My heart sank', and "Panic seized me") create the atmosphere of the story? What is it? Name the situations these expressions were used. Is the atmosphere of the literary work connected with irony?

#### *Тема 7 Message vs Theme: Differences and Uses for Each One*

Теоретические вопросы:

1) What is the theme of a literary work? Is there any difference between the theme, the author's message and the main idea?

2) What is implication of a literary work? Define its role in the text.

3) What is recurrence? Name its function. Give your examples from stories.

4) What is a symbol? Give your examples of symbolism. How often can we observe symbolism in different texts?

5) What is the title, name its functions. What was the story title purpose at the beginning and what is now for you?

6) What is the author's message? Is it the same as idea?

Пример практического задания:

1) Does the author seem to be trying to leave the reader with an increased understanding of some aspect of life?

2) Do the ideas of kindness, helping, and making the world a better place emerge in this book? In what ways?

3) Some books provide examples of goodness conquering evil. Does this book provide any?

4) What lesson does one or more characters learn that will help improve their lives?

5) What obstacles does the setting provide that the main character must overcome?

6) What is the climax of the story (the point at which all of the action comes together, the highest point of interest)? Do all stories have a climax?

7) Do you think the author is trying to provide a "moral" or a major lesson?

*Тема 8 Message vs Theme: Narrative Techniques in Style*

Теоретические вопросы:

1) What is a metaphor? What are its semantic, morphological, syntactical, structural, functional peculiarities?

2) What is a metonymy? What is the difference between a metaphor and a metonymy?

3) What is the difference between a metonymy and synecdoche?

4) Which figure of speech is often introduced with the word 'like' or 'as'?

5) Give some examples of trite oxymoron.

6) What is the hyperbole? Why is it used in literature?

7) What are functions of tropes?

Пример практического задания:

In the following examples, find verbal irony, metaphor and metonymy, personification, epithets:

1) 'I had a plot, a scheme, a little quiet piece of enjoyment a foot, of which the very cream and essence was that this old man and grandchild should be as poor as frozen rats', and Mr. Brass revealed the whole story, making himself out to be rather a saint like holy character (Charles Dickens, "The Old Curiosity Shop").

2) "Love is a fruit in season at all times and in reach of every hand." (Mother Teresa).

3) When she went from being predominantly a socialite, and wafting around

and having affairs, living pretty much from holiday to holiday and leaving her children at home (The Guardian, 2017, Saturday, 11 March).

4) “We’re just being the eyes and ears of the Border Patrol, basically,” Jaeger says (NYT, June 17, 2017).

5) “I’m mighty glad Georgia waited till after Christmas before it seceded”. (Margaret Mitchell, “Gone with the Wind”).

6) “The air was free from gnats, the earth from weeds or fungi; everywhere were fruits and sweet and delightful flowers; brilliant butterflies flew hither and thither” (Wells, “The Time Machine”).

7) I was flung headlong through the air (Wells, “The Time Machine”).

8) The moon was setting, and the dying moonlight and the first pallor of dawn were mingled in a ghastly half-light. The bushes were inky black, the ground a sombre grey, the sky colourless and cheerless (Wells, “The Time Machine”).

*Тема 9 Literary devices that add depth, imagery, and rhetorical effect to writing or speech (figures of speech)*

Теоретические вопросы:

1) Comment on linguistic properties of sentences which are foregrounded in lexical and syntactical stylistic devices.

2) What do you know about antithesis? Why is it viewed separately from parallel constructions?

3) What is euphemism?

4) Speak about types of periphrasis.

5) What are the main stylistic functions of periphrases?

6) What’s the difference between anaphora and epiphora?

Пример практического задания:

Пример практического задания:

Discuss the structural peculiarities. Define antithesis, anaphora, epiphora, repetition and their functions:

1) Mrs. Nork had a large home and a small husband.

2) In marriage the upkeep of woman is often the downfall of man.

3) Don’t use big words. They mean so little.

4) I like big parties. They’re so intimate. At small parties there isn't any privacy.

5) There is Mr. Guppy, who was at first as open as the sun at noon, but who suddenly shut up as close as midnight.

6) Such a scene as there was when Kit came in! Such a confusion of tongues, before the circumstances were related and the proofs disclosed! Such a

dead silence when all was told!

7) The players were much excited for the tour; the players wished to do a lot of shopping; the players planned to go sightseeing.

**6.5 Примерные тестовые задания для контроля (мониторинга) качества усвоения материала в т.ч. в рамках рубежного контроля знаний**

1) The theory and practice of interpreting sacred and literary texts is ....

2) The author's message is closely connected with the author's ....

a) Implications

b) Attitude

c) Solution

3) The most important idea that the author expresses in the process of developing the ... is the message of the story.

4) The message is generally expressed implicitly, i.e. ... and has a complex analytical character.

a) Directly

b) Indirectly

c) Explicitly

5) Plot is a ... of events in which the characters are involved, the theme and the idea revealed.

6) Match the parts of a story and their descriptions.

1) Plot	a) Sequence of events in which the characters are involved
2) Denouement	b) The highest point of the action
3) Conflict	c) The time, the place, and the subject of the action.
4) Setting	d) The beginning of the collision and the collision itself
5) Climax	e) The event or events that bring the action to an end

7) The form of narration in which the narrator or a character speaks alone but there are those he addresses himself to is called ... monologue.

a) Dramatic

b) Interior

c) Exterior

8) If the writer withholds information until the appropriate time, it is called

....

a) Flashback

b) Foreshadowing

c) Retardation



9) Details that serve to add something new about a character, or place, or event are called ....

10) Match the types of narrators and their effects.

1) The main character	a) We see the actions and hear the conversations, but we never enter directly into the minds of any of the characters.
2) A minor character	b) The events are described through the perception of a minor character.
3) The omniscient author	c) The reader sees what goes on in the minds of all the characters.
4) The observer-author	d) The author places himself in the position of the main character and tells of things that only the main character saw and felt.

11) The omniscient author may wander away from the subject of the narrative to state his personal view. It is known as the author's ....

12) The ... method may affect presentational sequencing of events in the story.

13) ... is the general mood of a literary work.

a) Tone

b) Attitude

c) Atmosphere

14) Match the elements of the tonal system of a story and their descriptions.

1) Tone	a) is the general mood of a literary work.
2) Rhythm	b) is conveyed primarily by emotionally coloured words.
3) Attitude	c) is the author's view of the characters and actions.
4) Style	d) is characterised by an extensive use of imagery created by stylistic devices.
5) Atmosphere	e) is created due to the use of parallel constructions.

15) The familiar tone is established by features of the ... language.

a) Literary

b) Written

c) Spoken

## 6.6 Перечень вопросов для подготовки к зачёту

1) What do you understand by the theme of a story? Give an example of a story and define its theme.

- 2) How does a literary work carry its message?
- 3) Give an example of the function of the title of a certain literary work.
- 4) What are the main elements of the plot?
- 5) What forms of narration are there?
- 6) What types of conflict do you know?
- 7) What role can the setting play in a story?
- 8) Give an example of a story and define the role of its setting.
- 9) In what way can the elements of the plot be arranged?
- 10) Give the names of different types of characters.
- 11) What is the difference between the direct and indirect type of characterization?
- 12) Choose a character of a short story and describe one of the means of his characterization.
- 13) What are the four types of narrators used in a short story?
- 14) What is the difference between the omniscient author and the observer author? Give an example of a short story written by an omniscient author. Justify your choice.
- 15). Give an example of a story and describe the way the author expresses his message.
- 16) What is the role of symbol in a short story? Illustrate your answer with an example.
- 17) What is Retardation? Speak about Flashback and Foreshadowing.
- 18) Speak about Tonal system and Atmosphere.
- 19) What is the author's attitude?
- 20) What are the indices of the tone (emotionally coloured words, tropes, figures of speech)?

## **6.6 Примерная тематика курсовых работ**

Курсовые работы не предусмотрены.

## **7 Учебно-методическое и информационное обеспечение дисциплины**

### **7.1 Рекомендуемая литература**

#### ***Основная литература***

1. Болотнова Н. С. Филологический анализ текста : учеб. пособие / Н. С. Болотнова. – 3-е изд., испр. и доп. – М. : Флинта; Наука, 2009. – 520 с. – Текст : электронный. – URL: [https://vk.com/doc500432319\\_482996619?hash=9YbQZhDeDzv13G0P1YGXHd5I7iov81anCqCN7EyZP4z](https://vk.com/doc500432319_482996619?hash=9YbQZhDeDzv13G0P1YGXHd5I7iov81anCqCN7EyZP4z) (дата обращения: 29.08.2024г.)

2. Фомина, С.Б. Literary Text Interpretation : учебное пособие. / С. Б. Фомина. – Алчевск : ГОУВПО ЛНР «ДонГТУ», 2017. – 173 с. – Текст : электронный. – URL: <http://dspace.dstu.education:8080/jspui/handle/123456789/1822> (дата обращения: 29.08.2024г.)

#### ***Дополнительная литература***

3. Text Interpretation=интерпретация текста [Электронный ресурс] : методическое пособие по интерпретации текста для студентов высших учебных заведений / О. И. Василенко [и др.] ; Урал. гос. пед. ун-т, 2018. – URL. : <http://elar.uspu.ru/bitstream/uspu/11646/1/uch00284.pdf> (дата обращения: 29.08.2024г.)

4. Юхименко А.Н., Сахибуллина К.А., Хасанова Н.Ф. Seminars in interpretation of literary texts: учебное пособие по интерпретации художественного текста/ А.Н. Юхименко, К.А. Сахибуллина, Н.Ф. Хасанова. – Казань: Казан. Ун-т, 2017. – 142 с. – URL. : [https://kpfu.ru/staff\\_files/F1971355008/Uchebnoe\\_posobie.pdf](https://kpfu.ru/staff_files/F1971355008/Uchebnoe_posobie.pdf)

### **7.2 Базы данных, электронно-библиотечные системы, информационно-справочные и поисковые системы**

1. Научная библиотека ДонГТУ : официальный сайт. – Алчевск. – URL: [library.dstu.education](http://library.dstu.education). – Текст : электронный.

2. Научно-техническая библиотека БГТУ им. Шухова : официальный сайт. – Белгород. – URL: <http://ntb.bstu.ru/jirbis2/>. – Текст : электронный.

3. Консультант студента : электронно-библиотечная система. – Москва. – URL: <http://www.studentlibrary.ru/cgi-bin/mb4x>. – Текст : электронный.

4. Университетская библиотека онлайн : электронно-библиотечная система. – URL: [http://biblioclub.ru/index.php?page=main\\_ub\\_red](http://biblioclub.ru/index.php?page=main_ub_red). – Текст : электронный.

## 8 Материально-техническое обеспечение дисциплины

Материально-техническая база обеспечивает проведение всех видов деятельности в процессе обучения, соответствует требованиям ФГОС ВО.

Материально-техническое обеспечение представлено в таблице 7.

Таблица 7 – Материально-техническое обеспечение

Наименование оборудованных учебных кабинетов	Адрес (местоположение) учебных кабинетов
<p>Аудитории для проведения практических занятий, для самостоятельной работы: Интерактивная доска для проведения конференций, олимпиад SMART Веб-камера LOGITECH C210 Персональный компьютер – 1 шт.</p>	<p>ауд. <u>510</u> корп. <u>пятый</u></p>
<p><i>Компьютерный класс (25 посадочных мест), оборудованный учебной мебелью, компьютерами с неограниченным доступом к сети Интернет, включая доступ к ЭБС:</i> Интерактивная доска для проведения конференций, олимпиад SMART Акустическая система USB AUDIA SYSTEM Проектор BENG-MS-503 – 1 шт. Оптический узел – 1шт. Персональный компьютер – 17 шт.</p>	<p>ауд. <u>519</u> корп. <u>пятый</u> компьютерный класс учебно-научной лаборатории «Технического перевода</p>

## Лист согласования РПД

Разработал  
доцент кафедры теории и практики  
перевода

(должность)

(должность)

(должность)

и.о. заведующего кафедрой  
теории и практики  
перевода

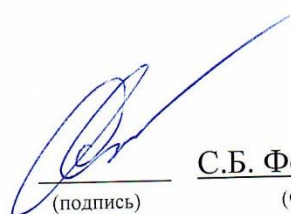
Протокол № 12 заседания кафедры  
теории и практики перевода  
от 01.07. 2024 г.

и.о. декана факультета экономики,  
управления и лингвистического  
сопровождения

Согласовано

Председатель методической  
комиссии по направлению подготовки  
45.05.01 Перевод и переводоведение

Начальник учебно-методического центра



(подпись)

С.Б. Фомина

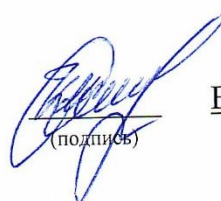
(Ф.И.О.)

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(подпись)

(Ф.И.О.)



(подпись)

В.П. Каткова

(Ф.И.О.)



(подпись)

Э.Р. Самкова

(Ф.И.О.)



(подпись)

В.П. Каткова

(Ф.И.О.)



(подпись)

О.А. Коваленко

(Ф.И.О.)

## Лист изменений и дополнений

Номер изменения, дата внесения изменения, номер страницы для внесения изменений	
ДО ВНЕСЕНИЯ ИЗМЕНЕНИЙ	ПОСЛЕ ВНЕСЕНИЯ ИЗМЕНЕНИЙ
Основание:	
Подпись лица, ответственного за внесение изменений	