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**«КЛЮЧЕВЫЕ» ТЕКСТЫ РУССКОЙ И КИТАЙСКОЙ ДЕТСКОЙ
ЛИТЕРАТУРЫ: ОПЫТ СРАВНИТЕЛЬНОГО АНАЛИЗА**

**«KEY» TEXTS OF RUSSIAN AND CHINESE CHILDREN'S LITERATURE:
THE EXPERIENCE OF COMPARATIVE ANALYSIS**

Аннотация. В статье ставится вопрос об актуальности сопоставления произведений русской и китайской детской литературы. Анализ «ключевых» стихотворных произведений Китая и России в функциональном аспекте и на содержательном уровне позволяет выявить ряд характерных отличий.

Abstract. The paper deals with the question of the relevance of comparing the works of Russian and Chinese children's literature. The analysis of the "key" poetic works of China and Russia in the functional aspect and at the content level allows to reveal a number of characteristic differences.

Ключевые слова: русская и китайская детская литература, родной язык, речевые клише.

Keywords: Russian and Chinese children's literature, mother tongue, speech clichés.

Nowadays due to the developing relations between Russia and China, there is a growing number of works of a comparative nature, the subject of which is the comparison of Russian and Chinese literature.

In this respect, it seems relevant to appeal to the comparison of works for children, which already at an early stage have an impact on the formation of certain worldview attitudes and values, as well as stereotypical clichés. While none of the researchers have yet addressed this issue, we used the works on Russian children's and Chinese children's literature separately as a theoretical basis.

We have selected for the analysis such poems as "Telephone" (K. Chukovsky), "A whale and a cat", "The ABC of dreamers" (B. Zakhoder), "Singing goose" (Luo Binwang), "Little white Bunny", "Hoe over the sprouts" (Li Shen), "And what about you?" (S.V. Mikhalkov), "For the baby in the nuddy" (E. Blaginina), "Remembering the village in the south of Chang'an" (Cui Hu), "Singing willow" (He Jijan).

The choice of these poems is due to the fact that they are the "key" texts of Russian and Chinese culture, that is, those works that are familiar to the native speakers. Being included in the list of recommended children's reading, they take an active part in the process

of socialization and teaching their native language, later becoming a source of stereotypes and speech clichés.

To begin with, we divided these poems into groups, and then tried to draw parallels within each group.

Therefore, we have designated the first group as poems about animals. We included into it the Russian poems "Telephone", "A whale and a cat" and Chinese poems "Little white Bunny", "Singing goose". During the analysis, we came to the following conclusions:

1) The poem "Telephone" teaches to show respect and sympathy, to observe the culture of communication, to be responsive. In addition, these poems surreptitiously teach young readers the Russian language. Rhymes help children to figure out which syllable to stress. The text is full of vocabulary on the topic "animals", as well as examples of such grammatical category as imperative.

2) The poem "The whale and the cat" leads young readers to the conclusion that it is very important to write correctly, as because of the author's mistake there was a terrible confusion.

3) In the poem "Singing goose" Luo Binwang describes the appearance of birds, creating not a static, but a living and dynamic way. The goose swims, throws his head, cackles. It allows to acquaint the readers with some verbs. In addition, the poem contains extensive vocabulary on the theme "color".

4) In the poem "Little white rabbit" as in the poem "Singing goose", the author describes the appearance and behavior of the animal. At the same time, as in the previous one, in the process of reading this poem, children can get acquainted with simple and easily memorable hieroglyphs.

5) As you can see, Russian and Chinese poems about animals differ in the fact that Russian poems are more intriguing and eventful, while Chinese poems are more descriptive. Russian poems about animals have a pronounced sociological function, educating the right attitude to other members of society, while Chinese poems convey the necessary information about animals. While both Russian and Chinese poems are aimed at acquainting the readers with the mother tongue.

In this regard, we have included these poems into the second group, which we designate as poems that teach the language. We also included in this group such works as "The ABC of dreamers", "For the baby in the nuddy", "Singing willow" and "Remembering the village in the south of Chang'an".

During the analysis we came to the following conclusions:

1. The poems "Telephone", "A whale and a cat" teach a language game, new words and accents and grammar. They have a lot of everyday expressions that can be used in the communication process. "The ABC of dreamers" teaches the alphabet and new words, helps children to remember the alphabet with the help of associative way; and "For the baby in the nuddy" teaches complex consonants – hushing sounds.

2. As we mentioned earlier, the poems "Little white Bunny" and "Singing goose" teach basic words. In addition, they also teach simple hieroglyphs and Chinese transcription, acquainting children with the tone (all related words in the poem have different tones).

3. Both Russian and Chinese poems teach children phonetics. Chinese poetry teaches tones and the basic hieroglyphs. Russian poetry acquaints children with accents and complex consonants. Both of these poems teach vocabulary. Russian poems teach readers grammar and syntax (poems are full of negative, interrogative, exclamatory constructions). At the same time in the Russian poetry learning is realized through a language game. Yet, some Chinese poems (for example, "Remembering the village in the south of Chang'an" and "Singing willow") acquaint Chinese preschoolers with metaphors and symbols, which will then be found in the "adult" poetry, which is unusual for Russian children's poems.

We have designated the third group as the poems of the educational nature. There we have included a Russian poem, "And what about you?" and "Hoe over the sprouts". During the analysis we came to the following conclusion: both in Russian and in Chinese poems the work is shown as a virtue, moreover, it helps to instill the respect for any work in children. At the same time, Chinese poems also teach kids to save.

The analysis draws attention to the similarities and differences between Russian and Chinese poems for children. If functionally Chinese and Russian children's poems coincide, bringing up in children various positive qualities and teaching them language, at the content plan level and the expression plan level they differ. Thus, the emphasis is laid on different language aspects during the process of teaching language. In addition, Russian poems are narrative, while Chinese ones are descriptive, which is due to both different literary traditions and different language systems.

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ИСПОЛЬЗОВАНИЕ ИНТЕРНЕТ-ТЕХНОЛОГИЙ В ОРГАНИЗАЦИИ ВЗАИМОДЕЙСТВИЯ ПЕДАГОГИЧЕСКОГО ВУЗА И ШКОЛЫ USING OF INTERNET TECHNOLOGIES IN THE ORGANIZATION OF THE INTERACTION OF PEDAGOGICAL HIGH SCHOOL AND SCHOOL

Аннотация. Статья посвящена описанию опыта работы виртуального методического объединения педагогов в вопросах организации педагогической практики студентов и профориентационной деятельности с выпускниками школы.

Abstract. The article is devoted to the description of the experience of the work of the virtual methodical association of teachers in the organization of the pedagogical practice of students and vocational guidance activities with graduates of the school.

Ключевые слова: взаимодействие, виртуальное методическое объединение, педагогическая практика, педагогический класс.

Keywords: interaction, virtual methodical association, teaching practice, pedagogical class.

Современные технологии сегодня становятся привычным средством достижения целей образования. Мысль ректора Высшей школы экономики о подготовке экономистов, на мой взгляд, может быть отнесена и к подготовке педагогов. Я.И. Кузьминов говорит: «Чем лучше мы готовим кадры для действующей аналоговой экономики, тем меньше шансов у нас построить экономику данных, экономику цифровую» [1]. С этой позиции очень свежо выглядит идея о новых подходах в подготовке современных студентов педагогических вузов. Так, важно, чтобы студенты, приходящие на практику в школы, попадали в инновационную