

Formation of scientific and theoretical competencies through the analysis of literary texts

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Abstract

The aim of this article is to get the views of the students of the faculty of science and literature at the university on the formation of scientific and theoretical competence through the analysis of literary texts. Literary text is an important factor in developing students' communication skills. It is also very important in the analysis of literary texts. The opinions of the final year students of the faculty of science and literature are very important with the analysis of literary texts. For this purpose, interviews were conducted with a total of 92 senior students in the 2021–2022 academic year. Final year students are individuals who are ready for the profession from many fields. For this reason, the opinions of the students who will work in the profession of the future in the analysis of the texts were taken. The research questions were prepared by making content analyses by the researchers. In total, the final forms of the research questions were given by taking the opinions of four experts in their fields. The data obtained in this study, in which the qualitative research method was used, were thematised and explained with the content analysis method. As a result of the results obtained from the research, it was concluded that the students need scientific guidance in text analysis concepts. It was also concluded that the students

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had sufficient knowledge about the teaching and activities of literary texts. As a result of the results obtained from this research, training can be given to students on the analysis of text concepts in scientific terms.

Keywords: Literary text, analysis, university student, opinion, qualitative method, scientific, theoretical;

1. Introduction

Every human being is a member of society and must depend on his environment to meet his needs. The ability to establish healthy relationships in a human society is as important as the ability to use language. There is an average normal mental character and psychology (Chalkiadaki, 2018; Ihtiyaryer & Alci, 2022; Parfilova, 2016). In the learning environment, communication in its simplest sense, that is, knowledge, feelings, thoughts, desires and dreams, strictly follows the processes between people. Learning environment, primary school requirements, skills of children who can play word games, formulate their own goals and strive for self-development of educational content. The argument here is that he was betrayed by the leader of the country. The Republic of Kazakhstan argued that human capital is the basis of modernisation. The education system must change. Our mission is to make education the central link for a new model of education. Economic development – the focus of higher education institutions should be in this area, developing creative thinking skills and independent research skills (Nazarbayev, 2018; Zhumabayeva et al., 2019).

The end of the 19th century, this understanding began to change as the whole of society became a way of life and its members learned. Culture is now used outside of ourselves, in a way that we use outside of what people learn and instil in their brains. Today, when culture is mentioned in sociology, a society's self-expression or general lifestyle is meant. These words can take many forms from behaviours, habits, customs, traditions and fears. Likewise, conscious forms of construction such as art, music, architecture, thought and literature are embedded in culture (Shoemaker et al., 2019; Valverde-Berrocso, Garrido-Arroyo, Burgos-Videla, & Morales-Cevallos, 2020). Literary education, like any other discipline, advances by dissecting old theories and embracing new ones in a direct manner to model social and cultural changes. For example, although positivism, the phenomenological method, the existential method and the morphological method were used in the 20th century, the theories of deconstruction, intertextualism, disc analysis or gender studies appeared and began to be used in literature in the 21st century. Of course, we must know that a text, like a historical event, requires a form of analysis and theory appropriate to its time (Musurmankulova & Azizova, 2021; Ruziyeva & Aslonova, 2021).

This approach had great importance in the field of literary science, because not only literary texts, but also all speech (communication) that produces texts, is the object of investigation of philology. If we ask what effect, which we can see in this expansion of the field, has led to the science of literature, we first need to transform the theories of literary science (Hutchings & O'rourke, 2002; Mukhamadovna, Sharipovna, & Supkhonovna, 2020). It is possible that the split resulted from such a break in literary studies, as there were theories of linguistics prior to linguistic study, a distinction that could be made in the field of linguistics, and theories of pragmatic expression. Thus, as a first framework, it can be said that all literary theories behind the linguistic treatise involve a pragmatic,

theoretical approach to the person who speaks, writes or produces it, to culture or language media (Khasanova, 2020; Nurilloeyvna, 2021).

In literary texts, the reader himself expresses philosophical meaning through critical analysis of the characters. Human thought is transformed by the expression of language, a process experienced by both writers, but when a philosopher writes his work, he conceptualises it before the letters are written and coherent. The author, on the other hand, does not begin his work with such preoccupations (Güngör, 2022).

On the other hand, the reader learns the ideas of the author from the words he uses. In other words, these words form the language of the text. The words chosen by the author reflect his experiences and, in a sense, his existence. Even if the author describes the events in his work or the ideal world that he should fit, the work will consist of the author's own feelings and thoughts. Therefore, all literary works are subjective (Uygur, 1985). The act of reading is an aesthetic process of 'reception'. Understanding and comprehension can occur simultaneously in the act of reading and the relationship is perceived as aesthetic satisfaction. In non-passive reading, the reader perceives what is actually perceived in the world of meaning. That is, the fact that the student can talk about the subject, or understand that he is talking about what he has read, shows that he has learned the subject. The reception between the text and the reader takes place in the following steps. The text addressed to him is revealed to him according to the intensity of his attention and he can access this text. The more distinct the reading, the greater the size of the text. This condition also indicates the level of acceptance of the student. At the second level of comprehension, the reader develops meaning from the text. On the other hand, due to the uniqueness of written works, the aesthetic analysis of texts is related to the mode of reception (Gültekin, 2020; Rockwell, 2003).

It guides us as to what ratio should be taken into account, by asking and reasoning about the relationship between the parties that compose the text, along with its dimension. It creates and explains the temporary interest relations between the units that make up a structure. The texts contain the most commonly written verbs with intent, purpose, modalities of speech and subject and each text recognises and explains their counterparts. Texts popular texts in art literature adopt profession and name. Emotional values and aesthetic connotations between texts are cultural harmony, tastes and intelligence. The details are left aside and the main and the different are in the foreground subtract; it should be considered that values related to meaning and aesthetics should be understood with the help of culture, taste and understanding between the reader and the text. They also provide unity among meaning associations (Gültekin, 2020).

Literary history deals with, examines and evaluates the period in which literary texts were produced and their authors with the historical method. Literary criticism is the product of efforts to evaluate literary texts according to the adopted understanding, thought and taste. Literary analysis aims to determine and explain the relationship between the units that make up literary texts, and to reveal the relationship between the different categories that make up literary texts, based on an adopted thought and understanding (Adolphs, 2006). Literary interpretation consists of proposals, ideas and theories about the understanding and interpretation of art texts by the reader. It covers the entirety of related studies. Literary theory, in short, is the activity of producing thoughts on the

formation of literary texts, their relations with reality, the author, the reader and all kinds of previously written works (Rockwell, 2003).

The people who wrote today's literature need to be a rapidly growing readership and interact with each other in many situations, socio-cultural, historical, professional, educational and personal aspects. In addition, individuals are constantly improving themselves, deepening their individual vocabulary, getting to know themselves through the works of literature, scientific texts and journals. It is important to broaden knowledge, acquire knowledge about various areas of society, information and modern communication technologies. An analysis of the literature shows that scholars have evaluated the competence approach (Bardière, 2016; Brandt, Bürgener, Barth, & Redman, 2019; Gaybullaevna & Jonpulatovna, 2021; Kaskatayeva, 2014; Knyazyan & Mushynska, 2019; Wachidi, Rodgers, & Tumanov, 2020) and the activity approach (Khromchenko, 2014; Sushchenko, Gladys, Zubtsova, Sushchenko, & Kniazian, 2020) the methodological methods of solving them. Problems as its basis, methods of formation of research competence and components of individual future teachers (Šeberová, 2008; Yarullin, Bushmeleva, & Tsyrcun, 2015) and schoolchildren (Knyazyan & Mushynska, 2019). Skill development through research is also the focus of scientists (Hatim & Munday, 2019; Knyazyan & Mushynska, 2019; Vaillant, 2015). Thiel and Böttcher (2014) worked on the interdisciplinary model. research competence, research, methodical, communicative, reflexive knowledge as well as competencies. At the same time, the problem of formation requires further study of the research competence of future translators (Knyazyan & Mushynska, 2019).

1.1. Research purpose

Literary text expresses a human characteristic concretely by interpreting and transforming the thought, lived and designed reality based on the mentality, taste and understanding of the period in which the work was revealed. The purpose of this article is to get the views of the students of the faculty of science and literature, studying at the university, on the formation of scientific and theoretical competence through the analysis of literary texts. Literary text is an important factor in the development of students' communication skills. It is also very important in the analysis of literary texts. The opinions of the last year students of the faculty of science and literature with the analysis of literary texts are very important.

1.2. Purpose of the study and research questions

In order to achieve the general purpose of this research, answers to the following questions were sought:

Question 1: What resources do you use while doing research?

Question 2: What do you think about extracurricular activities?

Question 3: Which methods do you use in the process of teaching literary concepts?

2. Method

Qualitative research method is also defined as nature research. It is aimed to obtain real opinions. It is an effective method for the observed outputs of the subject to be investigated, especially the

causes of the invisible or surprising ones. With the qualitative research method, the existing problem is discussed in detail. Where detailed content is required, the most commonly used qualitative data collection methods are document study, observations, semi-structured interviews and focus groups (Busetto, Wick, & Gumbinger, 2020).

2.1. Data collection tools

The researcher-prepared demographic information form and a semi-structured interview form consisting of open-ended questions were used to collect data for this study. After the research questions were prepared, they were finalised by three subject matter experts and four open-ended interview questions were applied to the students. The open-ended questions in the questionnaire were created using the literature and the researchers' own experience.

2.2. Research group

The methodological basis of this type of study is a case study. Interviews were held with a total of 92 senior students in the 2021–2022 academic year. Final year students are individuals who are ready for the profession from many fields. For this reason, the opinions of the students who will work in the profession of the future in the analysis of the texts were taken. The findings obtained from the research are explained in detail. The findings of the students regarding the demographic information are given in Table 1.

Table 1. Demographic information of the university students

		<i>f</i>
Gender	Girls	50
	Boys	42
	Total	92
Age	20–23	45
	24 and above	47
	Total	92

When the findings of 92 students studying at the faculty of science and literature participating in the research are examined, 50 students are female students and 42 students are male students. There are 45 students between 20 and 23. 47 students are 24 and over.

3. Results

3.1. Findings regarding the sources used while conducting research

Table 2. Resources on the subject

Theme	<i>f</i>
Google	28

Textbook	24
Helpful resources	24
Academic indexes	12

When the findings of the last year students studying at the faculty of science and literature regarding the resources they used while doing research on a subject were examined, it was found that they mostly used the internet browser Google. Again, there are 24 senior students who stated that they benefited from the textbooks. It is seen that the majority of students say that they benefit from supplementary sources. Very few students stated that they use academic indexed journals. This finding is quite surprising.

Opinions of some of the participants are as follows:

‘I find the subject I will research on Google. I also use textbooks as an additional source’.

‘The work done is always instructive. I wonder who has done what work in recent years related to the subject I will research and what they found as a result. For this reason, I use web addresses of academic journals’.

3.2. Opinions on the analysis of texts about out-of-class activities

Table 3. Extracurricular activities

	<i>f</i>
Integrative	42
Narrative method	30
Poetisation	22

When the techniques to be used outside the classroom in the acquisition of literary texts by the senior students studying at the faculty of science and literature at the university were examined, it was found that there were integration, narrative and poetry techniques.

Opinions of some of the participants are as follows:

‘During the text narration, some words may be left unfinished and continued at home. In this way, concept teaching becomes easier’.

‘While the learning of the literary works read in the classroom is stuck, it should be interrupted and the rest should be read at home or students can be asked to direct them to a new concept’.

3.3. Findings on the methods used in the process of teaching literary concepts

Table 4. Methods used in teaching texts

	<i>F</i>
Storytelling	52
Brainstorming	50
Case study	20
Show-and-make technique	10

If we look at the findings related to the teaching of the concepts in literary texts to the final year students of the faculty of science and literature, it can be said that analysis is very important and the methods used are storytelling and brainstorming. Again, in the findings obtained from the students, it was found that it was used in case studies and demonstrations.

Opinions of some of the participants are as follows:

‘Development of skills in teaching concepts in literary texts is provided. With storytelling, students’ gains about new concepts will increase’.

‘The storytelling technique is a very effective method. It is ensured that students learn by connecting with real life’.

4. Discussion and conclusion

Considering the results obtained from this research, it was concluded that the students needed scientific guidance in text analysis concepts. It was concluded that the students had sufficient knowledge about the teaching and activities of literary texts. As a result of the results obtained from this research, students can be trained on the scientific analysis of text concepts.

If we look at the results of the last year students of the Faculty of Arts and Sciences regarding the resources they use while doing research on a subject, it can be determined that they use the Internet browser Google the most. This situation is very thought-provoking when a browser is frequently used with information that is not scientifically valid. It was concluded that students benefited from textbooks and additional resources besides Google. The desired result from this finding is that there are very few students who give the answer to academically valid academically indexed journals or web browsers. This result is quite surprising. It can be ensured that senior students are informed about the resources they use in their research by providing information and training. Kamalov, Saipov, and Kamalov (2022) concluded in their study that Google is frequently used as a technological tool in college students.

When the techniques that the senior students of the faculty of science and literature will use outside the classroom in acquiring literary texts at the university, it is seen that there are integration, expression and poetry techniques. This result is very pleasing. It can be said that students exhibit positive attitudes towards out-of-class activities. The result obtained from this study is supported by other studies. It can be said that out-of-class activities are effective in the learning and teaching

process, which is one of the most important external stimuli for the teaching of literary products with rich content for students to gain high-level mental, social and linguistic skills (Eskimen, 2016; Işcan, Efendioğlu, & Ada, 2008; Kabay, 2020; Uzunboylu, Ozcinar, Kolotushkin, Kalugina, & Zulfugarzade, 2019). Among the components of the communicative competence, there is the discourse competence that is viewed as a significant element of the language and speech development. Nowadays, the language methodologies focus on its practice and, as a result, the discourse competence is a constitutive part of the curricula. In all language didactics, the discourse denotes the language in context or use. Language teaching, on the other hand, is related to the concepts of texts (Gipal, Carrillo, & Mallonga, 2022; Kjell, 2006; Valencia-Robles & García-Laborda, 2022).

The result obtained from another finding is that if we look at the findings related to the teaching of concepts in literary texts to the final year students of the faculty of science and literature, it can be said that analysis is very important and the methods used are storytelling and brainstorming. Again, it was determined that the findings obtained from the students were used in case studies and demonstrations. These results led us to conclude that alternative learning techniques and methods should be used frequently in text analysis. Lazar (1996) stated in his study that methods and techniques are very important in teaching text. There are studies stating that case studies and storytelling are effective (Gunduz, Ozcan, & Uzunboylu, 2017; Knyazyan & Mushynska, 2019).

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