

Kleine; Du arschloch). Indem sie Emotionen ausdrücken, weisen diese Ansprachen vor allem auf den informellen Charakter der Beziehung hin.

Quellen:

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SOME PROBLEMS OF STUDYING THE HISTORY OF FOREIGN LITERATURE

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Currently, special attention needs be paid to the professional training of future philologists and translators, which provides for the formation of literary competence of students, and it needs to be systematically updated due to the growing demands on humanitarian specialists. The course of the history of foreign literature contributes to the formation of such competence, that in higher education provides systematic knowledge about the evolution of literary movements, genres and styles, prominent representatives and artistic phenomena, trends in the development of the world literary process, teaches how to interpret linguistic and literary facts, carry out linguistic and literary analysis of various discourses, forms worldview and moral beliefs, develops thinking and speech, **creative qualities of future philologists, skills of independent cognitive activity, educates aesthetic tastes. This contributes to increasing the competitiveness of future specialists in the employment market, so it is undoubtedly worth improving the process of training philologists according to modern requirements.**

About the problems of methodology of teaching foreign literature in higher education the works were written by I. Bezborodykh, H. Klochok, D. Nalyvaiko, and others. However, we believe that scientists pay insufficient attention to aspects of literary education at university. Therefore, the topic of the report is relevant.

The purpose of the report is to analyze some actual problems of teaching the history of world literature at universities, to identify ways to solve these problems in order to improve the quality of training of philologists.

The course of world fiction is invaluable not only for the formation of literary competence of future translators, learning of languages, literatures, traditions and mentality of another nation, but also for intellectual enrichment, further development of worldview and moral principles of students, growth of national self-awareness, awakening of interest in learning the languages, history and culture of a certain country.

Teaching of foreign literature is also complicated by the fact that sometimes there are no Ukrainian translations of fictional works (especially by contemporary authors), this makes it impossible to conduct a comparative analysis of fictional works with the originals. We consider that new editions and reprints of translations of modern foreign works into Ukrainian are needed for the training of translators, that will make possible to get acquainted with the work of national translators, to compare the original texts with different interpretations, and to complete tasks for comparative and translation analyses.

Currently, we also noticed the unpleasant fact of decreased interest in the society in reading fiction literature. According to scientists and teachers, the problem of students refusal to read is global as geographically (present not only in Ukraine, but also in other countries) and socially, since it is related to the problem of literacy, further cultural development of future generations, society [1].

In our opinion, this situation is caused by:

1) the socio-cultural situation, the development of information technologies and their penetration into all spheres of modern social life;

2) age-specific features of students, changing value priorities of younger generations;

3) reducing the level of responsibility of young people for their own actions;

4) the unwillingness to learn and search for easy ways in this life to enrichment, fame, prosperity;

5) and it is also caused by laziness, indifference, decrease in communicative culture, poor development of imaginative thinking, “clip thinking”, unwillingness to think, “lack of prestige to read”, fear of being a “nerd”, the rise in price of books, misunderstanding even modern common vocabulary, etc.

And there are also short ended versions of fictional works, paraphrases in the Internet! Unfortunately, all this does not contribute to the intensification of reading activity. But these activities are the key to the thinking and speech development of students.

To increase students’ interest in reading, we consider that the following actions are useful: demonstrate to the students that the books are not only entertaining, but also convey someone’s experience, improve your creative thinking, help to get rid of loneliness, show the way out of difficult situations, forming civic responsibility; organize bookcrossing, recitation competitions, literary evenings, literary clubs, etc.

References:

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