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APPLICATION OF PRECEDENT TEXTS IN RUSSIAN LANGUAGE LESSONS

Annotation. This article examines the application of precedent texts in teaching the Russian language. Precedent texts are stable expressions, quotes, aphorisms, names, and literary and cultural realities that are well-known to a significant part of society and possess high associative value. Their use in Russian language lessons contributes not only to the development of language competence but also to the formation of students' cultural awareness, broadening their horizons and stimulating interest in the subject being studied.

The authors emphasize the importance of selecting relevant and understandable precedent units, taking into account students' proficiency levels, age, and sociocultural characteristics. The article also provides examples of methodological techniques for working with precedent texts. Thus, the use of precedent texts is an effective tool in teaching Russian as a foreign language, as it allows not only for language instruction but also for immersing students in a broad cultural tradition, fostering associative thinking and a deep understanding of the text.

Keywords: precedent texts, Russian language teaching, intercultural communication, language competence, cultural component.

Introduction. Researchers categorize precedent phenomena as significant occurrences spanning various domains, from the names of prominent individuals to events and concepts embedded in a nation's or humanity's collective memory. A precedent is defined as a past event that serves as an example or justification for subsequent similar instances. This implies that a precedent is a factual occurrence that acts as a guide for future actions.

Precedent texts, specifically, are considered to possess historical-cultural and country-specific value. They can be viewed as exemplary cultural texts whose study enhances not only communicative but also intercultural competence. By acting as a means to establish and maintain contact between the speaker and receiver—a sort of communicate equality check—confidentiality creates a unique form of expression.

For decades, and some even for centuries, precedent texts have formed the bedrock of education, immersing learners in both global culture and their own national heritage. Through them, children learn their native language and literature. As they become educational material, these texts are sometimes memorized, and their knowledge is "socially recognized as a necessary

attribute of an educated, 'cultured' person. They form the backbone of a person's background knowledge... " [1,2]. For the Russian mentality, historical and literary memory has always held great importance, making the engagement with precedent texts a significant manifestation of speech culture.

By definition, possessing axiological significance, precedent texts are undeniably a component of cultural literacy. Consequently, knowing them is crucial for successful communication, both intercultural and within a single culture. Their familiarity to group members is a prerequisite for a text to be considered precedent. Yu.N. Karaulov highlights that knowledge of precedent texts signifies belonging to a particular era and its culture, whereas ignorance, conversely, indicates alienation from that culture [3].

Methodology and research methods. The main research directions can be broadly classified as follows: linguistic studies, which focus on the etymology and semantics of precedent texts; and historical-geographical studies, which examine these texts through the lens of cultural heritage and historical events.

In this article, the study of precedent texts employed methods such as continuous sampling, comparative-historical analysis, contrastive methods, and methods of analysis and synthesis.

Discussion and observation. Precedent texts represent a unique category of utterances that evoke stable associations among native speakers and serve as crucial markers of a cultural code. Their accurate and meaningful use fosters the development of not only language skills but also intercultural competence.

In Russian language lessons, precedent texts are widely known and culturally significant, and understanding them is essential for proficient language acquisition and immersion in Russian culture. These texts possess a high degree of **symbolism** and **appellative power** for native speakers, eliciting specific associations, emotions, and knowledge.

In modern linguistic science, prominent scholars such as Yu.N.Karaulov, V.G.Kostomarov, D.B.Gudkov, I.V.Zakharenko, and V.V.Krasnykh, among others, are actively involved in developing the theoretical framework for precedent texts.

The concept of a "precedent text" was introduced by Yu.N.Karaulov, who defines it as a text that is (1) **cognitively and emotionally significant** for a given individual, (2) possesses a **supra-personal character**, meaning it is well-known to the individual's wider social circle, including their predecessors and contemporaries, and (3) is **repeatedly invoked in the individual's discourse** [3, 216]. Yu.N.Karaulov considers their axiological significance, widespread recognition, and frequent use as the primary characteristics of precedent texts, examining them within the framework of national culture.

Yu.N.Karaulov defines precedents as "a text fixed in the consciousness of a native speaker of a given linguistic community, representing a cultural fact in a broad sense and actualizing a certain situation" [3, 152]. It is noted that precedent texts are "iconic" for a particular sociocultural community: they are recognizable, frequently quoted, and symbolic.

Precedent texts are repeatedly reproduced in the speech of Russian native speakers, have a "fixed" structure, and are reproduced in a "ready-made" form without being a single word, which brings them closer to phraseological units in a broad sense. Consequently, a precedent text is "well-known to all members of society" because they are aware of its existence and possess a common understanding that is obligatory for all carriers of a specific cultural mentality. When referring to the constant appeal to a precedent text, it implies that invocations of a particular precedent text may not be frequent, but they must be understandable to the interlocutor without additional decoding or commentary.

The study of issues related to precedent texts has gained widespread recognition among scholars. Researchers have investigated the evolutionary trends of this term [4]. A multitude of derivative terms have been identified: precedent name, precedent toponym, precedent utterance, precedent situation, precedent phenomena, precedent genre, precedent world, precedent image.

It is worth noting that researchers of this phenomenon emphasize various aspects of precedent texts as primary [5, 6]. One group of researchers focuses on the historical-cultural and country-

specific value of precedent texts. They underscore that such texts hold particular significance within a given culture, embodying its heritage and specific characteristics. Additionally, scholars highlight the **cognitive significance** of precedent texts: they function as cultural-axiological signs, representing complete, coherent, and emotionally charged semantic units. Another group of linguists, investigating the role of precedent texts in creating a comic effect, views them as a **linguistic stereotypical situation**. They explain that a reference to such a text creates a certain expectation in the recipient, which is then intentionally violated or played upon in a humorous context.

G.G. Slyshkin offers a broader interpretation than Yu.N. Karaulov. He posits that not only widely known texts but also those significant **to narrow social groups** (e.g., family jokes, student anecdotes, or professional terms among medical workers) can be precedent. Furthermore, Slyshkin notes that texts can be precedent for only a **short period of time**, such as advertising slogans or anecdotes, which quickly lose their popularity and are not passed down to subsequent generations [7].

A collective of authors—D.B.Gudkov, V.V.Krasnykh, I.V.Zakharenko, D.V.Bagaeva—refines the very concept of “text”, reducing it to a completed and self-sufficient product of speech-thinking activity. They argue that reference to a precedent text occurs through associated precedent utterances or symbols, which are, in essence, precedent phenomena [8, 112].

Researcher V.A.Maslova noted that a special place “in neurolinguistics is given to the study of precedent names and key cultural concepts. Precedent names are individual names associated with widely known texts (Oblomov, Taras Bulba), with situations known to most representatives of a given nation (Ivan Susanin, Grandfather Talash) ” [9]. Considering the precedent phenomenon in scientific and linguistic texts, researchers also note that they are “evidence of the anthropomorphism and personification of linguistic science...” [10,129].

Finally, in contemporary research, E.A.Nakhimova’s definition is frequently cited. She emphasizes that precedent phenomena are easily recognizable by members of an intercultural community, are relevant to their thinking, and are actively used in speech [11]. More broadly, the term “precedent phenomena” is also used to define verbal or verbalization phenomena known to any average representative of a particular cultural-linguistic community and forming its cognitive base.

In scientific literature, several key characteristics of precedent texts are commonly distinguished [12]. Firstly, they possess a **supra-personal character**, meaning they are widely known and recognized not only among contemporary native speakers but also by previous generations. Secondly, these texts are capable of **storing a significant amount of information in a “folded” form**, serving as a type of cultural capsule. Thirdly, precedent texts hold **great significance for native speakers** in both cognitive and emotional terms, evoking specific associations and feelings. Fourthly, they are distinguished by **repeated use in speech**, which confirms their widespread prevalence and relevance. Lastly, precedent texts offer **broad possibilities for creating linguistic play and transformations**.

Following researchers such as V.V.Krasnykh and D.B.Gudkov, three main categories of precedent texts are distinguished based on their recognizability and prevalence: **universally-precedent, socio-precedent, and nationally-precedent** [13].

Universally-precedent texts are known to most people worldwide. This is explained by the fact that all cultures share common components that serve as a basis for mutual understanding among representatives of different intercultural communities. Such texts often come to us from ancient times and are therefore called “eternal”. They allow for parallels with global cultural-historical processes.

Socio-precedent texts are recognizable within a group of local cultures. Researchers note that nationally specific features can be common to several cultures. Examples of such texts include those known throughout the post-Soviet space.

Finally, **nationally-precedent texts** are those familiar not only to speakers of a specific language, such as Kazakh, but also to anyone deeply acquainted with the culture and history of that particular nation.

In the approach to selecting precedent texts for language teaching, researchers often rely on a classification that distinguishes two main ways of referencing them [14]. The first type involves the **exact or distorted reproduction of the precedent text**, while its original meaning remains recognizable, or it simply involves a **reference to it without direct quotation**, serving as an appeal to the cultural and historical heritage of the people. The second type involves **references to television precedent texts**, such as commercials, titles of popular films, TV and cinema films, and musical works.

In language teaching, researchers most often turn to the first type of precedent texts, using them either in their original form or with pun-like transformations. As such precedent units, the following can be used: **ideologized texts**, including appeals, slogans, and specific ideological attitudes; **cult quotes** or stable phrases associated with religion; **phraseological units**—integral and reproducible speech units; **classical literary quotes** that remain relevant in the speech of native speakers for generations; **winged expressions** that enrich the expressiveness of speech; **songs**, their titles and phrases, both in original and transformed forms; and **proverbs and sayings** that reflect various aspects of human existence.

It should be noted that in modern research, the classification of precedent texts takes into account the following key criteria [15]. One of these is **conceptual source spheres**, which are the domains from which precedent names originally derive (e.g., literature, theater, politics, cinema, sports, music, science, or subculture). Also important are **conceptual target spheres**, into which these names migrate, acquiring new, secondary meanings (as in advertising, sports, politics, science, or media). Classification can also be based on **national-cultural sources of confidentiality**, distinguishing between domestic and foreign names. Furthermore, the **cultural-historical source of confidentiality** is significant, determining whether the names belong to modern times or to other historical epochs. A crucial criterion is the **real existence of the source concept** (e.g., a historical figure) or its belonging to the **world of literature and art** (a fictional character). The **type of source onym** is also considered—this can be an anthroponym (a person's name), a toponym (a place name), an astrononym (a celestial body name), and others. Finally, the classification relies on **basic cognitive structures**, such as stereotypes, oppositions, or elements of the world picture, which find their external expression in corresponding precedent names [11].

Researchers note that the use of precedent texts in Russian language lessons is "didactically justified, allows for studying the Russian language with reliance on the specifics of national culture, and forms intercultural and communicative competencies, which are the most important principles of teaching Russian as a foreign language" [16,15].

Results. In Russian language classes, precedent texts borrowed from world classical fiction are considered, including foreign, Soviet, and national literature from past centuries and the present.

The concept of precedent texts is closely linked to the idea of **precedent phenomena**, which encompass: **precedent names** (Pushkin, Abai, Ablai Khan); **precedent utterances** ("My uncle, of most honest rules", "Long live the sun, let darkness vanish!"); **precedent texts** ("War and Peace", "Az i Ya"); and **precedent situations** (the Great Patriotic War, Nauryz).

In language teaching practice, different types of precedent texts are used based on their origin. In Russian language classes, a variety of precedent texts can be employed, categorized as follows: **Folklore texts** include Russian folk tales such as "Kolobok", "Repka", and "Morozko", as well as widely known proverbs and sayings ("Without labor, you can't even pull a fish out of a pond", "Measure seven times, cut once") and riddles. Among **classical literature**, valuable sources are I.A.Krylov's fables ("The Dragonfly and the Ant", "The Crow and the Fox"), A.S.Pushkin's poems ("I remember a wonderful moment...", "By the Lukomorye, a green oak..."), and excerpts from L.N.Tolstoy's novels ("War and Peace") and N.V.Gogol's ("Dead Souls"). **Soviet literature and cinema** materials include V.V.Mayakovsky's poems ("What is good and what is bad?"), songs from popular films ("Katyusha"), and winged phrases from famous comedies ("Gentlemen of Fortune", "The Irony of Fate, or Enjoy Your Bath!"). The category of **contemporary texts**

includes popular songs, news headlines and advertising slogans containing cultural allusions, and internet memes based on already known texts.

Researchers have identified several key **methodological approaches** to working with precedent texts in language teaching. Firstly, this involves **text presentation**, which includes familiarizing students with the work, its author, time of creation, and cultural context. This is followed by **text analysis**, aimed at identifying key images, motifs, linguistic means, and their role in forming meaning [17]. Next comes **text interpretation**, where its possible meanings, relevance, and influence on Russian culture are discussed. An important technique is **comparison with other texts**, allowing for the comparison of a precedent text with other works of literature, folklore, or contemporary art. For reinforcement, **creative assignments** are used: writing essays, creating illustrations, or staging based on the precedent text. The **use of multimedia resources**, such as audio recordings, film fragments, and internet resources, is also effective for deepening understanding. Finally, creating **problematic situations**, for example, asking students to explain the meaning of a winged phrase or an allusion related to a precedent text, contributes to the activation of cognitive activity [18].

When considering the application of precedent texts in Russian language classes, special attention is paid to exercises based on the transformation and reinterpretation of stable phrases [19]. The first group consists of exercises aimed at developing the skill of identifying precedent texts, the ability to distinguish free phrases and sentences from stable ones. Students are offered a list of phrases from which they need to select stable phrases and determine their meaning. At a more advanced level, students get acquainted with an excerpt from the works of Russian writers; they need to write out the phraseological unit, determine its meaning, and analyze the context of its use. Another group consists of exercises aimed at recognizing precedent texts by their components. While studying texts of literary works, students reproduce a phraseological unit by inserting missing elements. The third group of exercises involves not only restoring the original form of the studied texts but also analyzing the modified precedent text. The next stage of work involves exercises aimed at understanding the author's intent in the inter textual space, which implies students' ability to "uncover the subtext" and explain the reasons for the transformation of precedent texts [19, 215].

Researcher L.V.Cherepanova proposes a system of tasks based on types of precedent texts such as precedent utterances and precedent texts classified by their method of inclusion in a text [20, 169]. It is important to note the system of skills developed by the author for working with precedent texts.

The development of skills for working with precedent texts involves the formation of several groups of abilities. Firstly, identification skills allow students to recognize precedent texts and distinguish them from other texts. Secondly, classification skills include the ability to group precedent texts by type, establish generic and specific relationships between them, and determine the criteria for such grouping and classification of different types of precedent texts. Thirdly, analytical skills help students determine the functions of precedent texts in various contexts. Fourthly, synthetic skills involve the ability to find and correct errors in precedent texts. Finally, fifthly, creative skills provide the opportunity to select examples of precedent texts and create their own oral and written statements incorporating these texts.

Working with precedent texts in Russian language classes is a multifaceted process that allows students not only to understand the language more deeply but also to engage with a rich cultural heritage. This methodology typically includes several sequential stages:

Preliminary acquaintance with the text: At this initial stage, the instructor introduces students to the chosen precedent text. The goal is to arouse interest and activate existing knowledge. This can involve a brief story about the author, the era of creation, or simply a discussion of the general meaning and associations the text evokes in students. For example, when working with "Kolobok", one might ask: "What do you know about this fairy tale? What feelings does it evoke in you? "

Intercultural analysis: This stage involves a deeper immersion into the text. Under the guidance of the instructor, students analyze the text's structure, its lexical composition (e.g., archaic words, phraseological units), as well as key images and motifs. It is important to explain why this particular text became precedent and what cultural meanings it carries. For example, when analyzing the proverb "Without labor, you can't even pull a fish out of a pond", one can discuss the meaning of each word, its origin, and its connection to the values of the Russian people. One can also consider how these words might be used in a modern context.

Interpretation: At this stage, the focus is on identifying hidden meanings, subtext, and the author's intent. Students learn not just to read, but to "read between the lines", to assess the text's relevance in the modern world and its influence on Russian culture. For example, after reading I.A. Krylov's fable "The Crow and the Fox", one might ask students to discuss which human voices are ridiculed in it and how relevant these traits are today. Questions like: "What does this fable teach us? What lessons can be learned from the behavior of the Crow and the Fox in the modern world?" can be posed.

Creative assignment: This stage aims to consolidate acquired knowledge and develop productive speech skills. Students are invited to create their own texts or projects based on the studied precedent text. These can be argumentative essays, essays, dramatizations, role-playing games, or even retelling the text from another character's perspective. For example, after studying A.S. Pushkin's poem "By the Lukomorye, a green oak...", one could suggest writing a continuation of the fairy tale or inventing a story about another hero from this magical world.

Reflection: This is the final stage, where students reflect on their experience of working with the precedent text. Discussions focus on their personal attitude towards the themes raised, new discoveries, and changes in their understanding of Russian culture and language. The instructor can ask questions such as: "What new things did you learn about the Russian language and culture by working with this text?" or "How can this knowledge be useful in your life?" This stage contributes to the formation of a deeper connection with the material being studied and an awareness of its significance.

Practical assignment: Precedent text – a proverb as a key to understanding the world

Task: Read the well-known Russian proverb: "What you sow, so shall you reap". After reading, you are invited to complete the following points:

Discussion of appropriate usage: In what specific life situations, in your opinion, would this proverb be most appropriate? Think about cases related to studies, relationships with friends or relatives, future careers, as well as the consequences of various actions. Provide examples from your own life or from the lives of people you know.

Intercultural parallels: Is there an analogous proverb or expression in the Kazakh language that conveys a similar meaning? Discuss the similarities and differences in phrasing and cultural connotations. If there is, provide an example. If not, consider why such a concept might be expressed differently or be entirely absent in a direct equivalent.

Creative illustration: Invent and tell (or write down) a short story that clearly illustrates the meaning of this proverb. The main characters and plot can be anything, but the story must clearly show how the characters' actions lead to corresponding results.

This approach to working with precedent texts not only helps students master the meaning and correct use of the Russian proverb but also contributes to the formation of intercultural parallels, develops creative thinking, and deepens the understanding of universal life principles through the prism of language and culture. It also allows students to see how the wisdom of one nation resonates with that of another, enriching their linguistic and cultural consciousness.

Researchers note that the use of precedent texts in Russian language classes also significantly contributes to the improvement of students' language competence. Firstly, precedent texts help to expand vocabulary, as they often contain rich and diverse vocabulary, including archaic words, phraseological units, and culturally marked units. Secondly, the analysis of complex syntactic structures in these texts improves the understanding of grammatical structures and develops grammatical competence. Thirdly, working with precedent texts develops interpretation skills,

as it teaches students to analyze text, identify hidden meanings, and understand the author's intent. Furthermore, the use of audio and text fragments of precedent texts improves listening and reading skills, developing receptive types of speech activity. Finally, precedent texts can serve as an excellent basis for developing speaking and writing skills, stimulating discussions, essay writing, and other types of productive speech activities.

When working with precedent texts in the process of language teaching, it is important to consider several key factors. Firstly, it is necessary to correlate the students' language proficiency level with the chosen texts so that they match their linguistic preparation and are neither too complex nor too simple. Secondly, the age characteristics of the students should be taken into account: the content and format of the material should be interesting, accessible, and understandable for different age groups. Thirdly, the use of precedent texts must be purposeful and always correspond to the specific educational objectives of the lesson, effectively contributing to their achievement.

Conclusion. A precedent text, viewed as a speaker's speech act, is invariably a unit oriented towards both communicants—the author and the reader. Thus, a precedent text is not a "closed" system of units to outsiders, but rather phenomena well-known to any "average" representative of society.

A precedent text is a unique "culturological bridge" of a nation's memory between the past and the present. "Passing" over this bridge awakens in the reader's consciousness the process of understanding the meaning hidden behind the precedent text. This contributes to the formation of a linguistic personality and their competence in the process of intra- and intercultural communication.

According to Yu.N.Karaulov, precedent texts can be called canonical. Despite not being studied in general education schools, all speakers somehow know about them, either by having read them themselves or at least by hearsay.

Thus, precedent texts are considered to be any sequence of symbolic units characterized by integrity and coherence, possessing axiological significance for a particular cultural group. Like any other texts, precedent texts function in discourse in the form of concepts. Precedent texts are part of current background knowledge and are revealed at the intersection of a works inter text and current background knowledge.

Precedent texts represent a powerful pedagogical resource that contributes to the development of not only language skills but also students' cultural competence. Their systematic use in Russian language lessons: firstly, activates associative thinking; secondly, broadens students' horizons; thirdly, fosters a respectful attitude towards the culture of the language being studied; and fourthly, stimulates a comparative understanding of one's own and foreign cultures.

Proficiency in the precedent texts of the language being studied indicates a high level of language competence. This means that the learner not only masters the verbal-semantic code of the Russian language but also develops the ability for intercultural communication. Such a skill allows them to adequately interact with representatives of other cultures and grasp a fragment of their worldview, which, in turn, contributes to the understanding of a new social reality.

Effective methodology requires careful selection of precedent texts, their adaptation to age and language proficiency levels, and their inclusion in a dialogue of cultures—which is particularly significant for multinational Kazakhstan.

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ОРЫС ТІЛІ САБАҚТАРЫНДА ПРЕЦЕДЕНТТІ МӘТІНДЕРДІ ҚОЛДАНУ

Аңдатпа: Бұл мақалада орыс тілін оқытуда прецедентті мәтіндерді қолдану мәселелері қарастырылады. Прецедентті мәтіндер – бұл қоғамның едәуір бөлігіне жақсы таныс және жоғары ассоциативті құндылыққа ие тұрақты сөз тіркестері, дәйексөздер, афоризмдер, атаулар, әдеби және мәдени шынайылықтар. Оларды орыс тілі сабақтарында қолдану тілдік құзыреттілікті дамытып қана қоймай, білім алушылардың мәдени танымдылығын қалыптастыруға, олардың дүниетанымын кеңейтуге және оқытылатын пәнге деген қызығушылығын арттыруға ықпал етеді.

Авторлар білім алушылардың дайындық деңгейін, жас ерекшеліктері мен әлеуметтік-мәдени ерекшеліктерін ескере отырып, өзекті және түсінікті прецедентті бірліктерді таңдаудың маңыздылығын атап өтеді. Мақалада сонымен қатар прецедентті мәтіндермен жұмыс істеудің әдістемелік тәсілдерінің мысалдары келтірілген. Осылайша, прецедентті мәтіндерді қолдану орыс тілін шет тілі ретінде оқытуда тиімді құрал болып табылады, себебі ол тілді үйретумен қатар, студенттерді кең мәдени дәстүрге баулып, ассоциативті байланыстарға және мәтінді терең түсінуге негізделген ойлау қабілетін дамытады.

Түйін сөздер: прецедентті мәтіндер, орыс тілін оқыту, мәдениетаралық қарым-қатынас, тілдік құзыреттілік, мәдени компонент.

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ПРЕЦЕДЕНТНЫЕ ТЕКСТЫ В ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ

Аннотация. В данной статье рассматриваются вопросы применения прецедентных текстов в преподавании русского языка. Прецедентные тексты — это устойчивые высказывания, цитаты, афоризмы, имена, литературные и культурные реалии, хорошо известные значительной части общества и обладающие высокой ассоциативной ценностью. Их использование на уроках русского языка способствует не только развитию языковой компетенции, но и формированию культурологической осведомлённости обучающихся, расширяет кругозор и стимулирует интерес к изучаемому предмету.

Авторы подчеркивают важность отбора актуальных и понятных прецедентных единиц, учитывающих уровень подготовки учащихся, их возрастные и социокультурные особенности. В статье также приведены примеры методических приёмов работы с прецедентными текстами. Таким образом, использование прецедентных текстов является эффективным инструментом в преподавании русского языка как неродного, так как позволяет не только обучать языку, но и приобщать студентов к широкой культурной традиции, воспитывая мышление, основанное на ассоциативных связях и глубоком понимании текста.

Ключевые слова: прецедентные тексты, преподавание русского языка, межкультурная коммуникация, языковая компетенция, культурологический компонент.

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