

EDUCATIONAL SUMMARY AS A TOOL FOR CLOSE READING OF LITERARY WORKS

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Informatization is accompanied by a reading crisis as the most important cultural phenomenon. The skills of reading aloud, slow reading, poetic reading, in-depth reading are being lost. Skimming and the exploratory reading of summaries (brief retellings of texts) claim total domination. It is forecast that Homo legens («reading man») becomes an endangered species against the background of psychophysiological shifts in perception, attention, memory [1]. However, any crisis is a challenging time, characterized not only by increased risks, but also new opportunities. Summary, as a mass market product of information technologies, can and should become a tool for thoughtful, slow, close reading. This goal can be achieved by shifting from the practice of reading summaries, to the active involvement in summary creation based on close reading of literary works.

Material and methods. Classic literature and contemporary fiction were used as materials. The software and hardware tools of the online platform Briefly.ru were used to create and post a summary.

Findings and their discussion. Snow and Connor define close reading as «an approach to teaching comprehension that insists students extract meaning from text by examining carefully how language is used in the passage itself» [2, p. 1]. Snow and O'Connor caution against reliance on close reading as a teaching strategy but suggest that it should be «embedded within the larger motivational context of deep comprehension of complex and engaging topics» [2, p. 6]. Models of close reading should aim to develop engaged readers who are able to comprehend, compose, converse about, and evaluate complex texts in thoughtful, critical ways. Close reading should: provide opportunities for multiple readings and discussions; give attention to language as a meaning making resource; integrate writing as a means of extending understanding and expanding repertoires; support the reader to find text-based evidence in response to text dependent questions. The process of writing a summary usually begins with the close reading of a text. When you close read, you observe facts and details about the text. You may focus on a particular passage, or on the text as a whole. Your aim may be to notice all striking features of the text, including rhetorical features, structural elements, cultural references. Making these observations constitutes the first step in the process of close reading [3].

To examine the interrelationship of close reading and summary creation processes, we used Briefly – an online wiki platform for creating summaries (<https://briefly.ru/>) where any authorized user can be involved not only in the creation of brief retellings, but also in the correction of wiki pages made by

other users and in making additions to the content of pages, as well as removing content if it does not meet the wiki service requirements. The creation of correct, structured and informative material is the result of repeated polishing of the summary. On Briefly you can find out who the author of the summary is and learn about the interests and achievements of this author. Wiki technology creates favorable didactic conditions for the development of written and spoken language of pupils and students. It is important to choose a work of fiction to contribute to the creation of a wiki page with a brief retelling of the author's text. In our case, a summary [4] based on the Russian translation of Jack London's short story "The White Silence" made by Anna Sergeevna Eleonskaya in 1946 was created.

To work on a summary, we learned about the author's biography. When we were reading the work for the first time, we used a reading technique called scanning to understand the author's main idea. When we were re-reading the work, we highlighted significant information, paid attention to the most important events forming the basis of the work, linguistic means, literary allusions. Then we made a condensed version of the author's work; material was presented in a logical sequence, using simple sentences, avoiding complex structures, dialogues and details. To convey imagery, quotations from the literary work were used.

A summary posted on Briefly is estimated on the basis of linguistic (grammatical, lexical, stylistic) correctness, the contents and the structure of the retelling. Working on summary develops an ability to describe events, communicate and summarize information, record the necessary information from what was read, describe literary characters and draw conclusions. Along with the development of reading and writing skills, such verbal communication skills as participation in a conversation, statement of facts, finding and asking for information are being acquired.

Conclusion. The learning task of creating a summary based on modern software-hardware platforms motivates students to do the close, slow, in-depth reading. The creation of a summary provides opportunities for taking a fascinating journey into the world of literary works, makes it possible to enrich the literary and linguistic practice of pupils and students and make it more varied. Network technologies allow the creation of reader communities where everyone can express their own opinions, evaluate facts and events, thus developing their writing and speaking abilities.

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2. Snow, C. & O'Connor, C. Close Reading and Far-Reaching Classroom Discussion: Fostering a Vital Connection // Journal of Education, 2016, № 1 (196), P. 1-8.
3. Patricia Kain, How to Do a Close Reading [Electronic resource] / Writing Center Harvard University – Mode of access: <https://writingcenter.fas.harvard.edu/pages/how-do-close-reading> – Date of access: 02.11.2020
4. Белое безмолвие (Лондон). Краткое содержание рассказа [Electronic resource]. Народный Брифли – Mode of access: [https://wiki.briefly.ru/Белое_безмолвие_\(Лондон\)](https://wiki.briefly.ru/Белое_безмолвие_(Лондон)) – Date of access: 02.11.2020.