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## ANALYSING THE INFLUENCE OF FICTION ON THE STUDENT'S PERSONALITY

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**Abstract.** The research is dedicated to the influence of literature on the student's personality formation. The paper gives the definitions to the main theoretical phenomena including pedagogical activity, in general as well as literature as the discipline that develop character traits, in particular. The paper also give the specific examples of papers that forms the person's various character traits. The research also compares the outcomes of the survey dedicated to the literature importance in the student's life.

**Keywords:** literature; self-development; pedagogy; personality formation; psychology.

*Introduction.* Our research topic is of great **relevance**, because, firstly it is dedicated to personality formation. Being considered in psychology, personality is known as a number of person's characteristics, determining his behavior as well as the place in society. Therefore, each person exists in communication with others in different situations including the relationship between students and teachers in education, the relationship between an employer and employees in work and so on. Secondly, as students are young people, their personalities are still developing [1]. Being interested in their character formation, students are thinking more and more about personality psychology [3]. The student's personality formation is termed as the process of changes in the student's personality that occur for various reasons, leading over time to qualitative changes that take shape in his features, character traits, their

totality, properties comparable to the higher educational institution graduate model. It is necessary to discuss this problem, as education solves various tasks including educational, development and up-bringing ones. The students taking the academic program entitled «Professional education» are mostly interested in psychological problems, as they are future teachers.

Thirdly there are a lot of factors influencing personality formation, including the society, its computerization process, and art. However the researchers often forget about the influence of literature on human formation.

*The research problems.* There are two problems in our research. The first problem is being too busy with their studies as well as having to work for earning money, modern students have got little spare time that they can spend on reading literature. The second problem is a lot of modern young people are not used to reading books due to the following reasons. Firstly, they prefer to find the information in the Internet. It results from the fact that modern life has become more intense than the one before. Our success mainly depends on the ability to work as rapidly as possible. And being a machine, a computer is capable of finding any data much faster than a person is able to do. Secondly, the academic hours allocated for studying literature at school is limited nowadays.

We think it is urgent to study the influence of literature particularly on students, as a student is known as the person getting higher education. Being an essential kind of literature, fiction gives knowledge about people, nature and the world around us. Fiction is known as both the process and the outcomes of creating prosaic texts that are not connected with the facts. Fiction can be evaluated as the most important aspect in forming the student's personalities in the past, present and future.

Our research *purpose* is to analyze the influence of fiction as our **research subject** on student's personality as *the object*. We have chosen fiction as our *research subject* because it is the classics that consolidate and transmit cultural experience, ethical and aesthetic norms from generation to generation [2]. Reading classical literature gives a student only a positive attitude to the world around him. Classical literature can be considered as the model for perfect language as well as psychological approach to understanding ideas. At the same time, it is not necessary to analyze the classics in the profound way. Even ordinary reading treated as a hobby will definitely make a person think about something of really great importance. Having grounded our ideas on the information given above, it should be emphasized that reading classical literature is considered as one of the main means for forming the person's worldview. Classical literature is understood as the source of spiritual values, which should guiding other people's behavior. Classical literature forms attitudes towards the world, people and oneself.

We are solving several *tasks* in our research. The first task is to give the definitions to the main theoretical ideas including «a personality», «personality development», «fiction», «a student». The second objective is to compare young

people's and adult's attitudes to literature. The third task is to find out kinds of fiction preferred by students. The fourth objective is to emphasize the main personality area that are influenced by literature. The fifth task is to analyze the students' attitude to fiction.

*The research methods.* The main methods we have applied in our research include both questionnaire and mathematical analysis.

*The research hypothesis.* Our research hypothesis is reading popularity is likely to decrease with modern young people nowadays in comparison with the young people of the past time periods. Our hypothesis was based on some adults' opinions about contemporary young people.

*The research outcomes.* A lot of adults believe reading to have become less popular with modern young people than it was before. However, having conducted a social survey among 102 students of the Russian State Agrarian University – Moscow Timiryazev Agricultural Academy, we got a completely different outcome.

Table 1 represents the first question asked to the survey participants. The total number of those answered this question is equal to 102 people (see table 1).

**Table 1 – How often do you read books?**

| <b>Reading frequency</b> | <b>Percentage (%)</b> |
|--------------------------|-----------------------|
| Rather often             | 60                    |
| Rarely                   | 26                    |
| Never                    | 16                    |

The outcomes obtained by use were rather positive. We have found that the largest category is the one including those who often read books. A number of students that rarely read books includes more people than a number of those who never do it. It is positive as this process enables young people to make right decisions concerning their own life situations, communication with other people and to study different subjects. Reading books develop their abilities, including logical and creating thinking, memory, attention that are of great value in the learning process. The ability to get information from books is of equal importance both in our spare time and while learning academic subjects. And the skills obtained are of great value not only for studying literature but also other subjects that do not belong to humanities, such as biology, chemistry, mathematics.

Table 2 demonstrates the answers to the second questions given only by those who prefer to read books. This subgroup includes 60 students (see table 2).

**Table 2 – What literature do you prefer to read?**

| <b>Kind of literature</b> | <b>A number of readers preferring it</b> |
|---------------------------|--|
| Classical                 | 19                                       |
| Modern                    | 41                                       |

Table 2 shows that there are more students preferring to read modern than classical literature. The former means a number of books belonging to fiction that are

considered as the standard for either its time period or genre. The latter denotes a number of both prosaic and poetic pieces of art written either in the late 20<sup>th</sup> or early 21<sup>st</sup> centuries.

We believe this to be due to the fact that modern literature authors are closer to contemporary students in the historical periods they live in. And having been written earlier in time, classical literature is more interesting for both their parents and grandparents.

The third question of our review was about favorite authors whose books students prefer to read. We have not offered them any example because we wanted students themselves to share their own knowledge in literature. It means that the writer's names were offered by students (see table 3).

**Table 3 – Which contemporary authors do you prefer to read?**

| <b>Favorite authors</b> | <b>A number of readers</b> |
|-------------------------|----------------------------|
| Stephen King            | 24                         |
| Boris Akunin            | 19                         |
| Guzel Yakhunina         | 11                         |
| Margaret Atwood         | 8                          |

Having analyzed the outcomes obtained, we found out that there are both Russian and foreign writers among those preferred by students.

Though we do not delve into the context of modern books, we can confess that they are more entertaining than educational. For example, many adults believe Stephen King's books to focus on quick reading in order to take time with an interesting story. However, it is not quite right, as many of his books are of philosophical nature, that is, pay attention to morality problems. For example, his book entitled «Pet Cemetery» is not just a scary story. The paper contains philosophical views on the death of different characters including a cat, a neighbor, a child. These opinions were also expressed by different people that include a child, a father, a mother.

*Conclusion.* Our research hypothesis has been refuted. We found out that most modern students do not only speak about their interest to reading books, but also know the authors. We suppose our research to be of practical importance, because it contributes to the student's personality development process as well as enable future teachers to become able to understand the factors affecting personality development in practice. This paper also contributes to changing both the adult's attitude to young people and the attitude to modern literature to the better. We hope our paper can contribute to solving the generation gap problem, in general. It is also of theoretical value, as it contributes to different sciences including psychology, education theory and literature studies. As a result, we can conclude that both classical and modern literature develop a student as a personality enabling him to understand human nature as well as find the answers to the main moral questions.

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## **БРЮГГЕ КАК ГОРОД-МИФ В РОМАНЕ Ж. СИНУЭ «МАЛЬЧИК ИЗ БРЮГГЕ»**

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**Аннотация.** В статье рассмотрены разные подходы к изображению города в литературе, проанализирован образ Брюгге как город-миф в романе Ж. Синуэ «Мальчик из Брюгге». В работе раскрыты основные мотивы, связанные с образом Брюгге в данном произведении, выявлена связь между функционированием Брюгге в романе и сюжетом.

**Ключевые слова:** Брюгге; город-миф; городское пространство; мотив смерти; мифологизация пространства.

Образ Брюгге достаточно часто используется как в современной литературе, так и литературе прошлых веков. Данный город обладает таинственной атмосферой старины и покоя, а частые дожди дополняют мрачное величие Брюгге серыми тонами и задумчивым, меланхоличным настроением.

Функционирование городского пространства в литературе привлекает внимание исследователей. Ю. М. Лотман утверждал, что город «представляет собой котёл текстов и кодов разноустроенных и гетерогенных...» [3, с. 282]. На базе данного определения возникли разные подходы к изображению города и классификации его образа на основе мифов.

Л. Н. Набилкина выделяет гуманистический и дегуманизированный подход к изображению города, основываясь на авторской оценке городского пространства. В романе Ж. Синуэ «Мальчик из Брюгге» (1999 г.) был выявлен дегуманизированный подход в изображении Брюгге. На это указывают мотивы смерти и одиночества, которые содержатся в описании пространства Брюгге. Воды города таят в себе страшные секреты, они влекут к себе людей, обещая им вечное спокойствие. В романе описывается легенда о Минне, «покончившей