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SCHOOL SHAKESPEARE DICTIONARY PROJECT

Annotation

The article substantiates the need for a new textbook for students to study the work of W. Shakespeare. Students are given the opportunity together with teachers, to compile and prepare «School Shakespeare Dictionary» project for publication. The author suggests the structure of the future dictionary entry, its distribution by class, and a plan for working on the project.

Key words: W. Shakespeare, playwright, School Shakespeare dictionary, project, dictionary entry.

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«МЕКТЕП ШЕКСПИР СӨЗДІГІ» ЖОБАСЫ

Аннотация

Мақалада мектеп оқушыларының Уильям Шекспир шығармаларын оқытуға арналған жаңа оқу құралының қажеттілігі негізделеді. Студенттерге мұғалімдермен бірге «Мектеп Шекспир сөздігін» құрастыруға және басып шығаруға дайындауға қатысуға мүмкіндік беріледі. Автор болашақ сөздіктің құрылымын, сөздік жазбаларын сыныптар бойынша бөлуді, жобамен жұмыс істеу жоспарын ұсынады.

Түйінді сөздер: У.Шекспир, драматург, Шекспирдің мектеп сөздігі, жоба, сөздік жазба, анықтамалық.

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ПРОЕКТ «ШКОЛЬНЫЙ ШЕКСПИРОВСКИЙ СЛОВАРЬ»

Аннотация

В статье обосновывается необходимость нового учебного пособия для изучения школьниками творчества У. Шекспира. Учащимся предоставлена возможность вместе с учителями составлять и готовить к публикации «Школьный шекспировский словарь». Автор предлагает структуру будущего словаря, распределение словарных статей по классам, план работы над проектом.

Ключевые слова: У. Шекспир, драматург, Школьный шекспировский словарь, проект, словарная статья.

Introduction. In May 2024, in SBGEI Secondary School No. 504 (St. Petersburg) the work began on the project "School Shakespeare Dictionary" with an in-depth study of the English language to prepare for printing a layout of a new educational reference manual by schoolchildren, teachers, employees of an academic institution, parents. The very idea of the project arose in preparation for the competition for the best open lesson among school teachers. We found that 8th-grade students lack a textbook that would help them, very far from the era of Shakespeare, thoughtfully read his works with understanding, and become interested in the author's personality. In this article, we present a plan of research work for grades 5-11 of general secondary school, the result of which will be the publication of the "School Shakespeare Dictionary". The peculiarity of the dictionary as a textbook is that, on the one hand, it contains a lot of accurate factual information and, on the other hand, allows for many different ways of working with this information, which depends on the needs of the one who uses this reference book.

Materials and methods of research. The methods of historical and theoretical analysis of the issue, analysis, and modeling method were applied in the work.

A review of the literature on the topic. Probably there is no writer about whom so much has been written and interesting as about Shakespeare. Scientists from different countries are interestingly discussing the possibilities of a new reading of Shakespeare. Thus, Zakiya Rashid Ehsan in the article "Re-localizing Shakespeare in Pakistan: A Post-Dramatic Appropriation of Shakespeare's *The Taming of the Shrew* as *Illaj-e-Zid-Dastiyab-Hey*" ("Shakespeare's Reorientation in Pakistan: A Post-dramatic Appropriation of Shakespeare's *The Taming of the Shrew*" titled "*Illaj-e-Zid-Dastiyab-Hey*") [1] examines the political nature of appropriation in the Pakistani film adaptation of *The Taming of the Shrew* by William Shakespeare. An unexpected perspective view on the study of Shakespeare's work opens in the works of James M. Sutton ("*Santiago: Making Bilingual Shakespeare Count*" or "*Santiago: How to Draw Attention to Bilingual Shakespeare*" [2], Elise Bieber Wangolu ("*Gender Reversals in Contemporary Shakespeare Adaptations: The Case of the National Theatre at Home During the Pandemic*" or "*Gender Changes in Modern Shakespeare Film Adaptations: The Example of the National Theatre in the USA during the pandemic*" [3]), Daniel Rosvalli in the study "*Shakespeare is Not Pie: Contents of Labor, Marginalisation, and Early Modern Studies*" ("*Shakespeare - this is not a pie: unforeseen circumstances of work, marginalization and early modern research*") [4]. Philosophical problems are raised in their works by Rebecca Olson ("*Death as Preservation in *The Winter's Tale**" or "*Death as a Way of preservation in *The Winter's Tale**", [5]), Loyd Edward Kermode ("*Fears and Scruples Shake Us: Ecological and Perceptual Instability in *Macbeth**" or "*Fears and Remorse Consciences shake us: Ecological instability and instability of Perception in *Macbeth**", [6]).

In the context of our research, I would like to mention the article by Philip Gilrith "*Shakespeare Never Said That: The Internet's Thousand Hamlets*"

("Shakespeare never said that": A Thousand Hamlets on the Internet") [7], which explores how university students use references to William Shakespeare. As students go online, browsing online collections of famous literary quotations, discussion forums and social media pages, choosing the language for writing texts, a hybrid authorship appears between the individual, subjective identity of each student and the totality of all those human and non-human minds that circulate on the Web.

However, before reaching such a level of work with the texts of the great playwright, it is necessary to instill an interest in research work with the works of Shakespeare, and this period of work takes place mainly during the school period based on dictionaries. Russian researcher, Doctor of Philology O.M. Karpova in her works examines numerous dictionaries of Shakespeare's language published in the UK in the XX-XXI centuries, especially noting the publishing house Arden Shakespeare Dictionaries, which has released a series of more than 15 reference books. The researcher informs that "... Shakespearean lexicography is actively developing nowadays: more than 100 linguistic and encyclopedic dictionaries of various types have been published" [8, p.9]. In total, there are more than 300 reference books of various types and sizes, the earliest of which appeared in England in the XVI century. "Dictionaries ... contributed both to more accurate translations of Shakespeare's works into foreign languages, and to a better understanding of the texts of the writer's works by our contemporaries, since they were able to reveal the subtle nuances of meanings ..." [9, p. 35]. Recently, new reference books about Shakespeare have appeared, such as pronouncing dictionaries, glossaries, thesauruses, reference books of proverbs, quotations, proper names (anthroponyms and toponyms), as well as linguistic encyclopedias and guidebooks on the works of the writer. Most of the new generation dictionaries are aimed at a specific user and largely take into account their requests and requirements. Among them are the Shakespearean

dictionaries for doctors and medical professionals, dictionaries of legal, military, naval, theatrical, religious, musical, political, economic terms, as well as "domestic" vocabulary. There is a guide for theater audiences, a guide for tourists and tour guides. A handbook published for theater actors and students study Shakespeare's work at various universities and theater colleges around the world. Shakespearean dictionaries are compiled not only by Shakespearean scholars, but also by directors, doctors, and medical professionals.

When compiling dictionaries, the so-called "user's perspective" is taken into account, that is, to whom, which social groups, representatives of which professions, what this reference book is needed for. From our point of view, the most promising users of dictionaries are teachers and schoolchildren. They are the ones who necessarily turn to Shakespearean texts, and to increase the level of understanding of the works, a dictionary correlated with the school curriculum is necessary.

The authoritative scientific "Shakespeare Encyclopedia" edited by S. Wells, published in Russian translation, is available to schoolchildren [10]. It is clear that a reader with a high level of training will turn to such a publication. This is not suitable for all students. At the turn of the XX – XXI centuries, in 1997 in London, a dictionary of Shakespeare's erotic and love vocabulary was specifically addressed to schoolchildren. However, there is still no Shakespearean dictionary addressed to Russian students.

Study results. In modern lexicography, there are such new directions as partner and volunteer study of vocabulary. Not only lexicographers and linguists work on compiling dictionaries and reference books, but also specialists in a certain field or amateurs. The participation of schoolchildren themselves, together with experienced teachers, in the compilation of the Shakespeare Dictionary will provide, on the one hand, fresh ideas relevant to the generation of the XXI century, and, on the other hand, will interest children not only in reading scientific and artistic books, but also in gaining new

experience in a publishing project. Perhaps this will help some of the students choose a future profession.

The legacy of W. Shakespeare is studied in schools in many countries of the world, primarily English-speaking ones. It is noteworthy that since 1972, the international journal *Multicultural Shakespeare* has been published that was dedicated to Shakespeare's research, written not in English. Originally, Japanese professor Toshikazu Oyama published the magazine. Now the journal is published at the University of Lodz, Poland, and is included in the database of Scopus [11]. The reading, perception, translations, and performances of Shakespeare are perceived as a global phenomenon.

In Russia, Shakespeare's work has been included in school education since the middle of the XIX century. [12, p. 149]. Since then, the school literature curriculum has changed constantly and, at crucial times, very much. In the modern Russian secondary school literature program for the study of the work of W. Shakespeare takes 3 hours in 8th grade, 2 hours in 9th grade. Eighth graders get to know the great English writer for the first time. The program offers the following topics: "W. Shakespeare. Sonnets (one or two of your choice). For example, No. 66 "Exhausted by everything, I want to die ...", No. 130 "Her eyes don't look like stars ..." and others. The tragedy of *Romeo and Juliet* (fragments of choice)". To study the work of W. Shakespeare in the 9th grade, it takes 1 hour. According to the Federal study program for grades 5-9 of educational organizations [13], this is the tragedy "Hamlet" (fragments of choice). In the literature textbooks for the 8th and the 9th grade of the school edited by V.Ya. Korovina, the chapter dedicated to Shakespeare is written exclusively on the basis of the works of the outstanding Soviet literary critic A.A. Anikst [14; 15]. Other Shakespearean scholars are not mentioned. The digital age has expanded the possibilities of accessing electronic encyclopedias of Shakespeare; in the Russian-language Internet, the dictionaries "Shakespeare's World" [16], "Shakespeare Encyclopedia Online" [17] are in the most active demand. Meanwhile, the history of studying Shakespeare's work provides the

richest materials for the formation of research skills, awakens interest in science and curiosity, and develops imagination.

As practice shows, the name of Shakespeare is well known to the eighth graders. They know that he is a great English writer and they can name his famous tragedies. In English lessons, students got acquainted with his biography, but have not yet read a single work. A convenient reference guide especially for schoolchildren seems to be extremely necessary, since without preparation and comments, much in Shakespeare's plays and poems will be incomprehensible to students. A.M. Antipova, considering how the study of Shakespeare has changed in the Russian school of the XXI century compared with the pre-revolutionary one, notes: "The methodological apparatus of modern educational books is aimed at active co-creation of students, the search for personal meanings" [18, p. 149]. The "School Shakespeare Dictionary" should correspond to the modern level in its features: it should be interactive, entertaining, with elements of a game and a quest. The future "School Shakespeare Dictionary" is an encyclopedic, educational, personal one. It is based on the history of the study of the work of W. Shakespeare – an excellent example of how scientific knowledge develops through polemics, discussion, struggles of different points of view, search, hypotheses and arguments. This is what teenagers will be interested in, as we have seen from our own experience. At our open lesson on Shakespeare's work, eighth graders actively discussed various hypotheses of authorship and even came up with their own. Since the nineteenth century, when the personality and works of W. Shakespeare attracted universal attention and he was recognized as a genius and two main approaches to the study of his legacy have appeared. On the one hand, the official academic Shakespearean studies considered the purpose of scientific research to search, collect and describe documents and rarities related to the life and work of the English playwright, as well as the analysis of texts that were included in the First Folio, i.e. the first collection of plays by William Shakespeare.

It was published in 1623 by actors who worked in the Shakespeare Company – John Heming and Henry Condell, under the title: "Mr. William Shakespeare's comedies, chronicles and tragedies. To be printed from accurate and authentic texts." On the other hand, in the nineteenth century, simultaneously with the emergence of the cult of Shakespeare as a literary and theatrical figure on a global scale, doubts were expressed whether this particular man, born in Stratford-upon-Avon, was really the author of the plays, poems, sonnets attributed to him. Interested enthusiasts, people of different classes and professions, tried to answer the so-called Shakespearean question and offered more and more new candidates for the role of the true author. To date, there are about 80 versions. It is believed that Joseph Hart was the first who publicly challenged Shakespeare's authorship in 1848. In 1857, Delia Bacon, USA, Connecticut, the daughter of an English immigrant, published the book "The True Philosophy of Shakespeare's Plays", which claimed that the true author was a group of aristocrats led by the outstanding philosopher of the time Francis Bacon. Delia Bacon's ideas have had followers up to our time. Soviet Shakespeare studies were based solely on the Stratfordian version and studied canonical Shakespeare. The most famous works belong to A.A. Anikst. In modern Russian literary studies, N.V. Zakharov, who developed a thesaurus approach, continued this tradition. On the other hand, in 1997, a work written from a non-Stratfordian point of view finally appeared in Moscow. I.M. Gililov, Scientific Secretary of the Shakespeare Commission at the Russian Academy of Sciences, offered his own version on the "Shakespearean" question. In the book "The Game about William Shakespeare, or The Secret of the Great Phoenix", he tried to prove that William Shakespeare" is a pseudonym that hid the co-authors: Earl Ratland and his wife [19]. The School Shakespeare Dictionary consists of an introductory article, dictionary entries, and applications with assignments. Dictionary entries are combined into sections such as "Shakespeare's Biography",

"Shakespeare's Works", "Genres of W. Shakespeare", "Shakespeare's Question", "Shakespeare and Russian Literature", "Shakespeare in World Art", "Catch phrases, quotations from Shakespeare's texts", "Electronic resources about Shakespeare". Thus, the basic principles of dictionary construction are thematic and chronological.

Dictionary entries (in chronological and thematic order)

«Biography of W. Shakespeare»

Stratford-upon-Avon. Birthday. Family.

School. Education.

London. The history of the Globe Theatre.

Shakespeare's will. The death of Shakespeare.

«The works of W. Shakespeare».

«Romeo and Juliet».

«Hamlet».

«The genres of W. Shakespeare»

Shakespeare as an innovative playwright.

Comedies.

Grim tragedies.

Chronicles.

Sonnets.

«The Shakespearean question (the problem of authorship)»

Francis Bacon.

The aristocrats.

Christopher Marlowe.

A group of authors.

«Shakespeare and Russian Literature».

Pushkin and Shakespeare.

Shakespeare and Russian prose of the 19th century.

Shakespeare in Russian poetry of the Silver Age.

«Shakespeare in World Art».

Shakespeare in the modern theater.

Film adaptations of Shakespeare's plays.

Shakespeare in cartoons.

Music and Shakespeare.

Illustrations for Shakespeare's works

«Catch phrases, quotes from Shakespeare's texts».

Love.

Friendship.

Loyalty.

Time.

Stages of work on the project "School Shakespeare Dictionary".

The project's aim is to publish a reference book about W. Shakespeare in print and electronic form.

Objectives.

1. Students' reading and understanding of W. Shakespeare's works (fragments).

2. Students' research of issues related to the personality and work of W. Shakespeare

3. Formation of skills for working with scientific and popular science literature, searching for information, compiling a dictionary.

4. The ability of schoolchildren to interact with each other, find a common language with parents and teachers in order to achieve the desired result.

5. Participation in the publishing project

Research methods – analysis, study and generalization, research, search, problem, questionnaire (testing), survey.

Progress of work

1. An Editorial Board is created together with the teacher. The editor-in-chief, designers, photographers, artists, authors, and researchers of dictionary entries are elected.

2. Work planning is carried out together with the teacher to create a "School Shakespeare Dictionary".

3. Plan implementation.

4. Development of the dictionary structure.

5. Compiling a list of sources.

6. Preparation of step-by-step instructions "How to write a dictionary entry".

7. Information search, and material analysis. Teacher consultations.

8. Examination of dictionary entries.

9. Correction of dictionary materials.

10. Preparation for printing layout "School Shakespeare Dictionary".

11. Discussion of options for the design of the manual.

12. The final design of the dictionary.

13. Public presentation of the "School Shakespeare Dictionary" in the presence of the principal, teachers, parents, students.

14. Participation in the publication together with the publisher.

Resources and assistants. At all stages, students are accompanied by a teacher of Russian language and literature (project manager), as well as an English teacher, a computer science teacher, and a librarian. Resources include the Internet, scientific and popular science literature, textbooks, and dictionaries.

Approximate distribution of dictionary entries by class. If the fifth graders participate in the project, they can be assigned dictionary entries about Shakespeare's childhood, about cartoons based on Shakespeare's works. Sixth graders will be able to cope with vocabulary articles "School. Education". The seventh graders are preparing the theme "The Globe Theatre in London". Eighth graders are working on "Romeo and Juliet", sonnets, and film adaptations. The ninth graders study the tragedy "Hamlet", make review dictionary entries about comedies, tragedies, chronicles, as well as collect catch phrases and quotes. Grades 10-11 explore the topic about "Shakespeare and Russian literature".

Conclusion. In this article, we investigated and justified the need for a "School Shakespearean Dictionary" for teachers and students when studying a literature course, and developed the structure of the dictionary. During the work on the project, we will publish materials that will be included in the new directory. It can be assumed that the proposed model will be adjusted, supplemented and refined in practice.

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