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**Original
research paper**

Paper received: Jun 20 2021
Paper accepted: Oct 15 2022
Article Published: Jan 25 2023

Research of the Reception of Gogol's Auditor as a Methodological Starting Point in the Interpretation of Literary Drama Text

Extended summary

The aim of this paper is to point out, by researching the reception of Gogol's *Government Inspector* among the students of the second grade of secondary school, the possibility of a more active participation of literature instruction in the concept of intercultural education and the application of the reception-aesthetic method in the teaching of literature as one of the effective models for strengthening student motivation. The paper presents the results and the analysis of the research on the reception of Nikolai Vasiljevich Gogol's *Government Inspector*. The research was conducted in May 2021 using a Google questionnaire and main questions referred to students' attitudes towards reading and their interest in Russian literature. The students expressed their emotions, associations, thoughts, and observations in their responses, the publishing of which enabling them to express their own experience with the text and pointing the best way of interpretation to teachers. The aims of the research were to explore the following: the level of students' motivation for reading and interpretation of Russian literature; their attitudes regarding the necessity of knowing the culture of other nations; to determine whether the horizon of expectations of the secondary school students is an obstacle for proper motivation and interpretation of the texts that do not belong to Serbian literature; determine students' impression of the selected literary work; establish the level of students' ability to make links between the topic and motives of this literary work and other works covered in the compulsory reading list; the level of their ability to interpret the text individually; to point to the need, based on the research results, for a broader and more detailed research of the literary text reception. Our starting hypotheses indicate that students lack motivation for reading Russian literature, students' horizon of expect-

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tations is not an obstacle to proper motivation and interpretation, that students are aware of the importance of knowing more about the culture of other nations, and that positioning students as subjects in instruction, along with innovative methodological solutions, would contribute to a stronger motivation and raise the number of active readers among students, as well as increase their interest in Russian literature and remove the prejudices affecting their interest in reading. On the other hand, the students identified in some dramatic situations the identical situations from the contemporary life. They understood the message of this literary work, namely, that ridiculing social imperfections is a mighty weapon in combating negative social phenomena. This proves that students' horizon of expectations is satisfactory and that the syllabus is satisfactory as well. Based on the research results, we conclude that including receptive-aesthetic method in the interpretation of a literary text in the classroom would be an effective motivational procedure and that this teaching strategy gives only good results. The results of the empirical research confirm the initial hypothesis that students are not sufficiently familiar with Russian literature, that the horizon of students' expectations is not an obstacle to the successful teaching interpretation and that students' position as subjects in teaching is a stimulating motivational process.

Keywords: reception, intercultural competence, literature teaching, methodological procedures, motivation

Source

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