



THE STUDY OF CLASSICAL RUSSIAN LITERATURE IN A SCHOOL WITH THE UZBEK LANGUAGE OF INSTRUCTION

Rasulova Matluba Khamzaevna

Kokand State Pedagogical Institute, Republic of Uzbekistan

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Abstract:

The article discusses the state of the study of Russian literature, in particular the work of A.S. Pushkin in schools with the Uzbek language of instruction. The author of the article proceeds from the hypothesis that Russian classical literature in school studies forms a humanistic worldview in students. The article provides an example of the use of project technology in the study of Pushkin's poetry.

Keywords: State educational standards, primary school, secondary school, high school, fiction, spiritual and aesthetic culture, creativity, design technology.

DOI Number: 10.48047/NQ.2022.20.20.NQ109090

NeuroQuantology2022;20(20): 897-902

Introduction

Russian language and literature in the Republic of Uzbekistan is studied at all three levels of general education, corresponding to the main stages of learning and development of students: level 1 - elementary school (grades 1-4), stage 2 - secondary school (grades 5-9), stage 3 - high school (grades 10-11). According to the State Educational Standards [1] and the curriculum on literary reading for schools with the Uzbek language of instruction, upon completion of the eleventh grade, students in literature should know the main milestones in the life and creative path of outstanding Russian writers; independently formulate the main theme of the read works; be able to give detailed answers with elements of description, reasoning, evaluation of events and heroes of works from the standpoint of moral and aesthetic values; be able to identify the means of artistic representation in order to deepen the perception of the ideological and artistic content and activate them in one's own speech.

Purpose of the study

The purpose of this article is to review the state of the study of Russian literature, in particular the work of A.S. Pushkin in schools with the Uzbek language of instruction.

Results and its discussion

The main content of classes in literary reading is the study of works of art and biographical information about writers. The first obligatory circle of reading includes mainly Russian classical literature, which constitutes the "golden fund" of children's reading. The main goal of reading lessons is to familiarize students with the best examples of Russian and world fiction, the formation of their spiritual and aesthetic culture, and the development of their creative abilities.

Literary material includes brief information about the writer, poet, works of art (or excerpts from them), educational articles. The practice of studying works of Russian literature in a non-Russian audience has developed some of the most effective forms and methods of communicating with a literary text. The most important of them are: reading the text - its interpretation, comments of the teacher and students; heuristic conversation: retellings of various kinds; analysis; various forms of gaming activity, ("revival of pictures" presented by the writer, staging, scripting) and others. It is important to use the connection of this work with other types of art: music, painting, theater.

The teacher is given the right to choose the degree of familiarity with the work, a



specific technique or combination of techniques: deeply study the work, read or talk, or classify it in the area of independent reading. The implementation of the tasks defined by the program, in the conditions of a limited amount of study time, involves the maximum use of various forms of extracurricular activities: extracurricular reading, holding literary evenings, conferences,

organizing "literary salons", visiting literary museums, and others.[2]

Achieving this goal involves studying the work of A.S. Pushkin, acquaintance with his lyrics and prose. Consider and analyze the representation of the works of A.S. Pushkin in the curriculum for literary reading for schools with the Uzbek language of instruction.

Representation of the works of A.S. Pushkin in the curriculum on literary reading for schools with the Uzbek language of instruction

| | Poetry of A.S. Pushkin in the Uzbek school | Topics for independent reading |
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| II class | | |
| 1 | A.S. Pushkin. "Already the sky was breathing in the autumn..." | |
| 2 | Magic tales. A.S. Pushkin. The Tale of the Fisherman and the Goldfish | |
| III class | | |
| 1 | A.S. Pushkin. "Here is the north, catching up the clouds ...". | |
| 2 | A. Pushkin. Winter. | |
| IV class | | |
| 1 | A. Pushkin "Autumn" | |
| 2 | A. Pushkin "The Tale of the Dead Princess and the Seven Bogatyr". | |
| 3 | A. Pushkin "Winter Road" | |
| V class | | |
| 1 | <u>A.S. Pushkin Biographical information. The genre of fairy tale in the work of the poet.</u> | A.S. Pushkin - fairy tales. "The Tale of the Priest and his Worker Balda" |
| 2 | " The Tale of Tsar Saltan ". The system of fabulous images, magical motifs. The compositional role of the introduction. Triumph of good over evil. Fine art of Pushkin. | |
| 3 | The poem is a fairy tale "Ruslan and Lyudmila ". "At the seashore, a green oak ..." is a fabulous intro to the poem. Heroes of the poem, embodying the forces of good and evil. The intrigue of the plot. Elements of a fairy tale in a poem. | |
| VI class | | |
| 1 | <u>LITERATURE OF THE XIX CENTURY</u> The concept of a ballad. <u>A.S. Pushkin</u> Biographical information. The poet's interest in the problem of historicism. The attention of the poet to the fate of man, to his inner world. | A.S. Pushkin - "Winter Evening", "Nanny" |
| 2 | " The Song of the Prophetic Oleg ". Chronicle source "Songs ...". Her ballad character. Reflection in the "Song ..." of the life and customs of Ancient Rus'. The meaning of the dialogue between Oleg and the | |



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| | magician. The main idea of "Songs ...". Feature of composition, style, poetics of language. | |
| VII class | | |
| 1 | <u>LITERATURE OF THE XIX CENTURY</u> A.S. Pushkin Biography of the poet and his creative path (with a generalization of the studied). "Winter morning" . Reflection of the inner world of man in the pictures of nature. Trail system. | Connection between Russian and Uzbek literatures. A.S. Pushkin and Uzbekistan. |
| 2 | "Dubrovsky" . The main theme and idea of the work. System of images: Troekurov and Andrey Dubrovsky, "noble robber" Vladimir Dubrovsky, Masha. Pushkin's skill in creating vivid characters of heroes, landscape, reproduction of life and customs in the construction of the novel. | |
| VIII class | | |
| 1 | <u>LITERATURE OF THE XIX CENTURY</u> A.S. Pushkin. Biography of the poet and his creative path (with a generalization of the studied). Lyrics. Thematic orientation of A. Pushkin's lyrics: the theme of the poet and poetry, the theme of freedom, the theme of love, the theme of loneliness, the theme of friendship, the theme of the beauty of the native land, moral and ethical issues... "Autumn", "Winter Road", "Here is the north, catching up the clouds ..." and others (at the choice of the teacher). | Посвящение узбекских поэтов Пушкину (Зульфия, Х. Алимджан и др.). |
| 2 | A.S. Pushkin "Station Master" Part 1. Part 2. | |
| IX class | | |
| 1 | <u>LITERATURE OF THE XIX CENTURY</u> A.S. Pushkin. Biography of the poet and his creative path (with a generalization of the studied). Lyrics. The thematic orientation of A. Pushkin's lyrics: the theme of the poet and poetry, the theme of freedom, the theme of love, the theme of loneliness, the theme of friendship, the theme of the beauty of the native land, moral and ethical issues... "Village", "Anchar", "On the hills of Georgia..." and others (at the choice of the teacher). | |
| 2 | A.S. Pushkin. "The Captain's Daughter" (excerpts). "Take care of honor from a young age" | |
| X class | | |
| 1 | <u>LITERATURE OF THE FIRST HALF OF THE XIX CENTURY.</u> A.S. Pushkin. Lyric motifs. The theme of the poet and poetry in the work of Pushkin. "I erected a monument to myself..." | A.S. Pushkin. "I erected a monument to myself ..." G.R. Derzhavin "Monument" (literary roll call) |
| 2 | A.S. Pushkin. Pushkin on the history of Russia and the era of Peter the Great. "Poltava" . The history of the creation of the poem. The poet's appeal to the heroic past of the Motherland. The skill of the poet in | |



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| | depicting the Battle of Poltava, the feat of Russian soldiers, their courage and courage. Comparison of the generals Peter I and Charles XII as a means of revealing their characters and expressing the author's attitude to the heroes. Moral problems in the poem, the fate of its heroes (Kochubey, Maria, Mazepa). Pictures of Ukrainian nature and their role in the poem. Lyricism. The composition of the poem. Perfection of language and style. | |
| XI class | | |
| 1 | <u>LITERATURE OF THE FIRST HALF OF THE XIX CENTURY.</u> A.S. Pushkin. Lyric motifs. The theme of the poet and poetry, the theme of freedom, the theme of love, the theme of loneliness, the theme of friendship, the theme of the beauty of the native land, moral and ethical issues. "To K***", "To Chaadaev" and others | A novel in verse "Eugene Onegin". |
| 2 | A.S. Pushkin. A novel in verse "Eugene Onegin". (separate chapters). The image of Eugene Onegin, a superfluous person) | |

Acquaintance and study of A. Pushkin's poetry in schools with the Uzbek language of instruction is built on the principle of cyclicity, gradation and continuity. As we see from the representation of the works of A.S. Pushkin in the curriculum for literary reading for schools with the Uzbek language of instruction, such content of teaching Pushkin's poetry is programmed, which would ensure the formation and development of positive motivation for its study. All literary material meets the age needs of students, causes satisfaction from communication with Pushkin. If in the elementary grades students first encounter poetry, mainly with poems with landscape themes, and A. Pushkin's fairy tales, then in the middle and high schools there is a deepening of the approach to the poet's work. The second stage of training is designed to ensure the development of communication skills, critical thinking skills, and the formation of value orientations. Therefore, the program provides for an acquaintance with the biography of the poet: in each subsequent class, the biography of the poet is considered from different angles, with additional new information about Pushkin. If in the 5th grade,

students get acquainted with the childhood of the poet, then in grades 6-9 - with the history of the development of Pushkin's poetic work. In the senior classes, acquaintance with the historical and political views of the poet, with their reflection in his poetry, is provided. Immersion in Pushkin's poetry also goes in the direction of complicating the ideological and thematic content of works, the genre range is expanding, terms are introduced and works are analyzed from a literary point of view. Let us give an example of an innovative study of Pushkin's poetry at school, in particular, using project technology. Practice shows that the use of the project methodology [3] by teachers in the educational process ensures the formation of key competencies in gifted students: research, communication, information, and technology. In schools with the Uzbek language of instruction, during the implementation of project activities, the focus of education is not on the content of the teaching as an end in itself ("what should be done?"), but on the process of applying existing knowledge ("know how"). Working on the project allows you to independently acquire knowledge and, most importantly, develop communication skills,



which is the main goal of teaching Uzbek students the Russian language. In groups, students learn to express their point of view, conduct a discussion, hear and listen to the interlocutor.

The application of the project method in the study of the poetry of A.S. Pushkin in the Uzbek school will have the greatest effect in the middle and high grades as the final stage of work on this topic.

So, in a literary reading lesson, nine- or eleventh-graders can be offered to develop a lesson project to consolidate the topic studied: "Pushkin is the sun of Russian literature" or "My Pushkin". A "Brainstorm" is held, in which students draw up a plan for joint work during this project: 1. Study Pushkin's biography; 2. Get acquainted with the main milestones of Pushkin's creative path; 3. To study the ideological, thematic and genre diversity of Pushkin's works. Based on the data obtained, write essays on the topic "Pushkin - the sun of Russian literature" or "My Pushkin".

The class is divided into three creative groups. Each group is offered a competence-oriented task. The first group should make a selection of material on the biography and creative path of Pushkin: get acquainted with reference literature, use Internet resources, additional literature.

The second group should process the received information and make its slide presentation.

The third group, on the basis of the information received, prepares a literary and musical composition.

Since this project is short-term, when planning, implementation and reflection of the project are carried out in a paired training session, students must first study Pushkin's biography and analyze the poet's creative path. At the same time, an important factor in achieving the goal is the memorization of poems corresponding to one or another issue of Pushkin's poetry, commented reading of excerpts from prose works ("The

Stationmaster", "The Captain's Daughter", "Dubrovsky"), illustrating the idea expressed in the report or in the presentation. The efforts of students are directed to a closer acquaintance with the biography of the writer than provided by the program.

In the process of participation of students in the educational project, there is an immersion in the project, the organization of search activities, the search for information and the presentation of the results of the study in the form of a presentation. The teacher, together with the students, formulates goals (what needs to be done and why), develops ways to complete the project.

"Round table" is the next stage in the project work. On it, students discuss the collected information, draw up the results of the project in the form of a creative essay, slide presentation and literary and musical composition.

Work on the project contributes to the formation of key competencies of schoolchildren, activates cognitive activity, develops critical thinking of students, forms them as independent individuals [4].

Conclusion

The study of the lyrics of A.S. Pushkin in schools with the Uzbek language of instruction plays a huge cognitive, educational, cultural role in the development of the Russian speech of students, in instilling in them a love for the Russian language and literature, and, as a result, forms a tolerant, friendly attitude towards the Russian people among Uzbek schoolchildren.

The literary reading program in schools with the Uzbek language of instruction involves the study of poetry and prose by A.S. Pushkin in accordance with age characteristics. As a result, graduates of Uzbek schools have the necessary minimum knowledge about the work of A. Pushkin, they develop their own attitude towards his poetry, which ultimately motivates them to study Russian literature and contributes to the development of their Russian



speech. "Students develop the ability to use the Russian language as a tool for understanding the world, to analyze and evaluate various linguistic phenomena from a pragmatic and aesthetic point of view, to improve their own speech, realizing the cultural component of the Russian language and the diversity of the linguistic environment in a multicultural world" [5].

The use of personality-oriented technologies in teaching the lyrics of A.S. Pushkin in a school with the Uzbek language of instruction serves to form a harmonious personality, able to quickly and flexibly adapt to changing living conditions, independently acquire the necessary knowledge, use it rationally, and generate new ideas.

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