



THE ROLE OF LITERARY TEXTS IN STUDYING THE RUSSIAN LANGUAGE

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ARTICLE INFO

Received: 04th January 2024

Accepted: 10th January 2024

Online: 11th January 2024

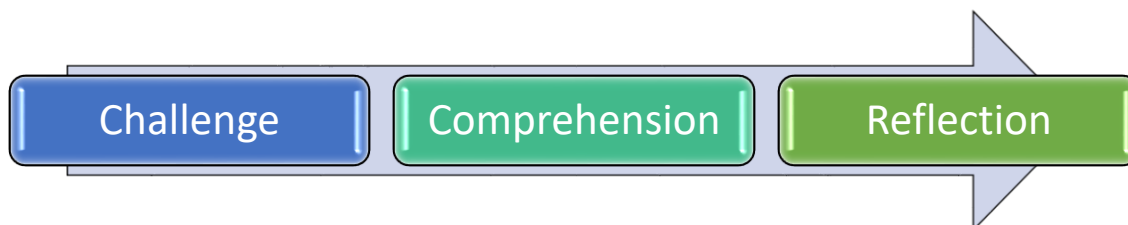
KEY WORDS

Literary texts, non-linguistic universities, Russian language, learning and teaching, method critical thinking.

ABSTRACT

The article discusses the need to use literary texts in teaching the Russian language in non-linguistic universities. This will optimize the educational process and improve the quality of learning and teaching, first in higher educational institutions, then in the field of education.

The monograph by Z.S. Babaev emphasizes that the methodology of teaching the Russian language should be considered as a special “subsystem of the Russian language.” In the study of the Russian language of the XXI century, it seems necessary to use pedagogical technologies that make it possible to develop a chain of types of classes, the totality and development of which would fully cover the study of a particular topic and reveal the sequence of development of the logic of assimilation and application of acquired knowledge. This type of work is called cyclic planning, since the logic of the cognitive activity of students and the teaching activity of the teacher is repeated cyclically from topic to topic. In the XXI century, based on the material of texts in teaching the Russian language, such planning involves covering the historical, cultural and nationally specific context in each lesson. In addition, in our opinion, it is productive to combine cyclic planning with the method of critical thinking, which includes three stages:



Thus, when studying the basic rules of the Russian language on the basis of texts, it is possible to offer the following types of work as an actualization of the historical, cultural, national-specific context: historical excursion, reconstruction of historical events, design of a family tree, costume ball, cultural commentary, poetic evening, meeting in poetry cafe, debate on aesthetic issues. This is the first stage - Challenge. It allows you to interest a student at a non-linguistic university, arouse sustained interest in the topic being studied, and generalize existing knowledge.



In particular, this may be an analysis of the composition of a work of art as the fundamental basis of intratextual elements, the system of artistic means used by the author; consideration of the genre of a work as one of the organizing elements, including extraliterary, contextual factors, that is, a historical understanding of the genre, a nationally specific understanding of the genre, and the study of the individual author's interpretation in a specific artistic text are assumed. As a result, the concept of genre and compositional features of the work is formulated.

The second stage allows you not only to comprehend the information obtained during the analysis process, but also to correlate it with existing knowledge.

The third stage involves the formulation of theoretical conclusions based on the analysis of historical, national-specific and individual author layers in the literary text, comparison of the results of the research with achievements in this field of science, determination of the place of the obtained information in the theoretical paradigm, correction of data presented in reference books and dictionaries, encyclopedias, taking into account the results of experiments and observations.

Thus, the Reflection stage allows you to summarize the information received, to form among students of non-linguistic universities a holistic understanding of a work of art as a fact of culture and through them the study of the Russian language.

Since the proposed technology is experimental in nature, we have developed a set of measures providing for implementation in the educational process of higher educational institutions.

First, the research material is selected. This is a text from a work of Russian literature of the twentieth century, since opportunities open up for multi-level analysis due to various reasons of an objective nature: selected texts from a work of Russian literature of the twentieth century are a complex system, the issue of periodization has not been resolved, the logic of the literary process has not been objectified, in particular what the role and the place of Russian literature abroad, hidden literature, returned literature. There are different answers to the question "What is "new Russian literature"? However, many note that "for understanding the fate of Russian literature not only of the past twentieth century, but also of the twenty-first century, the 1920s remained key", "genetically, we are closest to the literature of the 20s - early 30s: then it began something whose end we are destined to witness". In turn, the period indicated by the researchers is inextricably linked with the trends of the Silver Age, which at the present stage is of particular scientific interest. Thus, scientists believe that the Silver Age signifies an artistic and spiritual flowering, associated in time with the beginning of the twentieth century. N.O. Osipova defines the Silver Age as "a rather metaphorical concept...therefore, it has many different interpretations both in semantic and chronological terms".

The definition of the boundaries of the Silver Age seems very vague, especially at its end. Of course, the boundaries are expanding if we take into account the phenomenon of emigration, based on the traditions of the Silver Age, or the creative impulse of a number of artists who continued to write in new historical conditions: M. Bulgakov, A. Platonov, B. Pasternak, A. Akhmatova, O. Mandelstam, D. Andreev. In addition, Russian literature of Uzbekistan is an important component: the works of A. Vasilyeva, Z. Musakov. Studying the work of all these



writers requires a specific approach that allows us to take into account a number of objective historical factors: the inability to publish in a timely manner for censorship reasons, the artificially created cultural vacuum in which the writers found themselves, social and political pressure. All this created an unprecedented situation in Russian literature - the works of such authors became an integral part of the entire literary process of the twentieth century in terms of the time of writing, publication and interpretation. The work of these writers is also of interest from the standpoint of solving theoretical issues, in particular determining the specifics of the artistic method in the context of prose and dramatic works. But at the same time, you need to clearly select texts from the work according to the students' levels, then the work will be effective.

Secondly, a goal is set and tasks are defined. It is necessary for students to study non-philological faculties as an art form with a high aesthetic and educational potential, which will accordingly lead to an increase in the level of qualifications, optimization of the educational process, an increase in the return on funds invested in education, and as a result - propaganda by future teachers, primary school teachers or among school and academic students lyceums, professional colleges of literary text as an alternative to the Internet in the form of a model of the world of literary texts as one of the modern forms of language teaching, in our case the Russian language. In our opinion, the efficiency of this type of work is quite high, since it is associated with the competitiveness of literary texts not only as an object of study, but also as a type of art that contributes to the aesthetic and moral education of students at non-linguistic universities.

Thirdly, participants in the experiments have been identified, monitoring the results of whose activities will allow us to identify the most effective means of training, productive methods and technologies. These are 2nd year students in the field of preschool and primary education with the Uzbek language of instruction. The choice of project participants is determined by the requirements of the State Educational Standard, according to which the "Russian Language" course is studied in the 2nd year of a bachelor's degree.

Fourthly, the expected result is indicated, which is associated with the publication of scientific articles, teaching aids, monographs, and the creation of electronic textbooks. Thus, the results of proven methods will be introduced into the educational process through practical and independent classes in the process of learning the Russian language.

Fifthly, a project has been developed that determines the material and technical basis for the implementation of the proposed technology.

Thus, when studying the Russian language in non-linguistic universities, when choosing texts from literature, it is necessary to take into account the changed and changing reality, increasing competition and develop new pedagogical technologies, which, perhaps, will be a synthesis of previously known ones, but at the same time more adapted to modern conditions and also according to the level of students.

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