

Methodological Principles of Studying Examples of Russian Literature in Schools

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Abstract:

On the example of Uzbek literature, as well as in Russian literature, there are pictorial works in various genres, which consist of fairy tales, short stories, novels and other types of works. When informing students about this related genre, there is a need to compare Russian and Uzbek literature. Most importantly, the output of cooperation between students of both nations lies in common sources of information in the mutual influence of literary life.

Keywords: work of art, genre, literature, fairy tales, stories, novels, creativity, source, mutual influence.

The main goals of modern literary education are to acquaint schoolchildren with the treasure of local and world literature, to develop the ability to perceive and evaluate the phenomena of reality reflected in artistic works, to form the spiritual world of the student's personality, creative potential, morality, citizenship, is the formation of an internal need for the positive and effective realization of self-awareness. It is known that in classes conducted in Uzbek language, examples of foreign and Russian literature are taught along with Uzbek literature. In literature lessons, it is possible to compare the literature of other nations and peoples, enrich students' knowledge, and expand their imagination about fiction.

In particular, there are several opportunities for studying examples of Russian literature in Uzbek classes, and many works of Russian authors have been translated into Uzbek. Samples of Russian literature included in the school curriculum also consist of samples taken from these translated works. Based on the conclusion made as a result of many years of pedagogical observations, we did not find any significant methodological guide or research on the methods of studying examples of Russian literature in Uzbek classes.

It is known that Uzbek schoolchildren begin to learn about early Russian literature in the 4th-7th grade.

Naturally, in these classes, students get acquainted with the themes and other literary and artistic tools reflected in examples of Russian literature, as well as the types of artistic genres that are widely used in them. The world significance of Russian literature, its unique humanistic potential, variety of topics, variety of genres and methodological approaches, incomparable aesthetic value of examples of the best works of art provide grounds for highlighting the direction of Russian literature.

As for the upper classes, there is a wide opportunity to study examples of Russian literature in depth, large works of various genres are selected, and the textbook of Uzbek literature is also included in the curriculum. Because the Russian literature, which is rich in history and created in various genres, its content, the history, culture, language, and customs of the Russian people written by the pen, are of international importance and form an integral part of the spiritual values

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created by all nations.

It is known that there are works created in different genres in Uzbek literature as well as in Russian literature, and they consist of fairy tales, short stories, novels and other types of works. When students are informed about these similar genres, there is an opportunity to compare Russian and Uzbek literature. The most important thing is that general information about the creative cooperation of students of both nationalities and the interaction of literary life is sufficiently recorded in the sources.

Especially when conveying examples of translations related to the poetry of Russian literature to the students, the teacher needs the ability to compare both languages, as well as the translator's ability to understand and feel the different aspects of the text of the poem.

Also, when comparing the text of the poem to each other, the most important thing is to read the text of the poem expressively to the students, which is also an important spiritual and methodological process.

For example, examples of works of the talented Russian poet Sergey Yesenin in the 7th grade textbook of general schools include "Shahinam, oh my shahinam" and "There is a gate in Khorasan" from the series "Iranian Taronalari". Poet Erkin Vahidov skillfully translated these poetic examples.

While translating the poems of the poet Sergey Esenin, he strives to understand the beautiful idea in the text with the heart of a poet, to convey the original idea to the readers. It also follows the traditions of Russian poetry. He pays particular attention to each word in the text of the poem, their alternative forms in Uzbek, and ways of expression in Russian.

In the process of providing information about Russian writers and poets studied in Uzbek classes, information in the form of images about the socio-political and cultural life created by them is important.

The period in which it's obvious, Sergey Yesenin lived and created corresponds to the period of the main development of the history of Russian literature. Naturally, in the literary environment in which the poet lived and created, the literary currents and literary theoretical views that influenced the poet's work, as well as the mutual cooperation of his contemporary artists, unlike them, were specific and appropriate to the style of Sergey Yesenin. providing information about his personal views, determines the place and position of the poet in his time.

Accordingly, visual information, regardless of which poem of Sergey Yesenin is studied, the information provided on the basis of text analysis is a direct source of information about the spirit of the time, the process of literary-theoretical, cultural life. Therefore, in the process of analyzing the text, the size of the work, genre characteristics are determined by the teacher's goal.

Among the translated works, Pushkin's "Yugeny Onegin" (Oybek), Sergey Yesenin's poems (Erkin Vohidov) are close to the original text, and the translators' creative approach to language features is especially noticeable.

However, it should not be forgotten that there cannot be general methods and recommendations of the same format for all works. Therefore, when the teacher analyzes the selected work, he should know its main components, based on this, he should use a convenient method of analysis based on his experience. For example, it is possible to use alternative ways of analyzing samples of Russian literature

A brief interpretation of the socio-political and cultural life that influenced the creative maturity of

representatives of Russian literature.

- Interpretation of the artistic expression of the main theme of the works of representatives of Russian literature and their spiritual and ideological views.
- Expression of the attractiveness of the Russian language in fiction in the translation into Uzbek.

The characteristics of traditionalism and innovation in Russian literature in each period.

A teacher studying Russian literature in Uzbek classes cannot implement all of the above-mentioned basic theoretical and artistic concepts in one lesson or in the process of analyzing one work. There are specific important factors of studying samples of Russian literature, which consists of the methods used based on the study of each topic. Each method determines the literary process, the environment in which the writer writes, and the criteria of expression in other works by means of mutual comparison.

The examples of Russian literature selected for Uzbek classes were made by skilled translators Oybek, Abdulla Qahhor, Erkin Vahidov and others.

In a word, the wealth of the Uzbek translators' language, the fact that they are well aware of the rules of the Russian language, and the ability to express any complex thoughts fully and fluently, is noticeable.

At this point, Erkin Vahidov, who translated examples of Sergey Yesenin's poetry with deep and rich content into Uzbek, skilfully covered the strong psychological experiences of the poet, allowing Uzbek readers to get closer to the poet.

Or, A. Pushkin's poetic novel "Eugene Onegin" became a favorite work of readers due to the fact that the unity of form and content was well reflected in Oibek's translation. A student studying in the Uzbek class may not have a complete understanding of the idea and content of this work, but the way of expressing the idea that the student can accept is important. demonstrates the student's skills in front of the students.

Because students studying in Uzbek classes naturally have difficulty reading the original text of the works of Russian artists. A.S. Relying on the principle of studying Pushkin's works in full and comparing them with the works of Uzbek poets and studying literature (Russian and Uzbek) in relation to each other, the education of schoolchildren's personal qualities, which are universal values, and affects self-discipline.

Therefore, it is possible to introduce students studying in Uzbek classes to some representatives of Russian literature, to form a certain idea about Russian literature in them, and to organize some independent studies.

In particular, the introduction of the topic of studying Russian literature examples included in the upper class curriculum, in particular A. Pushkin's poetic novel "Eugene Onegin", is somewhat complicated for students, but it is translated in a simple language and fluent style. made it possible to get information about Russian literature, works created by them, problems.

In Uzbek language classes, translators who translated the works of Russian literary creators into Uzbek, and people who, thanks to their hard work, were introduced to the works of creators belonging to another nation, are not mentioned or even given a small comment.

In our opinion, if the teachers give brief information about the translators who translated their works into Uzbek during the lesson on Russian literature, the students will have an idea that translation studies is a science that requires a lot of work. they said.

In a word, representatives of Russian literature in Uzbek classrooms, examples of their works, naturally contribute to the enrichment of their intellectual worlds, in addition to providing students with thorough knowledge of literature.

As the textbook "Uzbek literature" talks about the study of examples of Russian literature, of course, giving brief information about the history of the study of the works written by these writers in Uzbekistan will also help students to learn the examples of Russian literature. increases their interest in learning.

Another thing is that the gradual introduction of practical works related to the comparative analysis of the literary texts of Russian and Uzbek literature into the system of literature lessons ensures a holistic perception of the artistic text of the two literary works, develops the analytical skills of schoolchildren, it also helps students to understand the meaning of the artistic word in the literary work.

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