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Ildar Urakovich Khatamov

Karshi Engineering-Economic institute

Russian Language teacher

Department of Uzbek Language and Literature, Karshi, Uzbekistan

## TEACHING RUSSIAN LITERATURE TO YOUNG LEARNERS

**Abstract:** In teaching Russian language to young learners, teacher's aim is to improve their linguistic competence by involving them being interested in literature especially, Russian one because it enriches young learners' imagination world, increase their vocabulary range and let them remember every hero mentioned in stories or novels told my practitioners. Furthermore, literature helps developing young learner's psychological sense, directing what to follow and what is right or wrong. Besides, literature is the main source of education which help us to build our better future.

**Key words:** Russian language, Russian literature, psychological sense, stories, novels.

**Language:** English

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### Introduction

In teaching and learning Russian through literature is very effective for both teachers and learners because Russian literature is very rich in literature, especially, stories, fairy tales, and novels, fictions which gives human kind endless knowledge as well as extend the horizons of knowledge towards the world. Furthermore, life does not exist without literature because we definitely know that it will enable us to create our imaginative ideas where we live in our childhood. Additionally, the stories focusing on truth and kindness gives young learners much lightening and bright future to pursue his/her prospects in order to find own ideology of how to behave and communicate with people in the society.

Comprehending the stories and novels, fiction and others, learners should be aware of lexical and grammatical knowledge which help interpretation those ones. According to the statement of linguists (Olga A. Drozdova, Elena V. Zamyatina, Darya N. Volodina, Elena O. Zakharova, Alexandra V. Ruchina, Alexander F. Nepryakhin: 2015:118) the successful mastering of any lexical and grammatical topic and understanding the subject of communication in a foreign language is best of all achieved through speech interaction. Active and interactive methods of teaching underlie the modern educational process and

help to immerse international students in active communication in the language studied (in our case Russian). Among the activities which develop and enhance students' communicative skills are turn-taking, open discussions, collective decision-making, etc. Moreover, while reading literature and learning poems or stories to tell, we study how to communicate and how to express our own thoughts, insights to people around us.

### The importance of literature in learning Russian

According to the statement of G. Neuner (2006) "learning FL inevitably brings us into contact with a new world in which, although their world 'in principle' is similar to our own world (in its elementary dimensions of living) and they do rather the same things as we do, people have arranged their environment differently and arrange their social behavior according to different conventions". The need for a more robust pedagogy that provides linguistic support for student discussion of literary texts is clear as well from recent studies into the nature of the language use

that learners engage in when taking advanced literature classes in the target language. Besides, some scholars (Donato and Brooks 2004; Polio and Zyzik

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2009; and Darhower 2014) indicated that the frequent disparities between the level of discourse that the profession has assumed learners will engage in (usually, ACTFL Advanced/Superior levels) and the kind of discourse they actually produce (often, Intermediate level) in such classes.

William J. Comer (2016) claimed that in some ways then, the situation for Russian, where literary texts figure to some degree in the curriculum of advanced-level language classes, seems to manage the integration of literature and language focus that seems so elusive in programs for the more commonly taught languages. And yet the presence of literary texts by themselves does not tell us how they are being used to develop language skills and whether they are at the same time being used to develop skills in critical reading and literary analysis. Olga Karasik, Nadezhda Pomortseva (2015) stated that it is mainly it is a part of the obligatory course of World Literature within the schedule of different majors: World Literature, Russian Literature, Regional Literature, Foreign Languages, Teaching Methods in Language and Literature, Translation. Linguist Kh. Abdinazarov revealed that teaching language through a literature improves youngsters' not only linguistic skills but also increase their views according to society where they live in. Besides, To deal with the complexity of syntax students encounter in authentic literary texts, she advocates activities that have students decode difficult structures from the text as rereading work. According to the statement of Rosengrant (2000) dealing with the many unfamiliar vocabulary items, she emphasizes judicious glossing of key words that are likely to be unfamiliar. Her advice, particularly for productive tasks and discussion, is useful although how exactly to support learners dealing with complex syntax and vocabulary as they perform output-based tasks needs further exploration.

### Methods of teaching Russian literature to young learners

At present there are an increasing number of methods of teaching literature but we may use grammar translation method which is traditional and that have been in use for some years. However, CLIL is very effective in learning Russian literature because it enables us how to communicate in this language and how to use words appropriately. For example, if we take a story such as “*красная шапочка*”, “*винни пух*” which gives more joy and pleasant time to young Russian learners.

The group is divided into two sub-groups A and B. Group A reads a story and asks members of group B about the story. The main characters of “*красная шапочка*” are young girl, wolf, and grandmother. Their performance in this story is impressive and essence of that is to focus on more kindness against to cruelty. Briefly extract taken from the story: *Красная Шапочка была послушной девочкой, она сейчас же собралась и отправилась к бабушке, которая жила в другой деревне. Идёт она по лесной тропинке и тут навстречу ей волк. Волк хотел было её съесть, да побоялся, потому что поблизости был слышен стук дровосеков.*

Meanwhile, the story “*винни пух*” demonstrates friendship, kindness and peace for people in the world. Population of the planet should live friendly and with joy. Moreover, the stories, novels young learners read and learn is able to lead them to accomplish well-done performances in the future life path. At the beginning their ages they acquire needful instructions and rules of how to construct private life and what to pursue, and whom to follow. That's why teaching literature to young generation increase their cognitive senses. Briefly extract taken from the story: *Как-то утром, когда завтрак уже давно кончился, а обед еще и не думал начинаться, Винни-Пух не спеша прогуливался со своим другом Пятачком и сочинял новую песенку.*

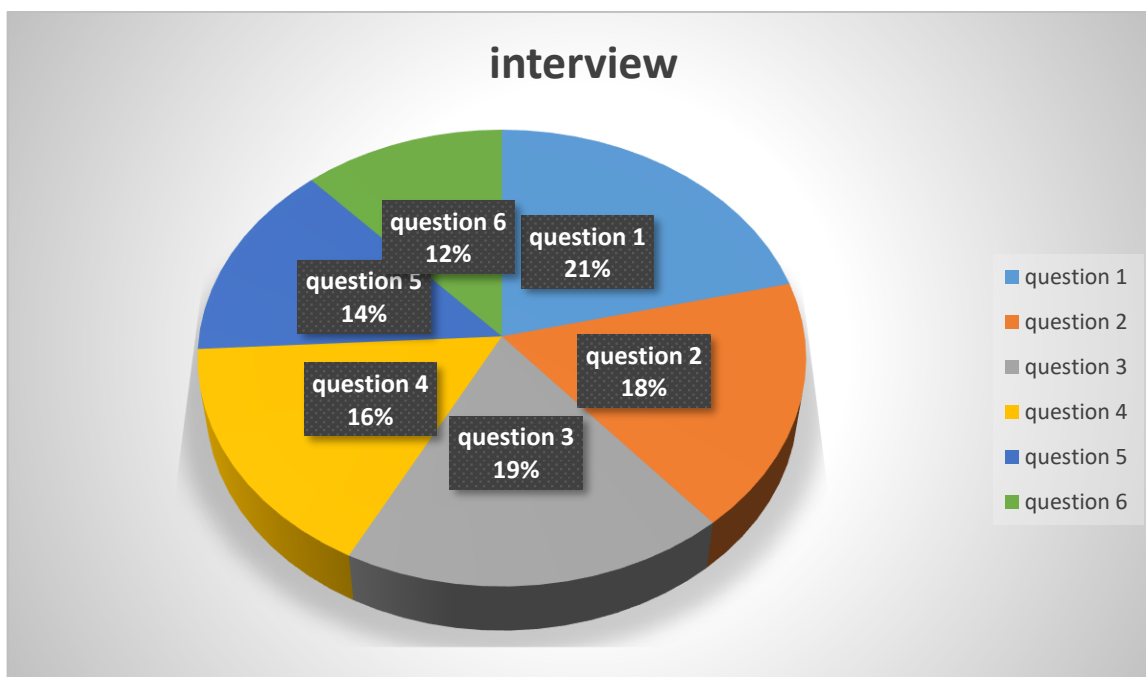
### Research methods

We intend to carry out a research focusing on learning Russian through literature, and 20 young learners were invited to be interviewed with specific questionnaire at primary school № 34, Karshi. As a consequence, a survey was prepared and made some improvements in questionnaire by Russian linguists at the Department of Uzbek and Uzbek literature, Karshi Engineering-Economic institute. A survey consisted of four specific questions for respondents to answer during the interview.

- 1) Are the stories easy way to gain Russian language?
- 2) Are those novels constructed comprehensively?
- 3) Do they help you to express your thoughts in Russian?
- 4) Do you comprehend vocabulary of the stories?
- 5) Can you understand them without knowing grammar rules?
- 6) Can you realize the content of the story without knowing phonetic rules?

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Picture 1.

The collected analysis showed in the above-mentioned diagram, the answer of respondents was different according to their target needs. The result indicated that 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> questions were important for them to answer and they could acquire Russian language by reading and comprehending, explaining, expressing their ideas about the stories and novels which are considered main components of Russian literature. Additionally, Kulibina (2001) gives extensive methodological advice for teaching literary texts in the context of Russian language. For her, the goal of working with a text is to help nonnative readers understand the explicit meaning of the text so that they can create their own interpretation of it

### Conclusion

Teaching Russian language to young learners is very needful due to motivating them learning Russian

though stories, novels and fiction which are able to improve their background knowledge and let them to express ideas according to thoughts depicted in the contexts of the stories and novels and fiction. Those could enrich their ideology according to the philosophy of literature. Furthermore, teaching Russian literature to learners is very efficient. In some ways then, the situation for Russian, where literary texts figure to some degree in the curriculum of advanced-level language classes, seems to manage the integration of literature and language focus that seems so elusive in programs for the more commonly taught languages. And yet the presence of literary texts by themselves does not tell us how they are being used to develop language skills and whether they are at the same time being used to develop skills in critical reading and literary analysis (William J. Comer, 2016).

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