



Specific Problems Related To The Study Of Russian Literature In Educational Institutions

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ABSTRACT

This article examines the specific problems faced by students and teachers in the study of Russian literature in educational institutions. It analyzes such aspects as insufficient teacher training, limited curricula, a lack of modern methodological materials, difficulties in perceiving classical texts, low student motivation, the use of outdated teaching methods, lack of time for literature study, technological constraints, and sociocultural differences in foreign-language groups. Possible solutions to these problems are proposed, aimed at improving the effectiveness of the educational process and enhancing the quality of teaching Russian literature.

Keywords:

Literature, educational institutions, methodological problems, student motivation, modern technologies, intercultural differences.

The study of Russian literature plays an important role in shaping the cultural and intellectual environment of students. It not only enriches their knowledge of literary heritage but also contributes to the development of critical thinking, analytical abilities, and language skills. However, the process of teaching Russian literature in educational institutions faces a number of specific problems that can negatively affect the quality of education and students' motivation.

One of the key problems in studying Russian literature is the insufficient training of teachers. This applies both to their general level of language proficiency and the depth of their knowledge of literary heritage. Teachers often lack opportunities for regular professional development due to limited resources and heavy workloads. As a result, they may rely on outdated teaching methods and are not always able to effectively convey knowledge to students [3]. To address this issue, it is necessary to organize regular professional development courses, establish methodological centers, and encourage teachers' professional growth.

The curricula for Russian literature are often limited in scope and do not include all

significant works, which leads to a superficial study of the material. Due to the large number of academic subjects and the limited number of hours allocated to each, it is impossible to devote sufficient attention to every literary work. In addition, standardized programs do not always take into account regional characteristics or students' interests, which can reduce their motivation to learn. Revising and updating the curricula, incorporating contemporary literary works, and allowing students to choose literature based on their interests can contribute to a deeper and more meaningful study of the subject.

Modern methodological materials adapted to the needs of today's students are rare, which makes it difficult for teachers to conduct lessons effectively. Outdated textbooks and teaching aids are often used, and they do not reflect current trends in literature or in teaching methodology [1]. This limits teachers' ability to apply innovative methods and technologies. To address this issue, it is necessary to invest in the development of new teaching materials, the digitalization of educational resources, and collaboration with publishing houses and

research institutions to create up-to-date and diverse learning resources.

Classical works of Russian literature can be difficult for modern students to perceive due to linguistic and cultural peculiarities. The archaic language and lack of understanding of the historical and cultural context can create barriers to full analysis and interpretation of the texts. Students often struggle to grasp the deeper meanings and symbolism of literary works, which reduces their interest and motivation to study. Introducing contextual lessons, adapting the language of literary works, and using modern analogies can greatly facilitate the comprehension of classical texts and make them more accessible to students.

Many students show insufficient interest in studying Russian literature, which negatively affects their academic performance and overall attitude toward the subject. This often stems from a lack of understanding of the practical value of literature, insufficient interactivity in teaching methods, and a low level of engagement in the learning process. To increase motivation, it is essential to implement interactive teaching methods, connect literary study to students' real lives, and develop motivational programs that encourage active participation and academic achievement.

The use of traditional and outdated teaching methods limits the effectiveness of education and does not meet modern requirements. The conservatism of educational institutions, lack of awareness about contemporary methodologies, and insufficient resources hinder the implementation of innovative approaches. Training teachers in modern teaching techniques, introducing innovations, and creating experimental groups to test new methods can help renew the educational process and improve its overall effectiveness [2].

The heavy workload of academic programs, filled with numerous other subjects, leaves little time for an in-depth study of Russian literature. The diversity of disciplines and the emphasis on applied subjects often result in literature classes taking a secondary role. This limits the opportunity for comprehensive exploration and analysis of literary works. Optimizing the

academic schedule, integrating literature studies with other disciplines, and increasing the number of hours allocated to literature can contribute to a deeper and higher-quality study of the subject.

The lack of technical tools and resources hinders the integration of modern educational technologies into the process of studying Russian literature. Limited funding for the acquisition and renewal of technical equipment, poor technological infrastructure in classrooms, and teachers' insufficient skills in using new technologies create additional barriers to effective learning. Investing in technical infrastructure, training educators, and developing digital resources can significantly improve the quality of the educational process and make it more modern and interactive.

The study of Russian literature in foreign-language groups presents additional challenges related to students' sociocultural differences. Variations in cultural context, language barriers, and differing educational traditions can complicate the learning process and the analysis of literary texts. To overcome these difficulties, it is necessary to adapt educational materials culturally, organize intensive language courses, and promote intercultural exchanges. These measures will help students better understand the cultural and historical aspects of the studied works and improve their language skills [2].

The study of Russian literature in educational institutions faces numerous specific challenges that require a comprehensive approach to address. Insufficient teacher training, limited curricula, a shortage of modern methodological materials, difficulties in understanding classical texts, low student motivation, the use of outdated teaching methods, lack of time, and technological constraints - all these factors can significantly reduce the effectiveness of the educational process.

To overcome these challenges, it is essential to invest in teachers' professional development, update curricula, implement modern teaching methods and technologies, and take into account the cultural background of students. Only a comprehensive and systematic approach can significantly improve the quality of Russian

literature education and prepare students for successful professional development.

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