



## EDUCATIONAL POTENTIAL IN RUSSIAN LANGUAGE AND LITERATURE CLASSES.

**Turdieva Luiza Artikovna**

Senior teacher of russian language at tashkent university of applied sciences.

**Аннотация.** Автор статьи исследовал важнейшим условием достижения нового качества образования является совершенствование урока. Организационной формы учебно-воспитательного процесса в образовательном учреждении. Так же отметил в своей статье, что урок обладает уникальными возможностями влиять на становление очень многих качеств личности.

**Ключевые слова.** Воспитания, умения, развития, формирования, учебно-воспитательный процесс, урок, аспекты, личность, теория, практика.

**Abstract.** The author of the article investigated the most important condition for achieving a new quality of education is the improvement of the lesson. Organizational form of the educational process in the educational institution. Also noted in his article that the lesson has unique opportunities to influence the formation of many personal qualities.

**Key words:** Education, skills, development, formation, educational process, lesson, aspects, personality, theory, practice.

Education is one of the most important components of the educational process along with training. Complementing each other, training and education serve a single goal: the integral development of the student's personality. The new law on education defines upbringing as "an activity aimed at developing the individual, creating conditions for self-determination and socialization of the student based on socio-cultural, spiritual and moral values and accepted rules and norms of behavior in the interests of the individual, family, society and the state." Here are the key words: development, upbringing, formation.

The most important condition for achieving a new quality of education is the improvement of the lesson - the main organizational form of the educational process in an educational institution.

I believe that educational work should be carried out mainly during the lesson, and not after it. And this lesson is not necessarily an educational hour.

The most important condition for achieving a new quality of education is the improvement of the lesson - the main organizational form of the educational process in an educational institution.

I believe that educational work should be carried out mainly during the lesson, and not after it. And this lesson is not necessarily an educational hour.

The lesson has unique opportunities to influence the formation of many personality traits of students. The educational aspect should provide for the use of the content of educational materials, teaching technologies, forms of organization of cognitive activity in their interaction for the formation and development of moral, labor, aesthetic, patriotic, environmental and other qualities of the student's personality. It should be aimed at fostering a proper attitude towards universal values and a high sense of civic duty. In the lesson, we teach, equip with the skills to apply knowledge in practice, and the teacher's task is to make this time a full-fledged moral communication, thoughtful interaction.

The lesson is the continuation of the student's life and the continuation of the process of forming his personality. Its implementation depends on the purposeful selection of the content of the educational material, presenting students with examples of genuine morality, patriotism, spirituality, citizenship, and humanism. The subjects whose content cannot be formalized and standardized are Russian language and literature lessons. Russian language lessons (like any other language and subject) are designed to solve the learning tasks defined by the state program and the tasks of educating the personality of the younger generation in an inseparable unity. The lesson is the continuation of the student's life and the continuation of the process of forming his personality. Its implementation depends on the purposeful selection of the content of the educational material,



presenting students with examples of genuine morality, patriotism, spirituality, citizenship, and humanism. The subjects whose content cannot be formalized and standardized are Russian language and literature lessons. Russian language lessons (like any other language and subject) are designed to solve the learning tasks defined by the state program and the tasks of educating the personality of the younger generation in an inseparable unity..

The teacher's task is not only to teach the child how to spell vowels and consonants correctly at the root of words, to punctuate complex sentences correctly, but also to instill in the student a love for his native language as a national treasure and as a means of ensuring the process of personal development. The education of moral qualities in Russian language lessons through the use of literary text is not a fashion statement, but a vital necessity. After all, society needs well-mannered, thoughtful, and well-developed people, creators, and innovators. Having a great power of influence, an artistic text contributes to the formation of spiritual consciousness, ideas about good and evil, about the place and purpose of a person in the world around them, and develops high feelings. This is what makes us find for each lesson the text material, the content of which will help us in the formation of citizenship, personal qualities of the student.

Practice shows that a lesson in which grammar is studied on meaningful textual material that provides the educational function of the lesson leaves a deeper mark on students' memory, and spelling skills formed on it are usually more conscious and stable, which means they are stronger. Unfortunately, in recent years, public interest in literature and interest in literature as a school subject have dramatically decreased. Nowadays, literature, which has always been perceived as a source of understanding the world, which was commonly called the "textbook of life," has ceased to be needed, and the readership has significantly decreased. Living the way Russian literature suggests is, of course, more difficult, but certainly more worthy.... The unique and unrepeatable Russian literature is able to resurrect the concept of a "moral personality", which includes many spiritual qualities of a person: kindness and the ability to sympathize, humanity and responsiveness, conscientiousness and justice, honesty and decency, politeness and tact, responsibility, diligence, respect for others and their work, observance of norms of behavior, curiosity, - and to help solve many of the moral problems of our time. Practice shows that a lesson in which grammar is studied on meaningful textual material that provides the educational function of the lesson leaves a deeper mark on students' memory, and spelling skills formed on it are usually more conscious and stable, which means they are stronger. Unfortunately, in recent years, public interest in literature and interest in literature as a school subject have dramatically decreased. Nowadays, literature, which has always been perceived as a source of understanding the world, which was commonly called the "textbook of life," has ceased to be needed, and the readership has significantly decreased. Living the way Russian literature suggests is, of course, more difficult, but certainly more worthy.... The unique and unrepeatable Russian literature is able to resurrect the concept of a "moral personality", which includes many spiritual qualities of a person: kindness and the ability to sympathize, humanity and responsiveness, conscientiousness and justice, honesty and decency, politeness and tact, responsibility, diligence, respect for others and their work, observance of norms of behavior, curiosity, - and to help solve many of the moral problems of our time.

Why is she so unique and what is her uniqueness? It is in the view of the meaning of human existence. Russian literature focuses on the depiction of the human personality and moral and philosophical issues. Russian writers demand a lot from people. They do not agree with "people putting their interests and selfishness first." Literature creates the ethical and aesthetic background on which human behavior is formed. That is why she should not leave her life, from school. A literature teacher should do everything possible and impossible to arouse interest in the subject and revive its significance. The most important thing in the lesson is to cause an emotional outburst in the souls of children, not to allow the "soul to be lazy." To do this, it is possible and necessary to involve such means of influence as music and painting. All this contributes to the activation of the processes of education and moral education. It is necessary to use practical teaching methods in the lessons, because acquaintance with ethical categories should take place in their everyday interweaving, according to the "textbook of life". This develops the desire for moral action. The techniques used in



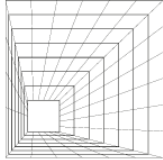
the lessons should be aimed at enabling students to face the problem, so that a dialogue between the student and himself is born, helping to develop self-awareness, self-esteem, and a personal position that promotes in-depth insight into the problem of an artistic work. For example, there are several techniques:

- Five-minute prologues, where students are invited to comprehend an aphorism or a poem by a great man dedicated to the problem raised in the currently studied work (the material is offered both by the teacher himself and by pre-prepared students);
- Brainstorming technique, where students are invited to reflect on parables (an ancient Russian moral genre), little-known, but necessarily figurative, vivid facts from life, literature, journalism, which are better absorbed, "sink into the soul";
- Projecting moral ideas onto students' own lives, taking into account their age (it is suggested to reflect on the moral choice, make a decision and justify their position).
- Projection of the moral problems solved by the classics and their assessment from the point of view of modern generally accepted standards of behavior: has the attitude towards the norms of human behavior in society changed or is life making its own adjustments?
- The use of non-standard lessons (for example, concert lessons, for which poetry provides fertile material; or debate lessons, reflection lessons, or discussion lessons on the problems of modern literature) also contribute to increasing interest in the subject.;
- Writing as a type of work shows both a person's intelligence, his horizons, and the degree of literacy. In essays of different genres (literary portrait of a hero, essay review, essay essay, poem essay, diary essay, letter essay on behalf of a hero), students can show their individuality, express a point of view, a position that may differ from the generally accepted one.

Five-minute prologues, where students are invited to comprehend an aphorism or a poem by a great man dedicated to the problem raised in the currently studied work (the material is offered both by the teacher himself and by pre-prepared students);

- Brainstorming technique, where students are invited to reflect on parables (an ancient Russian moral genre), little-known, but necessarily figurative, vivid facts from life, literature, journalism, which are better absorbed, "sink into the soul";
- Projecting moral ideas onto students' own lives, taking into account their age (it is suggested to reflect on the moral choice, make a decision and justify their position).
- Projection of the moral problems solved by the classics and their assessment from the point of view of modern generally accepted standards of behavior: has the attitude towards the norms of human behavior in society changed or is life making its own adjustments?
- The use of non-standard lessons (for example, concert lessons, for which poetry provides fertile material; or debate lessons, reflection lessons, or discussion lessons on the problems of modern literature) also contribute to increasing interest in the subject.;
- Writing as a type of work shows both a person's intelligence, his horizons, and the degree of literacy. In essays of different genres (literary portrait of a hero, essay review, essay essay, poem essay, diary essay, letter essay on behalf of a hero), students can show their individuality, express a point of view, a position that may differ from the generally accepted one.

Teaching literature helps the younger generation to discover the world, to teach them to face and overcome difficulties, and to solve moral problems. A work of fiction is a kind of bridge between the author and the reader. By understanding the writer's point of view, revealing the problematic content of the text, the student learns about himself. And a teacher is a guide and an assistant. So, the main thing for a literature teacher is to build a conversation so that the student is happy to follow him into the world of literature. Cultural, moral and spiritual mutual enrichment of students and teachers takes place through the educational dialogue between the teacher and the student. The focus of the modern lesson is on the student, his personality, the humanization of the learning process takes place, conditions are created for the development of students' interests and aspirations, the realization of their needs and motives is stimulated, involvement in creative educational work that would bring students joy from realizing what they have achieved, respect for the personal dignity of both teachers and trainees. The joy of learning, illuminated by success in achieving a goal, is the source of a child's inner strength, inner energy to overcome difficulties and develop a desire to learn. Thus, literature can be said to be aimed at finding optimal ways to the heart and mind of schoolchildren. Teaching literature helps the younger generation to discover the world, to teach them to face and overcome difficulties, and to solve moral problems. A work of fiction is a kind of bridge between the author



and the reader. By understanding the writer's point of view, revealing the problematic content of the text, the student learns about himself. And a teacher is a guide and an assistant. So, the main thing for a literature teacher is to build a conversation so that the student is happy to follow him into the world of literature. Cultural, moral and spiritual mutual enrichment of students and teachers takes place through the educational dialogue between the teacher and the student. The focus of the modern lesson is on the student, his personality, the humanization of the learning process takes place, conditions are created for the development of students' interests and aspirations, the realization of their needs and motives is stimulated, involvement in creative educational work that would bring students joy from realizing what they have achieved, respect for the personal dignity of both teachers and trainees. The joy of learning, illuminated by success in achieving a goal, is the source of a child's inner strength, inner energy to overcome difficulties and develop a desire to learn. Thus, literature can be said to be aimed at finding optimal ways to the heart and mind of schoolchildren.

V.A.Sukhomlinsky wrote: "A teacher who knows how to educate with knowledge has this knowledge... they act as a tool with which students consciously take new steps in understanding the world." The teacher's professionalism lies not so much in methodological literacy as in the ability to select the material for the lesson, to determine its educational and educational possibilities. The talent of a teacher lies in a subtle sense of the possibilities of his subject in the formation of moral, intellectual, volitional, and emotional qualities of a person. The content of the educational subject in the lesson is a powerful tool for influencing the structure of a child's personality. But only a teacher who has mastered this tool perfectly and understands its educational capabilities can make positive changes to this structure. A.S. Makarenko said, addressing the teachers: "...You need to be able to say it in such a way that students can feel your will, your culture, and your personality in your word." At the same time, he noted that this should be learned. A modern lesson should promote the student's personal growth. Each lesson is a stepping stone in the development of a student's creative potential, self-knowledge, self-education and self-development. I also believe that literature and the native language help answer the main human questions.: What is truth? Who am I? Is this how I live? Why did you come to this world? That is, our literature raises exactly the questions that any thinking teenager is bound to ask himself

### **Literature**

1. Gulyakov, E.N. New pedagogical technologies: the development of artistic thinking and speech in literature lessons: a method. the manual / E.N. Gulyakov. - M.: Bustard, 2016.
2. Modern lesson of Russian language and literature / edited by Z.S. Smelkova. - L.: Nauka, 1990.
3. Chernilevsky D.V. Spiritual and moral values of the educational system of Russia of the XXI century / D.V. Chernilevsky. Moscow: RIO MGTA, 2017.
4. Petrash, I.A. Moral education by means of fiction / I.A. Petrash // University complex as a regional center of education, science and culture. Materials of the All-Russian Scientific and Methodological Conference (with international participation); Orenburg State University. Orenburg : IPK Universitet LLC, 2014. pp. 2378-2383. ISBN978-5-4417-0309-3.
5. Khudaikulova F.H. Reading literature is an important part of personality education. "Higher School" No. 18 September.2018 p. 28-31 pp.
6. Kozlov I.F. The unity of both education and life of children. Moscow, 1964.
7. Khudaikulova F.H. Modern methods of teaching the Russian language. The Best Intellectual Research. International scientific electronic journal. PART-13 VOLUME-2 January - 2024.