

SELECTION OF HISTORICAL AND LITERARY TEXTS FOR EDUCATIONAL PURPOSES

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ABSTRACT

This article reveals the main criteria for the selection of historical and literary texts for linguodidactic purposes. It is evidence that in the formation of sociolinguistic competence, the historical and literary, local history textual material, which has national significance, is considered to deepen the motivation for studying the Russian language and its constructions, and is considered not only as a unit of instruction, but also as the main way to organize educational material in the lesson. Reliance on the use of the motivational capabilities of local history texts provides the development of primarily communicatively valuable and personally significant types of work for students on texts that positively affect the improvement of independent work skills, and most importantly, the upbringing and deepening of love for the Motherland, native land. Based on the study, it was revealed and justified that the correct selection of historical and literary texts will allow an objective assessment of the textual basis of existing textbooks for secondary schools, and will also serve not only as a means of improving students' Russian speech, but will also play a significant role in the formation of sociolinguistic competence.

Keywords: Historical and literary text, local history, principle, morality, motivation, sociolinguistic competence.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

One of the leading priorities of the National Model of Personnel Training is a personality that is being formed in fundamentally new economic and political conditions. Ensuring the implementation of this priority is based on a comprehensive account of world experience, living conditions of our people, their traditions, customs and habits, lifestyle.

The principle of national orientation of education, formulated in the National Program for Personnel Training, defines this setting even more clearly. Namely, the national orientation of education lies in its organic unity with national history, folk traditions and customs, preservation and enrichment of the culture of the peoples of Uzbekistan, recognition of education as the most important instrument of national development, respect for the history and culture of other peoples [2, p.15].

The deepening of the motivation for studying the Russian language is facilitated by the selection of historical and literary texts of national importance and considered not only as a unit of instruction, but also as the main way to organize educational material in the lesson. Reliance on the use of the motivational capabilities of local history texts of a historical and literary nature provides the development of mainly communicatively valuable and personally significant for students types of work on texts that positively affect the improvement of

independent work skills, and most importantly - the upbringing and deepening of a love of the motherland, native land.

The communicative-oriented system of teaching a foreign language is characterized by the convergence of the activities of learning with the activities of real communication. And it is expressed, first of all, in the selection of educational material (coherent texts) and its special organization, which ensures the formation of students' speech activity.

This is facilitated by the fact that texts on prominent people of the country of the studied language (Russia) are studied in parallel with the historical and literary texts selected by us (the history and culture of Uzbekistan), which creates the conditions for the dialogue of languages and cultures that is gaining today in the post-crisis world, huge socio-political and spiritual and moral significance.

We agree with the point of view of N.P.Shulginoy that teaching students to “use the Russian language as a means of communication, a means of knowing the world and themselves in it, familiarizing themselves with culture, develop the ability to competently, actively and creatively master all types of speech activity they provide lessons where, as the highest unit of instruction, a text appears in which all elements of the language system are integrated, combined and synthesized” [6, p.4].

Since the educational text for students of secondary schools is at the same time a source of information, a model and a means of teaching the construction of an independent monologue, it is necessary to pay serious attention to the sample as the primary source with which students form key skills and connected speech skills.

In order to establish the selection criteria for the textual component of teaching the Russian language in secondary schools, we studied recommendations for the selection of texts for non-Russian students developed at the end of the 20th and beginning of the 21st centuries by well-known methodologists (N.M. Shansky, N.Z. Bakeeva, S .K.Folomkina, T.S. Kudryavtseva, E.A. Bystrova, V.I. Kapinos, B.M. Esadzhanyan), as well as dissertation research on the methods of teaching the Russian language in the Uzbek school (A.I. Andriyanova, L.T. Akhmedova, O.V. Kon, E.A. Lagay, M.M. Davlyatova, etc.).

An analysis of the above sources made it possible to group, isolate and refract the following main criteria for the selection of local history texts of a historical and literary nature for linguodidactic purposes to the problem we are studying.

The first criterion - the text should be informatively valuable (new and relevant), to help expand the horizons of students.

The second criterion - the texts should contain a local history component, in particular, disclose the features of everyday life, culture, traditions, characteristics of the Uzbek people, aesthetic tastes, natural conditions, and most importantly - the milestones of history. At all times, knowledge of the history of the native country was considered a necessary condition for the formation of a comprehensively developed personality, a patriot of his homeland. This constitutes the richest cognitive-developing and most valuable cultural material.

The third criterion is the degree of information richness of the texts should correspond to the intellectual and cultural level of development of the student, that is, basic information should be accessible for understanding.

The fourth criterion is that the texts should be justified in terms of the communicative needs and interests of students, be oriented toward discussion, reasoning, and thereby contribute to the implementation of verbal communication in the lesson; be entertaining and emotional.

Fifth criterion - texts should be accessible for perception and understanding from the point of view of the psychological and age characteristics of students.

The sixth criterion is that the texts should reflect the real spheres of communication, contribute to the natural enrichment of students' speech with vocabulary and constructions of the modern Russian language.

Any type of speech has its own language features. For example: in narrative texts, the main ones are successively changing actions or states. For example:

“Acquaintance with any city is always interesting, like a trip to the unknown and beautiful. It is doubly tempting to get acquainted with a city known in history. This is one of the ancient cities of Uzbekistan and all of Central Asia - Kokand. He is a unique “face” of his, role and significance in history, cultural heritage, extraordinary fate, fame and fame, which, of course, are due to the work, talent and exploits of its inhabitants.

It went down in history at the beginning of the 17th century as the capital of the Kokand Khanate, a major commercial and cultural center of Central Asia. It is not by chance that now in Uzbekistan Kokand is called the city of poets. In the anthology of Uzbek poetry, researchers have more than 100 names of remarkable masters of the word - Kokand. Among them are the most famous poets Mukimi, Furkat, Gulkhani, Zavki, Nadir, Anbar Atin, Uvaysi and many others”. (N. Lukashov)

The connection between sentences should be chain, implemented with the help of conjunctions, pronouns, adverbs, synonymous substitutions, lexical repetitions.

For descriptive texts, an enumeration of the attributes of objects, phenomena, persons, the presence of predicates - verbs with the same meaning of simultaneity of action are inherent. For example:

“Kokand is located in the western part of the Ferghana Valley, in the lower reaches of the Sokh River, 25 kilometers from the Syr-Darya River. The green outfit of the city is rich and diverse. In the courtyards and on the streets, the springtime springtime is full of apple and pear blossoms, cherries and cherries, apricots and peaches, dense clam foliage rescues the vineyard from the heat, exotic pomegranate and fig trees bring pleasure and flowering and fruits. Powerful plane trees, patriarchs of forests - oaks, curly maples, pyramidal and silver poplars, powerful centenarians - elm trees, unpretentious talas and weeping willows, chestnuts, ash trees, acacias and many other decorative trees give cool and clean air to the inhabitants of the streets, parks and squares”. (N. Lukashov)

Texts of this kind are characterized by parallel communication, carried out using structural parallelism of syntactic constructions.

For reasoning texts, a causal relationship between judgments is characteristic. Therefore, three parts are obligatory in them: the thesis is the main statement, a clearly formulated thought; evidence, arguments supporting the thesis; the conclusion arising from the evidence

(conclusion, generalization). They are dominated by linguistic means that express causal relationships (circumstances of cause, conditions, complex sentences with subordinate causes, conditions; valuation words, affirmation or denial of something). For example:

“Do we really have to love our land only because it is rich, that it gives abundant harvests, that its natural forces can be used for our well-being?

Not only for this we love our native places. We also love them because they are beautiful to us. I love the native land because it is beautiful, although all its charm is not revealed immediately, but very slowly, gradually”. (According to K.G. Paustovsky)

The functioning of speech types is inextricably linked to speech styles. Scientists - methodologists (N.M. Shansky, K.Z. Zakiryanov, Z.P. Daunene and others) argue that in the textbooks of the Russian language for the development of spoken language, texts of both a journalistic and popular-scientific style, and literary texts.

According to our observations, stories, essays, excerpts from the works of famous poets and writers of Uzbekistan can be effectively used in the classroom in full, in fragments, and in a compressed form. The degree and form of adaptation of texts depends on the stage of training, on the level of general development of students, on their language preparedness. Our experience confirms that the text is suitable if it is adaptive, that is, with minor changes applicable for educational purposes. Based on this, we carried out only a partial adaptation of the selected texts.

Based on our many years of experience, it has become clear that the role of fiction and journalistic text in the development and improvement of Russian speech in students of secondary schools, in particular, in the formation of sociolinguistic competence using historical and literary texts of local history, is huge. This is understandable: after all, literature is a great treasury of language. It is in it that the language finds its most complete and perfect expression. In addition, literature is a textbook of life, a source of deep moral and aesthetic values.

In the process of selecting local history texts of a historical and literary nature, we proceeded from the fact that the intensity of students' productive speech, based on literary material (literary text), directly depends on the degree of understanding of the text, on the multi-level nature of the text. The first level of understanding (level of knowledge) is mainly associated with the degree of completeness, and the second level (level of meaning) - with the degree of depth of understanding. Extremely important at the first level is the perception and assimilation of the figurative nature of the word, the activation of emotionally-evaluative vocabulary. On the second, the ability to highlight and define the main idea of the text, the main aspects of the content, individual facts, the ability to anticipate information, summarize, comprehend and evaluate it (from the point of view of cognitive, educational and aesthetic value) is formed.

We agree with the position expressed by the researchers L.P. Ataeva, T.N. Martinovich and L.L. "[1, p.31]. Such material is a local history text of a historical and literary nature, which provides for the correspondence of modeling methods for primary texts that students hear and read, and secondary texts that students themselves create. It follows from this that in the lessons of the Russian language it is necessary to create conditions for students of lyceums in which they will participate adequately to a specific life situation.

The above selection criteria for texts, on the basis of which the selection of local history texts will be carried out, will allow us to objectively evaluate the textual basis of existing textbooks for secondary schools, as well as select new, interesting, personally significant for students

additional texts on the history and culture of Uzbekistan that will serve not only a means of improving the Russian language of students, but also play a significant role in solving educational and cognitive tasks in the educational process.

In conclusion, we note that relying on local history texts of a historical and literary nature will contribute to the formation of sociolinguistic competence of students in secondary schools, will activate their creative abilities, and will positively affect the comprehensive development of the student's personality.

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