

## SPECIFIC PROBLEMS OF TEACHING RUSSIAN LITERATURE IN AN EDUCATIONAL INSTITUTION

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### ABSTRACT

This article examines the problems that students and teachers face when studying Russian literature in educational institutions. It analyzes aspects such as insufficient training of teachers, limited curriculum, shortage of modern teaching materials, difficulties in perceiving classical texts, low student motivation, use of outdated teaching methods, lack of time to study literature, technological limitations, and socio-cultural differences in foreign language groups. Possible solutions to these problems are proposed, aimed at increasing the effectiveness of the educational process and improving the quality of teaching Russian literature.

**Keywords:** literature, educational institutions, methodological problems, student motivation, modern pedagogical technologies.

### INTRODUCTION

The study of Russian literature plays an important role in shaping the cultural and intellectual environment of students in foreign language groups. 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 student motivation.

One of the key issues in studying Russian literature is the insufficient preparation of teachers. This concerns both the general level of language proficiency and the depth of knowledge of the literary heritage. Teachers often do not have the opportunity to regularly improve their qualifications due to limited resources and being overloaded with other responsibilities. As a result, they may use outdated methods and are not always able to effectively transfer knowledge to students [3]. To address this issue, it is necessary to organize regular qualification improvement courses, create methodological centers, and encourage the professional growth of teachers.

The curricula for Russian literature are often limited in scope and do not include all significant works, leading to superficial study of the material. Due to the large number of academic disciplines and the limited number of hours allocated to each, it is impossible to give sufficient attention to every work. Moreover, standardized programs do not always take into account regional characteristics and student interests, which can reduce their motivation to study. Revising and updating programs, including modern works, and giving students the opportunity to choose literature based on their interests can contribute to deeper and more conscious study of the subject.

Modern teaching materials, adapted to the needs of contemporary students, are rare, making it difficult for teachers to conduct effective lessons. Often, outdated textbooks and manuals are

used, which do not reflect current trends in literature and teaching methodology [1]. This limits teachers' ability to use innovative methods and technologies. To solve this problem, it is necessary to invest in the development of new methodological manuals, digitize teaching materials, and collaborate with publishers and research institutions to create up-to-date and diverse resources.

Classical works of Russian literature can be difficult for modern students to understand due to linguistic and cultural differences. The lack of understanding of historical and cultural contexts can create barriers to fully analyzing and interpreting texts. Students often struggle to comprehend the deep meanings and symbolism of the works, which reduces their interest and motivation to study. Introducing contextual lessons, adapting the language of the works, and using modern analogies can significantly ease the perception of classical texts and make them more accessible to students.

Many students do not show sufficient interest in studying Russian literature, which negatively affects their academic performance and overall attitude towards the subject. This is often due to a lack of understanding of the benefits of studying literature, the absence of interactivity in teaching methods, and a low level of engagement in the learning process. To increase motivation, it is necessary to introduce interactive teaching methods, relate the study of literature to the real lives of students, and develop motivational programs that encourage active participation and achievement in education.

The use of traditional and outdated teaching methods limits the effectiveness of learning and does not meet modern requirements. Conservatism in educational institutions, a lack of knowledge about modern methods, and the absence of necessary resources hinder the introduction of innovative approaches. Training teachers in modern methodologies, introducing innovations, and creating experimental groups to test new methods can contribute to updating the educational process and increasing its effectiveness [2].

The crowded academic program with other subjects leaves little time for in-depth study of Russian literature. The variety of disciplines and the emphasis on applied subjects result in literature classes being given a secondary place. This makes it difficult to comprehensively study works and analyze literary texts. 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 means and resources hinders the implementation of modern educational technologies in the process of studying Russian literature. Limited funding for the purchase and updating of technical equipment, the low level of technical equipment in classrooms, and the lack of skills among teachers in using new technologies create additional barriers to effective learning. Investments in technical infrastructure, teacher training, and the development of digital resources can significantly improve the quality of the educational process and make it more modern and interactive.

Studying Russian literature in foreign language groups is associated with additional difficulties related to the socio-cultural differences of students. Language barriers can complicate the learning process and the analysis of literary texts. To overcome these difficulties, it is necessary to culturally adapt educational materials, organize intensive language courses, and promote intercultural exchanges to help foreign language students

better understand the cultural and historical aspects of the studied works and improve their language skills [4].

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

To overcome these problems, it is necessary to invest in the professional development of teachers, update curricula, and implement modern methods and technologies. Only a comprehensive and systematic approach can significantly improve the quality of teaching Russian literature and prepare students for successful professional activity.

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