

THE DIDACTIC ROLE OF ICT TOOLS AND INTERNET RESOURCES IN ELECTIVE COURSES ON CONTEMPORARY POETRY

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ABSTRACT

The article examines the use of educational and methodological recommendations for Russian language lessons as a foreign language in the educational process. In particular, it focuses on the use of game methods in Russian language lessons to enhance the effectiveness of learning Russian. The article provides a detailed description of various types of games, as well as their application at different stages of lessons. Games provide an opportunity for students to evaluate themselves in comparison to others, creating an atmosphere of healthy competition, which helps to mobilize the creative potential of students. an atmosphere of healthy competition, thanks to which creative forces are mobilized students' potential.

Keywords: Russian language, educational process, technologies, Russian as a Foreign Language (RFL), creative potential, word games, methods, adapt.

INTRODUCTION

Considering the increased interest of students in computers and the possibilities of the virtual information environment, it can be assumed that the skillful use of ICT tools and Internet resources for didactic purposes can increase students' interest even in reading and studying poetry.

The university's literature curriculum lists the names of poets from the second half of the 20th century, whose works include those of such talented Russian poets as A. Tarkovsky, B. Slutsky, B. Akhmadulina, A. Voznesensky, Yu. Morits, A. Kushner, V. Sokolov, O. Chukhontsev, and others. It also involves studying the creative works of Russian poetic avant-garde authors such as Yu. Kim, G. Sapgir, T. Kibirov, I. Zhdanov, S. Gandlevsky, and others who reflected the atmosphere of our time in their verses.

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The content of the elective course includes biographical sketches of poets and the study of their poems characteristic of the 1960s-2010s poetry, which resonate with the Russian poetic tradition (intra-subject connections). Additionally, the elective course lessons were designed

to actively incorporate cultural context: works of painting, cinema, and singer-songwriter music (interdisciplinary connections), which can be found on the Internet and, with skillful methodological guidance, can serve not only as an informational but also as a didactic resource. What informational materials from the Internet can serve as didactic aids in studying an elective course on modern poetry? First and foremost, these are electronic libraries and online literary journals, where one can find the necessary texts. Information about poets' biographies and works, portraits, photos, and videos can be found in online encyclopedias (such as Wikipedia), Internet museums, websites dedicated to poets (including personal websites of contemporary Russian poets), as well as in literary criticism published online. Familiarization with these resources under the teacher's guidance will help students find the necessary texts (both literary and critical), while exposure to visual, audio, and video materials will broaden their cultural horizons, which is essential for developing their reading skills.

For preparation for elective course lessons, various types of advanced assignments using online encyclopedias and other Internet resources are possible. These may include creating a gallery of the poet's portraits, compiling reports about their creative journey, or writing a text for a virtual museum tour. For instance, materials about the life and work of A. Tarkovsky (and other poets) can be found in Wikipedia, where links lead to poem texts, portraits, and recordings of poems in the author's voice in mp3 format, as well as access to the poet's online museum.

Multimedia content in elective course lessons can be presented as a computer presentation, employing a combination of technologies that integrate several information formats: graphics, text, video, sound, and animation effects. To organize research activities for high school students using a multimedia information environment, the following tasks can be utilized: to compile lexical and historical-cultural commentaries on poems using network dictionaries and encyclopedias and using search engines on the Internet with a search bar; to identify intertextual connections (searching for subtexts, reminiscences, hidden quotes, etc.); to correlate their own perception of the poems with the assessments of the criticism posted online;

Comparison of poems with works of painting, music, and cinema.

Using presentations allows for the creation of hypertextual commentaries that reveal the intertextuality of the studied texts, which is especially important when introducing postmodernist poetry. At the same time, the computer hypertext format allows the reader to be in the space of several texts simultaneously and allows them to easily move from the main text to the hidden quote and vice versa.

The use of animation effects in presentations can also serve to illustrate the internal structure of intertextuality, "demonstrating that all quotations, reminiscences, and allusions are simultaneously present within the text, and their intersection creates a particular tension in the human experience within culture" [1, p. 59].

For instance, in the course of analyzing T. Kibirov's poem about the Motherland, "If Only You Were a Bit Smaller..." (from the cycle "Beggar's Tenderness"), students identify and interpret intertextual elements embedded within the work.

Well, if only you were a bit smaller,
Not such a universal, doughy mass,
Not such a boundless, basin-like sprawl,
If only you'd curb your boundless chaos—
Then perhaps I could pity you, maybe
Speak out in your defense against slanderers,
Stand firm, shielding your shame with my chest,
Your unsightly, parental disgrace.
But you, auntie, are simply enormous,
You, woman, have sprawled far and wide,
Your expanses so endlessly vast,
Your native wasteland so painfully clear,
So freely you lie between three oceans—
You, drunken mother, so grand and collapsed—
That to pity you seems foolish and strange...
But to love you... I do. Now let me be.

In the poem's text, the elements that are reminiscences of the works of Pushkin, Lermontov, Blok, Simonov, and Lebedev-Kumach are underlined. Reflecting on the difference between Kibirov's image of Russia and the traditional depiction of the homeland in Russian lyric poetry as a beautiful woman, wife, mother, high school students find contextual synonyms for the word "родина" ("kvashnya," "lokhan," "aunt," etc.) and explain their stylistically lowered connotations. The students try to understand why the text about the Motherland is filled with "dramatic comedy" and what the unexpectedness of its ending is. They note that the comic effect is created by recognizable quotes from famous works of Russian poetry.

To visualize this clearly, hyperlinks are created in the multimedia presentation for the underlined words and phrases, and comments about them appear on the same screen as the poem's text in specially opened windows. This arrangement of Kibirov's poem and the "pretexts," which serve as samples of poetic classics, allows students to be in the space of several texts simultaneously, preserving their semantic interdependence and unity. The activation of intertextual content broadens their literary horizons, enriches their reading experience and cultural memory, and, most importantly, deepens their understanding of the work. This is because referencing intra-disciplinary connections and selectively choosing relevant texts reveal new facets of poetic meaning.

To foster a deeper understanding of poetry, students may be assigned tasks that involve searching for contemporary literary criticism online and reflecting on the interpretations presented therein. For example:

Find quotations in the poems of I. Zhdanov that correspond to critic V. Kazak's assertion: "In Zhdanov's poetry, the motifs of loneliness, despair, and guilt are recurrent. The notion of the all-encompassing is most fully expressed in the fact that, in Zhdanov's essentially religious work, there is no boundary between life and death, nor between physical time and the metaphysical concept of eternity."

Multimedia hyperlinks in educational presentations help familiarize students with both verbal and visual information (such as reproductions of paintings). The following are examples of such assignments:

The critic M. Epstein identified a distinctive feature of A. Kushner's lyric poetry in its depiction of "the all-pervasive cultivatedness of nature itself, whose phenomena are marked by the same intricacy, ornamentation, and refinement as works of art" [2]. Support this idea with lines from the poem "You praise to me the lush little fir trees...".

Examine reproductions of Diego Velázquez's paintings "Las Meninas" and "Infanta Margarita" found online. On what basis does the poet compare the fir trees to royal children portrayed in the artist's paintings?

Musical components also integrate organically into the lessons of an elective course—for example, songs by contemporary bards in MP3 format. These can be used to set the emotional tone at the beginning of a lesson (e.g., "Horses in the Ocean", set to the poetry of B. Slutsky); to highlight key features of a poet's style, as well as the meaning and mood of their verses (e.g., the poem "Stanzas" by I. Brodsky, set to music by O. Mityaev); or to evoke the atmosphere of a particular era through musical and poetic associations (e.g., the reflection of the "Thaw" era in the song "Can the Children of the South...", based on the poetry of I. Ehrenburg).

Understanding contemporary poetry can be enhanced through the use of video materials and parallels with cinema—for example, by screening and discussing video recordings of songs performed by Yuliy Kim; or by analyzing excerpts from films by Andrei Tarkovsky, such as *Stalker* and *Mirror*, in which his father's poems are recited, with attention to the role these verses play within the cinematic context.

Debate elements are also appropriate in elective course sessions, as they help students learn to articulate their positions and defend their viewpoints with well-reasoned arguments. For instance, while studying postmodern poetry, students may be given discussion-based assignments developed with the use of online resources, such as:

Explore the opinions of literary critics regarding the poetry of Timur Kibirov on his official website:

"A core feature of Kibirov's poetry lies in his ability to identify 'eternal archetypes' in contemporary reality..." (A. Nemzer);

"Timur Kibirov is the most tragic Russian poet of the past decade..." (A. Levkin); "For some reason, everyone sees Kibirov as an ironic and witty poet. In fact, he is a typical moralist..." (E. Fanailova).

Which of these viewpoints do you agree with? Support your position with examples from the poet's lyrical works.

As part of research and project-based assignments, students can be offered tasks that enhance their academic motivation and foster independent work with various information sources, including the Internet. Examples include:

developing interview questions for a poet based on critical articles found online;

producing an illustrated digital collection of poems by a contemporary poet along with an original introductory essay;

writing and staging a script for a musical-poetic performance using online visual, audio, and video materials.

Thus, the use of ICT tools and Internet resources in elective literature courses offers new opportunities for text analysis. By activating the didactic potential of digital information, educators can: enhance student motivation and foster the development of critical thinking; teach students to efficiently locate a wide range of texts online and assess them with well-reasoned arguments; compile lexical, historical, and cultural commentaries necessary for a deeper understanding of literature from the past; develop hyper textual annotations that reveal the intertextual nature of literary works; and analyze visual, audio, and video materials that allow literature to be studied in the broader context of other arts. These strategies deepen literary comprehension, broaden students' cultural horizons, and improve their ability to engage with global cultural discourse.

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