

## K. D. USHINSKY AND HIS CONCEPT OF EDUCATION OF A PERSON IN LITERATURE LESSONS WITH INOPHONE STUDENTS

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### Annotation

The article is devoted to the problem of teaching Russian literature to foreign students. The author of the article proposes to use the concept of personality education by K. D. Ushinsky to solve this problem. Classical works of Russian literature of the 19th century, necessary in the education of future teachers at the Faculty of Russian Language and Literature, were chosen as educational material. Ethical conclusions made after reading are considered within the framework of the system of K. D. Ushinsky.

**Keywords:** classical Russian literature, personality education, ethics and aesthetics, K.D. Ushinsky, foreign students.

Pedagogy as a science that originates in ancient times has been continuously developing to the present day. One of the significant eras of development was the 19th century, K. D. Ushinsky begins to apply new approaches in education. This concept was subsequently actively used in Soviet pedagogy, which put the personality-oriented approach of education at the forefront, which determines the harmonious development of the personality of each person.

K. D. Ushinsky showed that “to know a person in all respects” is to study his physical and mental characteristics. The great teacher dreamed of a time when every teacher would be not only a teacher, but also a psychologist. K. D. Ushinsky presented the problem of the correlation of education and upbringing at school in the following way: in general educational institutions, upbringing should be organically combined with the process of acquiring new knowledge. And this connection should be two-way: education should be connected with upbringing. Ushinsky's merit is that he raised the question of the need to study the child, his personality, taking into account historical conditions, national characteristics. The purpose of this article is to find ways to implement this concept in teaching Russian literature to foreign students of a pedagogical university. Questions of morality in the course of literature attract the attention of methodologists [5, p. 339–340], which is the reason for the relevance of the article. Morality is also important in the preparation of students “The real situation is such that only a few program works are read. The rest, having a certain dexterity, can write an essay on a work without reading a single line from it. How to reverse the current situation? [2, p. 32].

Within the framework of this article, it seems appropriate to consider the basic principles of teaching Russian literature to foreigners, on the one hand, and the features of teaching literature within the framework of the pedagogical heritage of K. D. Ushinsky, on the other. “Various types and forms of text interaction are not only an external form of revealing intertextuality, but also factors in the formation of new deep meanings of the text, expanding its semantic field” [1, p. 63]. In this vein, the most important principle is the gradual introduction of foreign students into the moral problems of Russian

literature. Then it is possible to grow both a feeling person and an analyzing specialist in one person, as an example of the implementation of such skills, one can cite the analysis of A.P. Chekhov, made by N.A. Kadirova, where "the student managed to speak expressively not only about Peter's human weakness, but also about his ability to repent" [4, p. 10].

The literature of the 19th century produced many works that carry a significant educational element. These works include the novels of I. A. Goncharov "Oblomov", "Ordinary History", "Cliff" with the problems of education on the path of life. A. S. Griboedov's play "Woe from Wit" with the problem of moral choice, A. S. Pushkin's novels "The Captain's Daughter", "Dubrovsky" illustrating the moral formation of a person.

In the second half of the 19th century, the works of the classics carry a more voluminous pedagogical load, which is clearly manifested in such works as Mumu, Notes of a Hunter, Fathers and Sons, Rudin by I. S. Turgenev; "The Idiot", "The Brothers Karamazov", "Crime and Punishment" by F. M. Dostoevsky; as well as in the dramaturgy of A.N. Ostrovsky, in the works of M.E. Saltykov-Shchedrin and V. G. Korolenko "Children of the Underground". It is advisable to study these works in the context of the educational and psychological concept of K. D. Ushinsky.

The work of L. N. Tolstoy, which enriched world literature, among other things, made a great contribution to Russian pedagogy, at the origins of which stood K. D. Ushinsky. Trilogy "Childhood. Adolescence. Youth", "Prisoner of the Caucasus", "After the Ball" give an example of this. The writer's own pedagogical activity, in particular children's autobiographical prose and the ABC, has very tangible parallels with the concept of K. D. Ushinsky.

In literature classes, a necessary factor in the complete assimilation of theoretical material, as well as the ideas that are revealed by writers, is the student's personal interest in reading literary works, which also arises in the course of individual work with students.

The ethical norms laid down in the works of Russian literature confirm the concept of K. D. Ushinsky and fill it with concrete examples. In particular, in the novel "Rudin" I.S. Turgenev shows the evolution of his hero from a man who put forward advanced ideas, but did not put them into practice, to a man who will defend the Parisian barricades. The element of upbringing is expressed here in the influence on the protagonist N. Lasunskaya, who completely changed Rudin's worldview and attitude.

Another example is L. N. Tolstoy's story "After the Ball", which shows secular life in all its splendor. Against the background of this picture, the author describes the bullying of officers over a simple soldier. The contrast of this situation leads the reader to personally significant ethical conclusions, which was proclaimed in his concept by K.D. Ushinsky.

In another case, with the help of contrast, the author shows the change in the mood of the characters depending on the change in their social environment. For example, in I. S. Turgenev's story "Bezhin Meadow" in the story "Sparrow", the contrast helps the author to show the character of the boy and his attitude to nature. The boy, accustomed to work, admires the beauty of nature, and the other, an "unaccountable dreamer" who does not bother himself with work, admires it. Individual differences in the personality of children serve as a vivid illustration of the ideas of K. D. Ushinsky.

In A. N. Ostrovsky's play "Dowry" the author confronts the reader with the problem of moral choice, where the main character is faced with the dilemma of life in an unhappy marriage or dishonorable wealth. The finale of the play shows that the main character, having made her choice, dies at the end. Thus, the author shows the unsolvability of the ethical problem in these social conditions. However,

students get the opportunity for their own moral development [3, p. 251–253] when understanding this problem in the context of the views of K. D. Ushinsky.

V. G. Korolenko in his work “Children of the Underground” leads his reader to the need to solve an ethical problem: you need to determine your attitude towards homeless children who, finding themselves in difficult living conditions, are trying to solve the problem of their survival not quite honestly. And this task is solved by students, taking into account the opinion of K. D. Ushinsky about the need for knowledge about the personality and social environment of the child.

The problems identified by the Russian classics often in their ideological content raise questions that do not have a common solution. Thus, the reader solves these problems purely individually, which leads him to his own ethical conclusions. The individual solution of these problems is primarily due to work with each student separately, taking into account his personal opinion, according to the concept of K. D. Ushinsky, who in his writings used the didactic principles of the pedagogical concept, which consists in the gradual formulation of problem situations and their educational solution. They are useful in teaching Russian literature to foreign students.

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