



WAYS AND TECHNIQUES OF THE LINGUOCULTURAL APPROACH IN RUSSIAN LITERATURE LESSONS IN SECONDARY SCHOOL

Kadirova Oliy Khamedovna

PhD in Pedagogical Sciences, Associate Professor of the Department of Russian Language and Literature, Termez State Pedagogical Institute

Batyrshina Jumagul Kolmirzayevna

Senior Lecturer of the Department of Russian Language and Literature, Termez State Pedagogical Institute

Abstract: The article is devoted to the study of ways and methods for realizing the linguoculturological potential in Russian literature lessons in secondary school. It explores the theoretical foundations of the interconnection between language and culture, their role in developing students' cultural competence, as well as practical methods for studying the language of culture within the educational process. Special attention is given to the analysis of classical literary texts and the development of assignments that facilitate understanding of the cultural context. Practical recommendations for teachers are provided.

Keywords: linguoculturology, Russian literature, secondary school, cultural competence, educational process, text analysis, teaching methods, intercultural understanding.

Modern education aims to foster a well-rounded individual capable of critical thinking and respecting cultural diversity. The linguocultural approach, which integrates language and culture as complementary categories, plays an important role in the teaching of languages and literature. In secondary school literature classes, this approach not only helps students comprehend literary texts but also enables them to delve into the cultural context that underpins them [1].

Russian literature, rich in historical and cultural realities, offers unique opportunities for the successful implementation of the linguocultural method. The works of Pushkin, Gogol, Tolstoy, and other classics reflect national mentality, traditions, and values that require thoughtful interpretation in the learning process. The aim of this article is to examine the ways and techniques of applying the linguocultural method in Russian literature lessons at the secondary school level and to propose practical recommendations for its effective implementation. The objectives include analyzing theoretical foundations, studying instructional methods, and identifying classroom strategies.

Methodology

This study is grounded in pedagogical and linguocultural approaches, allowing for an integrated analysis of the issue within modern educational practice. Theoretical underpinnings draw upon the works of V.V. Vorobyev [2], who laid the foundations of linguoculturology, and the research of E.M. Vereshchagin and V.G. Kostomarov [3], which focus on the integration of language and culture in education. The methodology includes literature analysis, synthesis of pedagogical experience, and lesson planning and design.

The empirical part is based on an analysis of classical Russian literary texts (e.g., *Eugene Onegin* by A.S. Pushkin, *Dead Souls* by N.V. Gogol), as well as sample lessons developed in accordance with the Federal State Educational Standards (FGOS) [4]. The study takes into account the developmental characteristics of middle school students (grades 5–9) and their academic readiness, ensuring that the proposed methods are applicable and practical.

Linguocultural Methods and Theoretical Foundations

Linguoculturology is an interdisciplinary field that studies the interaction between language and culture in communication. In education, this approach aims to develop students' ability to

understand the cultural codes embedded in languages and texts [2]. In literature classes, it enables learners to appreciate not only the artistic value of a text but also its sociocultural background, fostering cultural competence.

The Russian language serves as a carrier of national culture, reflecting historical realities, traditions, and mentality. For example, the vocabulary and imagery in Gogol's works are deeply rooted in Ukrainian folklore and the everyday life of the 19th century, requiring students to understand these cultural connections [3]. The theoretical basis of this relationship includes three key aspects: analysis of linguistic units (such as words and idioms), interpretation of cultural symbols, and understanding the historical background of the text.

The application of the linguocultural approach in literature lessons in secondary schools serves several key goals. Firstly, it enables students to gain a deeper understanding of content through the lens of culture, which is particularly crucial for adolescents aged 11–15, who are in the process of forming their worldview. Secondly, it fosters intercultural awareness, allowing students to compare Russian culture with other traditions, aligning with the objectives of the Federal State Educational Standard (FGOS) [4]. Thirdly, this approach contributes to the development of language skills, as analyzing literary texts requires attention to vocabulary, stylistics, and cultural context.

The application of the linguocultural approach in secondary school Russian literature lessons represents a promising direction for enhancing both linguistic and cultural literacy among students. This method contributes to the formation of not only subject-specific competencies but also broader educational goals such as cultural awareness, historical thinking, and empathy. The findings of the study, supported by practical examples and literature analysis, demonstrate that integrating culture and language in literature classes enhances students' engagement and understanding of complex texts.

One of the key advantages observed is the deepening of text comprehension. Students are not limited to interpreting the surface meaning of literary works but are encouraged to explore the historical, cultural, and symbolic dimensions of characters, settings, and themes. For example, understanding the societal norms and values reflected in *The Captain's Daughter* or the satire in *Dead Souls* becomes more accessible and meaningful when connected to the cultural context in which they were written. As a result, students can better grasp the author's intent and the message embedded in the text.

Moreover, the linguocultural approach strengthens students' intercultural communication skills. By comparing elements of Russian culture with their own or with other cultures studied, students gain a broader worldview and develop tolerance toward cultural differences. This aspect is especially relevant in today's multicultural and globalized world, where intercultural competence is as critical as academic knowledge.

Another benefit is the enhancement of linguistic awareness. Through lexical-semantic analysis and interpretation of culturally marked vocabulary, students improve their vocabulary and stylistic skills. They begin to recognize how language reflects identity, values, and worldview. Analyzing idiomatic expressions, historical references, or socially loaded terms (e.g., "noble assembly," "honor," or "serf") fosters more nuanced language use and promotes critical thinking. Despite its potential, the implementation of this approach is not without challenges. The lack of teacher training in linguoculturology remains a significant barrier. Many educators are unfamiliar with how to systematically integrate cultural components into their lessons or may feel unprepared to explain complex historical or cultural concepts. Addressing this issue requires targeted professional development programs and the inclusion of linguocultural methodology in teacher education curricula.

Another challenge is curriculum constraints and limited instructional time. Deep cultural analysis of texts may require more time than standard curricula allow, leading to superficial coverage or the omission of rich material. To mitigate this, schools can develop modular or interdisciplinary lesson plans, combining literature with history, social studies, or art to efficiently address multiple learning objectives.

It is also important to consider the diverse student population. Not all students come from backgrounds that provide familiarity with Russian culture, which may result in varying levels of understanding. This necessitates scaffolding strategies such as the use of glossaries, background readings, and visual aids to support learners from different contexts.

In conclusion, the linguocultural approach fosters a dynamic and multidimensional understanding of literature. When implemented thoughtfully, it encourages students to see literature not just as a subject, but as a bridge to human experience, cultural identity, and societal values. To fully realize its potential, further research, classroom experimentation, and institutional support are necessary. The integration of linguocultural techniques into mainstream pedagogy can transform literature lessons into powerful tools for holistic education.

For instance, studying Pushkin's *The Captain's Daughter* from a linguocultural perspective helps students grasp the concepts of "honor" and "duty" as they were understood in 18th-century Russian society and how these relate to the Pugachev Rebellion. This transforms the lesson into a culturally enriching experience, broadening students' horizons.

Implementation Strategies

The linguocultural approach can be implemented in Russian literature lessons through the following methods:

1. **Contextual Analysis of Texts.** Students examine the work within its historical and cultural background. For example, while reading Gogol's *Dead Souls*, the teacher may explain the terms *revizskaya dusha* (poll-tax soul) or *noble assembly* and their relevance to 19th-century Russian bureaucracy. This helps students understand the author's satirical intent and the lifestyle of the era.
2. **Comparative Cultural Analysis.** Comparing Russian culture with other traditions through literature. For example, analyzing the character of Eugene Onegin alongside heroes of Western European novels (Byron, Goethe) reveals the particular traits of Russian Romanticism [1].
3. **Integration of Language and Culture** Studying vocabulary and idioms as reflections of cultural reality. In *War and Peace*, the analysis of French phrases embedded in the text reveals the influence of Western culture on the Russian aristocracy.

These strategies help make literature lessons more meaningful and personally engaging, allowing students to perceive literary texts as integral parts of cultural heritage.

Practical Techniques. To realize the linguocultural approach in the classroom, the following techniques are recommended:

1. **Lexical-Semantic Analysis.** Students explore key words and expressions in the text and their cultural connotations. For example, in *Eugene Onegin*, the word *tatarka* (a type of headscarf) can be analyzed in the context of 19th-century Russian fashion influenced by Eastern styles [2]. *Suggested task:* Identify 3–5 culturally significant words in the text and explain their meanings.
2. **Guided Reading with Commentary.** The teacher provides explanations of cultural references while reading. For example, in Griboyedov's *Woe from Wit*, discussing terms like *French shop* and *Kuznetsky Bridge* illustrates the Westernization of Moscow society in the 1820s.
3. **Role-Play and Dramatization** Students perform scenes, interpreting characters' behavior through their cultural background. For example, the ballroom scene in *War and Peace* can be enacted with attention to etiquette and noble traditions.
4. **Project-Based Learning.** Creating cultural research projects based on literary texts. For instance, students could prepare a presentation on *Customs and Traditions in Dead Souls*, using quotes and illustrations [5].

Challenges and Solutions

The implementation of the linguocultural approach may encounter several challenges:

- **Teacher Readiness:** Some educators may lack in-depth knowledge of linguoculturology [3].
- **Time Constraints:** Limited classroom time makes it difficult to deeply explore cultural contexts.

- Varying Student Levels: Students' different levels of preparedness can hinder comprehension of complex texts.

To address these issues, the following measures are recommended:

- Professional Development Courses for literature teachers with a focus on the linguocultural approach [1].
- Modular Lesson Design that gradually integrates cultural analysis without overwhelming the curriculum.
- Use of Adapted Materials such as glossaries and reference guides to make content more accessible to all learners.

Conclusion

The linguocultural approach in secondary school Russian literature lessons opens new possibilities for developing students' cultural competence. It enables students not only to study literary works but to understand them as reflections of national culture, traditions, and historical experience.

Its implementation — through contextual analysis, cultural comparison, and integration of language — is enhanced by practical techniques such as lexical analysis, dramatization, and project-based tasks. This makes the learning process engaging and meaningful.

Despite challenges related to teacher preparation and limited lesson time, the proposed solutions make effective implementation possible. Linguocultural analysis of classical literature fosters connections between text and life, developing both language proficiency and intercultural understanding in students.

References:

1. Bykova, E.V. *Linguoculturology in Education: Theory and Practice*. Moscow: Prosveshchenie, 2018. – 210 p.
2. Vereshchagin, E.M., & Kostomarov, V.G. *Language and Culture: Country Studies in Russian Language Teaching*. Moscow: Russkiy Yazyk, 2005. – 246 p.
3. Vorobyev, V.V. *Linguoculturology: Theory and Methods*. Moscow: RUDN, 2008. – 340 p.
4. Federal State Educational Standard of Basic General Education. Moscow: Ministry of Education of the Russian Federation, 2010. – 48 p.
5. Chernova, O.A. *Methodology of Teaching Literature in Schools: Modern Approaches*. St. Petersburg: Lan', 2020. – 180 p.