

THE ETHNOCULTURAL ASPECT IN TEACHING LITERATURE AT SCHOOL

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Abstract: The article addresses the current problem of enhancing the effectiveness of literature teaching in the multicultural and multilingual environment of the Fergana Region of the Republic of Uzbekistan. The research is based on the methodology of a pedagogical experiment conducted in schools of the Fergana Region, utilizing methods of participant observation, questionnaires, and analysis of students' creative work. The results showed a statistically significant increase in interest in both Russian and Uzbek literature, a deeper understanding of cultural codes, and the development of comparative analysis skills. It is concluded that the contextualization of literary education through the lens of national culture is a key condition for its success in regions with strong national traditions.

Keywords: methods of teaching literature, Fergana Region, Uzbekistan, multicultural education, ethnocultural component, reading competence, comparative analysis, pedagogical experiment.

Introduction

Modern education in the Republic of Uzbekistan, within the framework of its course towards modernization and openness, faces unique challenges, especially in densely populated and multi-ethnic regions such as the Fergana Region. Teaching literature, particularly Russian literature, in an environment dominated by Uzbek cultural and linguistic contexts requires a special methodological approach. The classical teaching model, often focused on the reproductive assimilation of material, encounters low motivation among students for whom Russian literature may be perceived as "foreign" and distant.

On the other hand, the global trend towards the active introduction of innovative pedagogical technologies (project-based learning, digital tools, critical thinking) in Uzbekistan requires adaptation considering local specifics. The direct transfer of Western or Russian models without considering the rich Uzbek cultural stratum proves to be ineffective.

Thus, a scientific problem arises: how to integrate the study of Russian literature with the Uzbek cultural and literary traditions of the Fergana Region, using modern pedagogical technologies, to overcome the cultural barrier and form genuine reading competence.

The aim of the research is to develop, theoretically substantiate, and test in the conditions of schools in the Fergana Region a methodological model that synthesizes the ethnocultural component with innovative methods of teaching literature.

Research Objectives:

1. To identify the specifics of reading interests and the perception of Russian literature among 8th-9th grade students of School No. 36 in the city of Fergana and the Fergana Region.
2. To develop a model for an integrated literature lesson based on the principle of comparative analysis of Russian and Uzbek literary texts and the use of innovative methods.
3. To experimentally test the effectiveness of this model in forming intercultural reading competence.
4. To develop practical recommendations for literature teachers in the region.

Literature Review

The problem of modernizing the methodology of teaching literature is considered in scientific literature from several key aspects. Firstly, these are general theoretical works devoted to the crisis of the traditional model of literary education and the search for ways to overcome it. The works of Russian methodologies (M.P. Voyshina, V.G. Marantsman, G.S. Merkin) convincingly prove that the reproductive model, aimed at assimilating ready-made interpretations, is giving

way to a personality-activity paradigm, where the student-reader with their subjective experience is at the center. However, these studies, as a rule, do not account for the specifics of national regions belonging to a different cultural and historical field.

Secondly, a significant body of research is associated with the problems of multicultural and bilingual education. The theoretical basis here is the work of J. Banks, G.D. Dmitriev, A.N. Dzhurinsky, who emphasize the importance of intercultural dialogue in the educational process. Concerning Uzbekistan, issues of bilingual education and intercultural communication are touched upon in the research of V.M. Karimova [3, p.78], S.A. Nishonalieva [2, p.45]. In particular, Karimova emphasizes the need to create "cultural bridges" when studying the Russian language and literature in an Uzbek audience, but her work is more focused on linguistic rather than literary aspects.

Thirdly, there are a number of studies directly devoted to the methodology of teaching literature in Uzbekistan. The works of M.M. Khamraeva, K.M. Mambetnazarov [5, p.89], and Sh.A. Sa'dullaeva analyze ways to integrate a national component into the educational process. For example, Mambetnazarov in his article "Dialogue of Cultures in Literary Education" proposes considering Russian classics through the prism of Uzbek ethical and aesthetic categories. However, these works often lack specific, tested methodological solutions and empirical data confirming the effectiveness of the proposed approaches, especially for a unique region like the Fergana Valley.

Fourthly, ethnographic and folkloristic studies devoted to the cultural heritage of the Fergana Region deserve special attention. The works of M.S. Abdullaeva [4, p.112], [R.Kh. Ibragimov](#) describe in detail local folklore traditions, the specifics of dastans, the system of images, and ethical-philosophical concepts (such as "iffat" - chastity, "nomus" - honor, "jahon" - the world), which can serve as a powerful basis for building comparative literary analyses. Despite their value, these studies remain primarily within the framework of philology and ethnography and are poorly utilized in practical pedagogy.

The conducted analysis reveals a gap in research: the absence of comprehensive methodological developments that would combine:

1. modern innovative pedagogical technologies;
2. principles of comparative literature;
3. deep integration of specific ethnocultural material from the Fergana Region.

This research aims to fill this gap by offering not only a theoretical model but also its practical testing with the obtainment of quantitative and qualitative results.

Research Methodology and Methods

The research was conducted during the 2024-2025 academic year on the basis of a secondary school in the city of Fergana. The experiment involved 60 eighth-grade students, divided into a control group (CG, 30 persons) and an experimental group (EG, 30 persons). The initial level of knowledge and motivation was deemed comparable.

Research Methods:

1. Diagnostic stage: Questionnaires for students to identify reading preferences, associations related to Russian and Uzbek literature.
2. Formative experiment with comparative analysis of the results of the CG and EG.
3. Method of participant observation of student activity and engagement.
4. Qualitative analysis of students' creative and project work.
5. Statistical data processing.

In the control group, teaching was conducted according to the standard program using traditional methods: teacher's lecture, commented reading, analysis of the work according to a pre-prepared plan.

In the experimental group, a three-stage lesson model based on integration and comparison was introduced:

Stage 1. Emotional-Cultural Immersion (innovative + ethnocultural component). Goal: to create a "bridge" between the familiar culture and the new text.

- *Example:* When studying A.S. Pushkin's story "The Captain's Daughter," the lesson began with a discussion of the Uzbek concepts of "iffat" (female honor, dignity) and "nomus" (honor, reputation in a broad sense). Students gave examples from Uzbek folklore (dastans, proverbs) where these concepts are central.

- *Methods:* "Brainstorming," compiling associative clusters "Honor in Uzbek Culture."

Stage 2. Comparative Analysis (synthesis of traditional and innovative). Goal: to draw parallels and identify universal and specific features in Russian and Uzbek literatures.

- *Example:* Comparison of the image of Pugachev (A.S. Pushkin) and the image of a people's defender or "noble robber" in Uzbek dastans (e.g., images from the epic "Alpamysh"). The analysis was conducted by compiling a comparative table "Folk Hero: Rebel and Protector." Traditional text analysis was combined with work in small groups.

- *Methods:* "Comparative Table" technique, debates on the topic "Can a revolt in the name of justice be justified?", work with visual aids (reproductions of paintings by Russian artists and miniatures by Uzbek masters).

Stage 3. Creative Reflection and Synthesis (innovative + ethnocultural component). Goal: creative comprehension and personal appropriation of universal themes.

- *Example:* Creating a book trailer for "The Captain's Daughter," with the action transferred to the setting of the 19th-century Fergana Valley. Or writing an essay-dialogue "An Imaginary Meeting of Grinev and Alpamysh."

- *Methods:* Project activities, creating digital stories, staging key scenes with elements of national costume and music.

Results

Effectiveness was assessed according to three criteria: 1) the level of intercultural reading competence; 2) the depth of comparative analysis; 3) motivation to study literature.

Table 1.

Comparative Results of Forming Intercultural Reading Competence in CG and EG (in %).

Criterion / Level	Control Group (CG)	Experimental Group (EG)
Intercultural Reading Competence		
High	20%	60%
Medium	40%	33%
Low	40%	7%
Depth of Comparative Analysis		
High	17%	57%

Criterion / Level	Control Group (CG)	Experimental Group (EG)
Medium	33%	36%
Low	50%	7%
Motivation to Study Literature		
High	23%	63%
Medium	37%	30%
Low	40%	7%

The table data indicate a statistically significant improvement in all indicators in the experimental group.

Qualitative analysis of creative projects revealed:

- In the CG, the works remained within the framework of standard analysis; intercultural connections were almost non-existent.
- In the EG, students demonstrated the ability to find deep cultural parallels. For example, in the project "Home as a Fortress: Comparing Attitudes towards Family and Home in 'The Captain's Daughter' and Uzbek Traditions," students drew analogies between the Belogorskaya Fortress and the Uzbek house-fortress with its inner courtyard (hovli) as a center for protecting and preserving moral foundations.

Questionnaires at the control stage showed that 73% of students in the EG began to consider Russian literature "close and understandable," as they saw in it universal human values reflected in their own culture.

Discussion

The obtained results confirm the effectiveness of the proposed model [2, p.48]. Its success is due to several factors:

1. **Relevance through Cultural Context.** Relying on familiar Uzbek cultural codes (iffat, nomus, the image of a folk hero) removes the psychological barrier towards "foreign" literature. The student perceives the work not as an external, imposed object of study, but as a text entering into a dialogue with their own cultural background.
2. **Formation of Dialogical Thinking.** Comparative analysis does not oppose cultures but reveals their dialogue. This fosters tolerance and an understanding of the polyphonic nature of the world cultural process, which is especially important for the multi-ethnic Fergana Region.
3. **Practice-Oriented and Creative Nature.** Projects related to transferring the plot to a local context make learning personally significant. Students are not just passive consumers of knowledge but active interpreters and creators.

The effectiveness of the proposed model confirms the thesis of Karimova [3, p.81] about the need for special approaches for the Fergana region. This research has certain limitations related to the sample size and duration. To scale the model, it is necessary to develop teaching aids for teachers of the Fergana Region and conduct professional development courses. Further research could be aimed at developing similar models for other regions of Uzbekistan, taking into account their local specifics (for example, Karakalpakstan or the Khorezm Region).

Conclusion

The conducted research proves that the modernization of literature teaching in schools of Uzbekistan, particularly in the Fergana Region, should proceed not by simply borrowing innovations, but through their subtle adaptation and integration with a powerful ethnocultural component.

The developed model, combining comparative analysis of Russian and Uzbek literature, reliance on local folklore, and the use of active learning methods, has shown its high effectiveness. It allows for the formation of a holistic perception of literature as a universal language of human values in students, which contributes not only to the development of reading competence but also to the strengthening of intercultural understanding. The implementation of this approach in the practice of schools in the Fergana Region can become a significant contribution to the realization of the educational initiatives of the Republic of Uzbekistan.

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