



ISSUES IN THE STUDY OF RUSSIAN LANGUAGE AND WORLD LITERATURE

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ABSTRACT

The article examines current issues of studying the Russian language and world literature in the modern educational space. Special attention is paid to their interrelationship, the role of the literary text in the formation of students' linguistic, communicative, and cultural competencies. The work analyzes the theoretical foundations of studying the Russian language and world literature, as well as the problems and prospects of their integration into the educational process.

The relevance of the article's topic is determined by the growing role of the Russian language and world literature in the modern educational and cultural space. In the context of globalization, intercultural communication, and the expansion of international contacts, it is impossible to study the Russian language without referring to literary texts from world literature, which contribute to the formation of students' linguistic, communicative, and cultural competencies.

The Russian language as a means of interethnic communication and as an object of scientific study is closely connected with literature, because it is in literary works that the expressive possibilities of the language, its stylistic richness, and cultural meanings are most fully revealed. World literature, in turn, represents the universal cultural heritage of humanity, reflecting the historical experience, spiritual values, and aesthetic ideals of various peoples.

The Russian language is among the most widespread languages in the world and performs important social, cultural, and communicative functions. It is not only a means of communication, but also a bearer of the national culture, history, and mentality of the Russian people. Learning Russian in educational institutions involves the formation of students' linguistic competence, including knowledge of the phonetic, lexical, and grammatical systems of the language, as well as the ability to use language tools in various communicative situations. Special attention is paid to the development of speech activity: speaking, listening, reading, and writing.

In Russian language teaching methodology, texts, including literary texts, play an important role, serving as a source of linguistic material and a model for the normative use of linguistic units. Through text analysis, students master the richness of vocabulary, the diversity of syntactic constructions, and the stylistic features of the language.



World literature is a collection of artistic works of various peoples and eras that have acquired universal significance. It reflects the universal problems of being, moral values, and aesthetic ideals of humanity. Studying world literature contributes to broadening students' horizons, shaping their aesthetic taste, and developing critical thinking. Familiarization with the works of foreign authors allows one to understand the peculiarities of national cultures and contributes to fostering tolerance and respect for other peoples. In the educational process, world literature performs not only an aesthetic but also an educational function, forming the spiritual and moral orientations of the individual.

The Russian language and world literature are in close interaction. Translations of foreign works into Russian enrich its vocabulary, expand stylistic possibilities, and contribute to the development of literary language. At the same time, the works of Russian writers, which have entered the treasury of world literature, influence other national literatures and contribute to the spread of the Russian language beyond Russia. Thus, studying the Russian language in the context of world literature allows us to consider it as a living, developing system closely connected with the culture and history of humanity.

A literary text is one of the most effective means of teaching the Russian language. It allows for studying the language in its natural functioning, within the context of a specific communicative situation. Working with a literary text contributes to the development of lexical and grammatical skills, the formation of skills in analyzing and interpreting the text, and the development of oral and written speech. Additionally, literary works evoke emotional responses in learners, increasing their motivation to learn the language. Using works of world literature in Russian translation allows combining language teaching with a cultural component, expanding students' knowledge of world culture.

Despite significant potential, the process of studying the Russian language and world literature faces several challenges. These include students' decreased interest in reading, difficulty in perceiving classical texts, and insufficient adaptation of learning materials to modern educational requirements. Another problem is the limited number of hours allocated to studying humanities subjects, which makes it difficult to deeply master both linguistic and literary material.

A promising direction is the integration of Russian language and world literature courses based on an interdisciplinary approach. This approach allows us to consider language and literature as a single cultural space. The use of modern pedagogical technologies, digital resources, and interactive teaching methods contributes to increasing the effectiveness of the educational process and students' interest in the subjects being studied.

Table-1. System of tasks for students studying Russian based on texts of world literature

Lexical tasks:	Grammatical tasks:	Stylistic tasks:	Analytical tasks:	Creative tasks:
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write down unfamiliar words and determine their meaning;	determine the types of sentences;	to find tropes and figures of speech;	determine the topic and idea of the text;	write a mini-essay;
choose synonyms and antonyms;	analyze verb forms;	To determine their artistic function.	Describe the author's stance.	to prepare an oral presentation
Compose sentences using newly learned words.	Perform sentence transformation.	.		

Objective: To develop students' linguistic, communicative, and cultural competencies.

Table 2. Example of an Integrated Lesson in Russian Language and World Literature

Lesson topic:	Literary texts from world literature as a means of studying the Russian language
Objective:	formation of skills in text analysis and speech development
Tasks:	development of lexical and grammatical skills, interest in reading, and cultural horizons
Lesson progress:	
Organizational Stage	Knowledge Actualization
Working with Literary Texts:	Discussion and Interpretation
Creative Assignment	Conclusion

Thus, the presented tables confirm the practical orientation of the article and can be used in the educational process.

Conclusion. The conducted research has allowed for a comprehensive examination of Russian language and world literature studies as interconnected and mutually complementary components of modern humanities education. In the course of the study, it was determined that the Russian language serves not only as a means of communication but also as a crucial bearer of cultural and spiritual values, which are most fully revealed in literary texts.

An analysis of theoretical foundations has demonstrated that world literature plays a significant role in developing students' linguistic, communicative, and cultural competencies. The use of world literature in the process of learning the Russian language contributes to the enrichment of vocabulary, the development of grammatical skills, and the formation of analytical thinking and aesthetic taste.

The article focuses particularly on literary texts as an effective teaching tool. It has been established that systematic work with world literature texts enables the study of linguistic phenomena in their functional and stylistic diversity, enhances students' motivation, and stimulates their verbal activity. The identified issues related to a decline



in reading interest and difficulties in comprehending classical works underscore the necessity of implementing integrated and innovative approaches to teaching Russian language and world literature.

A promising direction involves utilizing interdisciplinary connections, modern pedagogical technologies, and developing a system of tasks oriented towards active engagement with the text. Thus, the results of the study confirm the feasibility of integrating Russian language and world literature in the educational process. The materials presented in this article can be applied in teachers' practical activities, curriculum development, as well as in further scientific research in the fields of philology and teaching methodology.

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