

## STORY A.S. PUSHKIN'S "THE CAPTAIN'S DAUGHTER" IN SCHOOL STUDY

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### ARTICLE INFO.

**Key words:** A.S. Pushkin, russian literature, national literature, work of art, phenomenon of national culture, national environment, lexicon M.D. Kocherin, G.I. Belenky, M.A. Shneerson, O.K. Bogomolov.

### Abstract

The focus of this article is an analysis of the relationship between Pugachev and Grinev. At the initial stage, before getting acquainted with the story by A.S. Pushkin's "The Captain's Daughter", it is proposed to conduct an extracurricular activity: "Historical situation in Rus' at the end of the 18th century".

The final work is a written assignment. The following types of tasks are offered: selective retelling, retelling of a chapter, essay.

This teaching aid does not determine the number of hours of work with the work "The Captain's Daughter"; it only provides recommendations for conducting lessons and additional auxiliary material

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Methodist K.G. Bocharov proposes the following sequence for studying the story "The Captain's Daughter":

1. preliminary assimilation of the text (with pre-suggested questions);
2. introductory lessons, historical content of the story and its heroes;
3. image of Pugachev;
4. characteristics of Grinev;
5. secondary images of nobles - defenders of the serfdom, Masha Mironova, Savelich;
6. ideological content and meaning of the story;
7. analysis of essays.

This lesson system includes an analysis of the main components of the story as a historical work. The construction of the system from this point of view is logical: in the foreground is the image of Pugachev, which the author considers the key to understanding the ideological content of the story. But

in general, the system of lessons is built as a chain of characteristics isolated from each other (the essay is also a characteristic) and little reflects the artistic originality of the story as an aesthetic whole. Positive in the system of K.G. Bocharov is an organic fusion of educational methods for studying the story with thorough literary analysis. The author does not mention commenting. [1. p. 91].

One of the possible options for analyzing the story is given by K.P. Lakhostsky in the book "Pushkin at School", in an article devoted to the analysis of this work in the 8th grade.

In the system of work proposed by K.P. Lakhostsky, the second lesson deserves special attention, the purpose of which, it seems to us, is dictated by the desire to create in students a holistic aesthetic impression of the story they have just read. Such a lesson immerses students in the world of the work; here the technique of commented reading turns out to be quite appropriate, justified and necessary. From the first acquaintance with the work, a picture of the whole remains in the students' minds, albeit imperfect and vague. Then the reading begins, "peering" into the story, into its individual themes and images. Analysis becomes much more fruitful because it is conducted against the backdrop of impressions of the work as a whole. The artistic specificity of the story was the source for the correct methodological decisions. [2. p. 9-11].

Plan of work on the study of Pushkin's story, proposed by M.G. Kachurin and M.A. Schneerson is also subordinated to the task of studying the historical basis of the work. The authors do not develop lesson planning, but define the stages of analysis of "The Captain's Daughter". A plan for the introductory conversation is given, it is recommended that students familiarize themselves with the initial understanding of the story, and the main milestones in the analysis of its text are outlined.

Movement, changing topics directs the teacher's thought to creating lessons based on comparison, for example: "The Mironov and Grinev Family", "Grinev and Shvabrin".

The originality of the school analysis of the story by A.S. Pushkin, proposed by M.G. Kachurin and M.A. Schneerson, - in maximum concentration of children's attention to the language of the work. By forcing one to read into the story, listen attentively to the speech of the characters, activating interest in individual artistic details, and above all in the word, the teacher leads students to comprehend the character of the hero, to understand the events developing in the story, its plot, using the technique of commented reading. [2. p. 9-10].

The task set by the authors - to go in studying the story from the word to the writer's intention - dictates the topics of the essays: "How the characters of "old people" are revealed in their language", "The role of folklore (songs, fairy tales, proverbs, sayings) in revealing the image of Pugachev " Essays of this type were not often practiced at school in the 50s - 70s of the last century, and therefore a reminder of them was very timely.

"The need for explanations to the text is dictated, first of all, by the school, by the young reader, and it is quite natural that a literature teacher, starting with class comments on the text, moves on to scientific work on a serious historical and literary commentary on the text and carries it out at a level of great scientific seriousness ", writes M.A. Rybnikov in the book "Essays on the Methods of Literary Reading." The methodologist pays tribute to his time: "everything needs to be taught from the standpoint of communism." But she quite definitely stated the idea of the need for a serious historical and literary commentary on the work.

Rybnikova is developing a very interesting approach to studying the story by A.S. Pushkin's "The Captain's Daughter" - the analysis of the work is proposed to be carried out by comparing it with "The History of the Pugachev Rebellion" (comparing the genre, language of the work, system of images and

characters).

In an interesting article by A.I. Komarovskaya “On some possibilities for analyzing the image of Pugachev” offers a variant of analyzing the story through the prism of the attitude of the poet Marina Tsvetaeva to it, “whose direct, living perception of Pushkin’s story will naturally find a response among the children.” [3. p. 111].

The historical and cultural commentary on the story is especially significant for the author. The teacher invites students to remember which character traits are most characteristic of Don Quixote of La Mancha, and then says that only with him Marina Tsvetaeva agrees to compare Pugacheva... Or, for example, the teacher says that Tsvetaeva always perceived the story “The Captain’s Daughter” only under the title “Counselor.” The question is: “What would you call this story?”, “Why did Pushkin call the story “The Captain’s Daughter”?” The teacher asks about the validity of the following thought of M. Tsvetaeva: “... and she was ready to cry bitterly that Grinev does not understand (Grinev is not one of those who understand at all) that a man loves him, chops everyone, and loves him, as if the wolf suddenly began to give your paw, but you wouldn’t accept this paw.”

In an interesting article by G.I. Belenky “A.S. Pushkin “The Captain’s Daughter”” also examines the system of lessons for studying the story. Analysis of G.I. Belenky is valuable primarily because it is conducted with strict consideration of the figure of the narrator - Pyotr Grinev. Speaking about the narrator, the methodologist states: “Grinev is shown in development. The months of the peasant rebellion and the meeting with Pugachev were decisive in his spiritual maturation. Not a single person (except Masha Mironova) played such a role in Grinev’s life as Pugachev.”

However, one can only partially agree with this conclusion. Yes, meetings with Pugachev are Grinev’s brightest memories, amazing pages of his life. Of course, Pugachev played a huge role in Grinev’s fate, and Grinev was under the spell of his personality. But still, meetings with Pugachev did not force Pyotr Andreevich to look at the uprising with different eyes, or at least come a little closer to understanding its causes. The feeling of gratitude to Pugachev does not prevent Grinev in his old age from calling him “a villain, spattered with the blood of so many innocent victims,” his army a “gang,” the war with the rebels “boring and petty,” Pugachev’s actions villainous. About ways of commenting on the story, the author, G.I. Belenky does not mention it, since his goal is to analyze the content of the story, and not the methodology for studying it.

Not all teaching aids have a lesson plan, but all have recommendations for conducting lessons on “The Captain’s Daughter”. The manual contains additional information to help the teacher; it can be used as a commentary. This system of lessons is not sufficiently developed: only separate information is given to the teacher, standard questions and essay topics are offered. It is not clear which path of analysis was chosen—by chapters, by cycles of chapters, following the author, or a morphological analysis.

Currently, it is proposed to develop various options for conducting lessons based on the story by A.S. Pushkin.

Teacher of Moscow school No. 312, A.V. Matveeva suggests conducting one of the lessons in the form of a role-playing game “The Trial of Grinev.” Whatever the decision of the high court, during this game everything that has been experienced and comprehended over a long period of penetration into this amazing historical story, so poignant and relevant for those who are growing up, comes together. To defend their point of view, students will have to frequently refer to the text and be able to quickly find anything they need in it, so the students must be well acquainted with the text and the commentary on it.

The main task of commented reading of Pushkin’s story “The Captain’s Daughter” in a school with

the Kyrgyz language of instruction is to help the student become a thoughtful reader, increase interest in literature, and deepen understanding of the holistic nature of a work of art (unity of content and form).

An analysis of the program and a textbook on literature in a Kyrgyz school showed that they allocate a certain place to the study of the work "The Captain's Daughter". The program provides types of work that contribute to the conscious assimilation of the content of the story and the development of skills in analyzing important ideological and artistic features of the text.

As a drawback, it should be noted that the program lacks an orientation towards commented reading of the story "The Captain's Daughter" in the process of working on it, and insufficient coverage of the issues of the formation of theoretical and literary concepts.

In the textbook on Russian literature for the 8th grade of the Kyrgyz school, explanations of unfamiliar words are mainly included in page-by-page footnotes, but many lexical difficulties are not taken into account and the explanations do not always provide a full perception of the text while reading by students of schools with the Kyrgyz language of instruction.

Considering the shortcomings of the textbook on Russian literature for the Kyrgyz school, we also touched upon the problem of adapting literary texts in this textbook.

The fiction in this textbook, in our opinion, is too much adapted. For study, only separate passages are taken from the story "The Captain's Daughter", which are also greatly abbreviated. These excerpts can give students only the most general idea of the plot, characters, ideological orientation, linguistic and aesthetic values of the word created by the artist. [4. p. 32].

Textbooks on Russian literature in Kyrgyz-teaching schools contain a commentary on the text and special tasks aimed at developing the ability to "read" a work of art. The commentary contains historical information about the events that served as the basis for their writing, analysis of the ideological and artistic content, and interpretation of individual phrases and lines.

However, the article in the textbook, questions and assignments for the story by A.S. Pushkin's "The Captain's Daughter" does not create conditions for students to express independent judgments and assessments, does not sufficiently contribute to the analysis of a work of art in the unity of content and form, does not reveal Russian-Kyrgyz literary connections, and does not direct schoolchildren to pay close attention to verbal and figurative means of artistic representation.

Thus, the majority of methodologists, authors of methodological recommendations for studying the story of A.S. Pushkin's "The Captain's Daughter", they consider it necessary to provide a historical and cultural commentary on the work, but, as a rule, the methodology for studying the story is left to the discretion of the teacher working with schoolchildren. Of the commentary techniques, in some cases, only the technique of commented reading is mentioned, the aspects of which are not defined in sufficient detail and clearly.

When planning work, we determine the place of commented reading lessons in the system of classes on the entire topic. So, when starting to study the story "The Captain's Daughter", first of all, we will decide how many lessons should be devoted to commented reading at school, which chapters of the story should be read in class, how much time to devote to introductory lessons and subsequent general lessons. It is necessary to take into account that introductory lessons, commented reading lessons and generalizing lessons are inextricably linked and form links in a single chain.

This connection extends further. In order for the text of the work to be understandable to students and comments can be kept to a minimum, it is necessary, before reading the text, to provide students with information about the era and the literary struggle in which the writer was a participant, about his socio-

political and literary views, and about the history of the creation of the work being studied. . The range of such knowledge is determined in advance so that students can be prepared for reading the work in review topics and in introductory classes.

In order to successfully complete lessons on studying the story “The Captain’s Daughter,” schoolchildren must be well aware of the main features of the era of Catherine the Great’s reign and the associated reasons for the Pugachev uprising. If this material is not mastered, then the lessons of commented reading of the story will turn into review lectures.

When thinking through the system of lessons, one must also take into account that the material of the work of art will help to concretize in the students’ imagination the general information that was communicated in the overview and introductory topics. Therefore, commented reading lessons are built taking into account the tasks that were solved when studying review topics.

In introductory classes, students are informed not only of the amount of necessary information, but also tasks that will be solved in the process of working on the work are outlined. Work on the text should always be purposeful.

Commented reading lessons provide material for solving the intended problems. During the commentary, attention is focused on the following questions: Does Pushkin condemn the leader of the uprising, Emelyan Pugachev? How does the poet feel about Pyotr Grinev? What is the meaning of the contrast between Grinev and Shvabrin? What is the difference between the method of depicting the heroes in the story “The Captain's Daughter” and in the work “The Story of Pugachev”?

In general lessons, summing up the observations made on the work, a solution to the assigned problems is given.

This way of working will ensure compliance with one of the most important provisions that determine the success of a teacher: the idea of a work of art will be discovered by students in the very fabric of this work, in its figurative system, and will not be formulated by the teacher as a kind of dogma, in support of which quotes from the work are selected. The intended method will ensure maximum confidence, interest and depth of knowledge among students.

When thinking about the system of classes on the topic, the teacher determines the ratio of hours allocated to commented reading and general lessons. Work on the text (including lessons in commented reading) is given the main attention in the system of classes on a work of art.

The question of the relationship between the lessons of commented reading is also decided in advance. If the work is large in volume and a number of lessons are allocated for reading it, it is necessary to structure them so that they are closely related to each other and mutually conditioned. Each subsequent lesson of commented reading is a new stage in the study of the text, reveals new features of the characters, features of the language and composition of the work, or expands the observations made in previous lessons. It is necessary to constantly return to previously made observations, make comparisons, and establish connections.

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