



## **CULTIVATING A SENSE OF PATRIOTISM IN RUSSIAN LANGUAGE LESSONS IN FOREIGN LANGUAGE GROUPS OF HIGHER EDUCATIONAL INSTITUTIONS**

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### **Abstract**

The article examines the development of a sense of patriotism in Russian language lessons in foreign language groups of higher education institutions.

**Keywords:** Patriotism, foreign language students, education.

### **Introduction**

The historical experience of the formation and development of the Republic of Uzbekistan indicates that the most important means of forming a civil society and strengthening the unity of the state is the patriotic education of citizens.

Describing the current situation in the country, the President of our country Sh.M. Mirziyoyev said that “having lost patriotism and national pride and dignity, we will lose ourselves as a people capable of great achievements.” Educational institutions are called upon to prevent moral degradation and revive the high meaning of the word “patriotism,” since childhood and youth are the most fertile time for cultivating a sense of love for the Motherland. A huge role in cultivating a sense of patriotism and citizenship also belongs to the teacher of Russian language and literature.

The Russian language as an academic subject has an extremely high cognitive value: instilling a sense of love for learning languages, understanding universal human values, and raising a person with a high sense of patriotism. To achieve these goals in studying the Russian language, one can use such material as “General information about the Russian language” and didactic material: exercises, dictations, essays, compositions, etc.



Work on the formation of patriotism depends on the general preparation of students, the specifics of the program material on the Russian language and the interdisciplinary connections of the Russian language with other subjects. So, if in the first lesson we talk about language as the most important means of communication, about how the language appeared, what conditions contributed to this, then there is a conversation about the reasons for the inclusion of the Russian language in the world languages - political, scientific, cultural-historical, linguistic. Education of citizenship and patriotism is manifested through love for one's country, devotion to it, in a conscious desire and readiness to stand up for the defense of the Motherland following the example of one's ancestors. A good help in this is the correct selection of didactic material.

In the process of conducting educational dictations, presentations, you can offer students to determine the main idea of the text, focus on those thoughts, feelings that form patriotism and citizenship, for example: How did the bravery of the Uzbek people, their loyalty to the Motherland manifest themselves? What helped the heroes defeat the enemy? Could you do the same?

Proverbs that can be used in studying various topics throughout the entire process of learning Russian are of great educational value: "A dash between the subject and the predicate" - Native land is mother, foreign land is stepmother; Homeland is mother, be able to stand up for it; "Full and short adjectives" - One's own land is sweet even in sorrow; A foolish bird is one that does not like its own nest; "Degrees of comparison of adjectives" - The homeland is more beautiful than the sun, more precious than gold; Love for the homeland is stronger than death, etc. and translate them, find analogues in the Uzbek language. ( Ona yurting-oltin beshik; Vataning-onang; O'zga yurtda shoh bolguncha, o'z yurtingda gado bo'l, etc.)

Love for native nature is one of the manifestations of love for the Motherland, and its cultivation largely depends on the teacher of the Russian language, because it is he who introduces children to the poetic image of the Motherland. Cultivating love for nature in students, we turn to writers, poets who created unforgettable pictures of native forests and fields, seas and mountains. In the training exercises there are many texts - descriptions of nature by classics of Uzbek and Russian literature, systematic work with such samples allows you to move on to composing your own essays "Favorite corner of nature", "My city", "Street of my childhood", "The beauty of the world through the eyes of A. Navai and A.S. Pushkin" and others.



Working with dictionaries has great educational value. Students can perform a variety of tasks, for example: Read the dictionary entries in the “Big Explanatory Dictionary” and the “Dictionary of Foreign Words” devoted to the word “patriot, patriotism”. How do the material of the dictionary entries differ? Write an argument on the topic “What does it mean to be a patriot”. Read the dictionary entries devoted to the words homeland, hero, heroism, courage, valor, bravery. What do these words have in common?

It is necessary to study languages, improve and elevate your knowledge. Then the level of culture will rise, and the wealth of good relations between people will accumulate, the moral foundations of life will be strengthened.

Systematic work on patriotic education of students will certainly yield positive results, because the younger generation will not be brought up on the denial of the culture of their country and ridicule of the history of their state, but will learn to find the right guidelines, to form a system of attitudes to certain events. Literature has great potential in patriotic education.

The oral literature of any nation contains the richest material for education in the spirit of friendship, mutual understanding, hard work, patriotism. Proverbs, sayings, riddles, songs, and epics serve this purpose. We see the reflection of national ideals - patriotism, heroic strength, intelligence, resourcefulness - in Uzbek and Old Russian literature, in the chronicle "The Tale of Bygone Years" and in "The Tale of Shirak".

The history of the Uzbek people is full of immortal examples of great courage, feat, heroism. According to Herodotus, our ancestors - the Massagets, were warlike, brave and courageous warriors, defenders of their land, tribe!

"Each people," writes Herodotus, referring to the tribes living in the territory of Central Asia, "is individually treacherous, wild and warlike, but in relations with others - simple-hearted and truthful." Dionysius Periegetes narrates that "beyond Sogdiana, along the course of the Jaxartes, live the Sakas, who shoot arrows, of all the archers in the world the most skilled, not shooting arrows at random." And Clement of Alexandria reports that "the Saka women, when they pretended to flee, shot from their horses, turning back, as did the men.

The history of mankind testifies to the existence of various ideas and ideologies that served either good or tyranny, enlightenment or obscurantism. The lessons of history testify to the fact that heroes, patriots and moral ideals are needed by society



so that people feel their unity, solidarity as a society, people, nation, so that everyone can determine their place and realize their creative potential. In the image of heroes, patriots, moral ideals, society sees its future, its social and spiritual development, prospects, therefore each society creates its heroes, patriots and ideals.

The fable by I.A. Krylov “The Wolf in the Kennel” conveys a high patriotic feeling and a nationwide patriotic upsurge. It is based on a specific historical fact – Napoleon’s attempt to negotiate with Kutuzov about concluding peace. As a result of the analysis, students determine the moral of the fable – any invader who encroaches on someone else’s land, looking for easy prey, will suffer the fate of the Wolf: “There is no other way to make peace with wolves than by skinning them.” And he immediately released a pack of hounds on the Wolf. Together with the Hunter, a wise, experienced man, Krylov asserts the necessity and justice of a harsh fight against any insidious and cunning enemy.

Students have a special warmth for the theme of their native nature, its beauty and uniqueness. We find examples of descriptions of Russian and Uzbek nature not only on the pages of the works of N.A. Nekrasov (“On the Volga”), I.A. Bunin (“Mowers”), A. Aripov (“Uzbekistan”), V.P. Astafyev (“Vasyutkino Lake”), M.M. Prishvin (“Pantry of the Sun”) and others, but also in special sections that include the works of A.A. Blok, A. Navai, Gulhani, R. Babajan, S.A. Yesenin, N.M. Rubtsov, A.A. Fet, F.I. Tyutchev and others.

It is always easier to know, understand and feel a person or an event through art. The formation of patriotic qualities of a person is facilitated by creative assignments in class: drawing an illustration of a historical event, making a crossword puzzle, voicing a dialogue between historical figures, characterizing a historical hero, oral drawing. The use of musical fragments and theatrical elements allows creating a special emotional mood for the lesson, which will largely determine its success.

Fostering patriotism is a tireless effort to create in students a sense of pride in their homeland and their people, respect for its great achievements and worthy pages of the past, and the role of the Russian language and literature in this regard is enormous.



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