

**THE ROLE OF THE LITERARY TEXT IN THE FORMATION OF A STUDENT'S  
LINGUISTIC PERSONALITY IN THE PROCESS OF TEACHING THE RUSSIAN  
LANGUAGE AND LITERATURE**

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**Abstract:** This article examines the role of the literary text in the formation of a student's linguistic personality within the framework of teaching Russian language and literature. The study emphasizes the integrative nature of language and literature as interconnected disciplines that contribute to the development of cognitive, communicative, and cultural competencies. Particular attention is paid to the interpretative potential of literary texts, their semantic complexity, and their function as a means of shaping critical thinking, speech culture, and value orientations. The article analyzes methodological approaches to working with literary texts, including interpretative analysis, comparative methods, and interdisciplinary integration. It also considers the impact of the digital environment on reading practices and highlights the need to adapt traditional pedagogical strategies to contemporary educational conditions. The findings suggest that the literary text serves as a universal educational tool that ensures the holistic development of students and fosters their ability to engage in meaningful cultural and intellectual dialogue.

**Keywords:** literary text, linguistic personality, Russian language teaching, literature teaching, interpretative competence, reading competence, speech culture, critical thinking, intercultural communication, pedagogy, philology, text analysis

In contemporary pedagogical practice, the teaching of Russian language and literature is increasingly recognized as a unified and interconnected process of forming a student's linguistic personality, rather than as a set of fragmented disciplines, each serving purely utilitarian functions. As a philologist and educator, I proceed from the premise that language and literature constitute not only subjects of study, but also a fundamental mechanism for shaping thinking, cultural identity, and the value system of an individual. In this context, the literary text acquires particular significance, acting as a central didactic instrument capable of integrating the linguistic, cultural, and cognitive development of learners. A literary text, unlike texts of other functional styles, is characterized by a high degree of semantic multilayeredness, imagery, and interpretative openness. These very qualities make it a unique pedagogical resource. Working with a literary work involves not only understanding its factual content, but also penetrating deeper semantic structures, identifying the author's position, analyzing expressive linguistic means, and correlating the text with its historical and cultural context. Thus, the student is engaged in a complex process of meaning-making that goes beyond reproductive assimilation of information and contributes to the development of analytical and critical thinking, as well as interpretative flexibility. One of the key objectives in teaching the Russian language is the formation of stable skills of грамотной (accurate), normative, and stylistically appropriate speech in students. However, this objective cannot be achieved solely through the study of orthography, punctuation, and grammar as closed systems. Linguistic norms acquire real significance only in the context of their functioning in actual speech practice, and the literary text provides exceptionally rich material for this purpose. The analysis of syntactic structures,



vocabulary, tropes, and figures of speech in works of Russian literature enables students to observe language in action, understand its expressive potential, and learn to apply it in their own speech production. In turn, the teaching of literature cannot be limited to retelling the plot or presenting biographical information about the author. The central place must be occupied by interpretative engagement with the text, which presupposes the active participation of the student in the process of semantic analysis. Particularly important here is the development of so-called reading competence, which includes the ability to identify key semantic nodes, analyze composition, recognize artistic details and symbolism. A special role is played by the formation of the ability to enter into a dialogue with the text, when the student does not merely perceive information, but engages in intellectual interaction with the author, correlating what is read with personal experience and a system of values. It should be emphasized that a literary text is not only an aesthetic phenomenon, but also a cultural one. It reflects historical realities, social relations, philosophical ideas, and moral orientations of a particular epoch. Therefore, a full understanding of a work is impossible without reference to its historical and cultural context. In teaching practice, this is implemented through integration with related disciplines such as history, philosophy, and the arts. Such an interdisciplinary approach allows students to form a holistic view of the cultural process and to understand the interconnection of various spheres of human activity, thereby enhancing their intellectual and cultural literacy.

Particular importance in working with a literary text is attached to the development of students' speech-thinking activity. Language functions not only as a means of expressing thought, but also as an instrument for its formation. The richer and more precise the student's linguistic repertoire, the more complex cognitive operations they are capable of performing. In this regard, the analysis of literary texts contributes to vocabulary expansion, mastery of diverse syntactic models, and the development of skills of reasoned expression. The practice of writing essays, compositions, and analytical papers based on literary works is a crucial element in the formation of both written and oral speech, as well as academic discourse competence. It is also necessary to take into account that the modern student exists within an intensive information flow, a significant part of which is presented in digital form. This circumstance significantly affects the nature of text perception: the ability for prolonged concentration decreases, fragmentary thinking prevails, and orientation toward visual forms of information increases. In this situation, the literary text performs a compensatory function, fostering deep, sequential reading and analytical perception. The task of the teacher is to adapt traditional methods of working with texts to new conditions without losing their substantive depth, while also incorporating digital tools in a pedagogically justified manner. Methodologically, it is effective to employ a variety of forms of work with literary texts aimed at activating students' cognitive activity. These include problem-based learning, discussions, comparative analysis of works, interpretation of key episodes, and work with quotations. It is important to create pedagogical situations in which the student becomes not a passive consumer of information, but an active participant in the educational process, capable of formulating independent judgments and defending them аргументированно (with reasoned argumentation). Special attention should also be paid to the formation of students' value orientations through literary texts. Russian literature has traditionally fulfilled not only an aesthetic, but also a moral and educational function. Works of classical authors raise questions of the meaning of life, responsibility, freedom, love, and duty, which makes them highly relevant in the modern educational context. At the same time, it is important to avoid straightforward didacticism that replaces textual analysis with the imposition of ready-made moral conclusions. A far more productive approach is to create conditions for students' independent reflection on the moral problems presented in the work, thereby fostering ethical reasoning and personal engagement. At the same time, particular methodological attention



should be devoted to the gradual complication of interpretative tasks, which allows the teacher to build a consistent trajectory of intellectual development. At the initial stages, students may rely on guided analysis and structured questions; however, as their competence increases, the pedagogical focus should shift toward independent analytical activity, including the formulation of hypotheses, engagement in textual debate, and production of extended critical responses. This progression not only strengthens linguistic proficiency but also cultivates autonomy of thought, which is a defining characteristic of a mature linguistic personality. Equally significant is the role of comparative analysis in the study of literary texts. By juxtaposing works from different periods, genres, or cultural traditions, students gain insight into the variability and continuity of artistic forms and ideas. Such an approach enables a deeper understanding of literary evolution, intertextual connections, and the dynamics of cultural dialogue. In the context of teaching Russian literature, comparative perspectives may include the correlation of classical and contemporary texts, as well as the inclusion of world literature, thereby expanding the interpretative horizon of learners and fostering intercultural competence.

Thus, the literary text within the system of teaching Russian language and literature acts as a universal means of forming a linguistic personality, integrating linguistic, cultural, and cognitive aspects of education. Its potential makes it possible to solve a wide range of pedagogical tasks: from the development of speech skills to the formation of critical thinking and value orientations. In the context of modern educational challenges, the appeal to the literary text as a central element of the learning process is not only justified but necessary, as it ensures depth, integrity, and the гуманитарная (humanistic) orientation of education, while also preparing students for meaningful participation in a culturally diverse intellectual environment.

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