

METHODS OF STUDYING SATIRE AND HUMOR IN RUSSIAN LANGUAGE AND LITERATURE LESSONS AT SCHOOL

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Numonova Sayyora Uchkunovna

2nd year master's student,

Shakhrisabz State Pedagogical Institute.

E-mail : numonovasayyora385@gmail.com

Abstract: *The article is devoted to the methodology of studying satire and humor in Russian language and literature lessons at school. The main approaches and methods contributing to the effective study of satirical and humorous works are considered. Techniques such as text analysis, role-playing, comparative analysis and the use of multimedia resources are discussed. Practical tasks are described that contribute to the consolidation of the material and the development of analytical and creative abilities of students.*

Keywords: *satire, humor, literature lessons, teaching methods, text analysis, critical thinking, school education.*

The methodology of studying satire and humor in Russian language and literature lessons at school is an important aspect of literary education. The competent inclusion of satirical and humorous works allows students to form not only an understanding of literary techniques and styles, but also critical thinking, the ability to analyze social and cultural phenomena through the prism of the comic.

Satire and humor traditionally occupy a significant place in Russian literature. Authors such as N.V. Gogol, M.E. Saltykov-Shchedrin, A.P. Chekhov and A.S. Pushkin used satirical and humorous techniques to expose the social vices and shortcomings of human nature. Studying these works helps students to better understand the context of the historical development of society, critically comprehend its shortcomings and develop an aesthetic perception of language.

In addition, humor and satire make learning more fun and promote memorization of the material. The feeling of lightness in the perception of humor helps students feel more involved and motivated to study. Satire, on the contrary, makes you think about serious problems from an extraordinary angle, helping to develop analytical abilities and critical thinking.

The main methods of studying satire and humor

1. Analysis of the text with the emphasis on satirical techniques. One of the main methods of working with satire and humor in the classroom is a detailed analysis of the text, where characteristic techniques are highlighted: hyperbole, irony, grotesque, sarcasm

and paradox. An example is the analysis of a scene from Gogol's "The Inspector", where the characters of officials are hyperbolized. The teacher explains how Gogol used these techniques to ridicule the vices of the Russian bureaucracy.

2. Comparative analysis. A useful method may be to compare various satirical works or compare original texts with their interpretations in modern culture. For example, you can draw parallels between the stories of Saltykov-Shchedrin and modern satirical publications, which allows you to understand how satire has evolved and remained relevant.

3. Role-playing and staging scenes. One of the most effective ways to involve students in the study of humor and satire is to participate in the staging of scenes from classical works. Role-playing helps to better understand the author's intention and consider the images of the characters in terms of their satirical features. This contributes to a deep understanding of the text and develops the emotional intelligence of students.

4. Discussion and debate. After analyzing satirical and humorous works, it is useful to organize discussions on the topics that were raised in the works. For example, discussion of such questions as "What shortcomings of society are criticized in Saltykov-Shchedrin's History of a City?" or "Why does A.P. Chekhov's humor combine irony and compassion?" helps students develop their opinions and express thoughts about what they read.

Integration of media and technology

The use of multimedia resources, such as film adaptations of literary works and modern comedy shows, can make the study of satire and humor more accessible and relevant for students. Video clips from films or theatrical productions allow you to visually feel the subtle elements of comedy, which are sometimes difficult to convey only in words. For example, fragments from the film adaptation of Gogol's works or scenes from modern parodies can become a starting point for discussing the methods that are used to convey the comic.

Digital collaboration platforms such as interactive whiteboards can also be used, where students can add their own comments or memes demonstrating a modern understanding of satirical situations. This promotes the development of a creative approach and improves the understanding of the material through interaction.

Practical tasks and their significance

Practical tasks play an important role in consolidating the material. For example, students can be invited to write a mini-satire on an urgent social problem or create a parody story. Such tasks help to understand how to use humorous techniques and look at problems through the prism of comedy. In addition, it develops writing skills and imagination.

Another interesting task is to create reviews of satirical works, which helps students express their opinions and argue them based on the analysis of the text.

CONCLUSION

Studying satire and humor at school allows students not only to better understand the literary heritage, but also to learn how to analyze reality and perceive it through the prism of comic and critical thinking. Methods of working with satire and humor — from text analysis to role—playing games - contribute to the development of students' critical thinking skills and a creative approach to learning. Such lessons help students to see the versatility of language and literature, enrich vocabulary and develop aesthetic perception.

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