

Comparative Characteristics of Russian and Foreign Literature*Tursoatov Adham Asadovich**Teacher Denau Institute of Entrepreneurship and Pedagogy**Mirzakulov Uktamjon Almardanovich**teacher of Denau Institute of Entrepreneurship and Pedagogy**Ravshanova Mahliyo Umidqizi**Denau Institute of Entrepreneurship and Pedagogy Direction Russian language and literature
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Annotation: The article is dedicated to the research of problems of legal culture in national and foreign legal science. The particular difficulties were determined that arise on the way of jurists during the implementation of the specified task. The complexities were provoked by the relative non-development of the problems of legal culture in national legal science (the latter circumstance was due to the evident prevalence of the ideological postulates above the legal conscience). However, the complexities were overcome and by now the problems of legal culture took their position in the general range of legal sciences. The purpose of the present research is to consider and analyze the process of research of the problems of legal culture by national and foreign jurists, to determine the results of this process, and make the corresponding conclusions. Basing upon the previous accumulated experience and using the method of comparative analysis, performing the analogy and extrapolation between national and foreign researchers, on the one hand, and also between the studies of different periods, on the other hand, the authors of this research came to certain conclusions. The essence of the research is the significant results that were achieved in the field of studying the problems of legal culture. However, at the same time, basing upon that accumulated experience, it is necessary to perform the further research to solve the theoretical and practical problems as well.

Keywords: comparative study; language and literature teacher; bi- and multilingual audience; national identity; scientific research work.

Introduction

In the modern world of humanitarian and pedagogical training of future language and literature teachers, it is relevant to use in practical experience those scientific methods that are aimed at finding and deepening the research potential of future language and literature teachers. A special place among them is occupied by the comparison of literature or the comparative method. Its value is noticeable mostly in the Republic of Tatarstan as a multi-ethnic region; it is here that it actualizes its essence – the study of the unique (original) properties of multilingual literature in their dialogue and communication. It should be noted that the applied and theoretical significance of this method in the system of scientific research of philological training of future teachers has not been studied enough in pedagogical science. The issues of comparing Russian and native literature were mainly considered in the aspect of the methodology of teaching Russian literature in a multi-ethnic environment (Artemenko, 2007; Mukhametshina, 2007). At the same time, the priority was given to the method of comparing literature, aimed at finding common in the works of national writers and “aligning” literature among themselves (Cherkezova, 2011). Nowadays, issues of bilingual education are widely

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discussed not only in Russia (Galimullin, Galimullina, & Mingazova, 2014; Rakhimova, Yusupova, & Korneyeva, 2016), where representatives of different nationalities live in tolerance but also in the world (Baker, 1996; Kroll, Bobb, Misra, & Guo, 2008; Van Assche, Duyck, Hartsuiker, & Diependaele, 2009). Thus, much attention is paid to the problem of training representatives of other linguistic and cultural formations in Catalonia (Fukuda, 2018) and China (Gao & Ren, 2019). However, with all that sufficient attention paid to the problem of bilingual and multilingual education, the issue of the use of innovative teaching methods in the training of language and literature specialists in the institutions of higher education is still topical.

Methodology In the research process, the following methods were used: 1) The comparative method in literary criticism as one of the methods of modern comparative studies, which was developed in Russian literary criticism at the end of the 20th century (Amineva, 2018). 2) The method of description. The main condition under which its scientific value is revealed is that the description should be carried out using such terms and concepts that are consistent with the nature of the literature described. As a rule, the description of multilingual artistic phenomena is carried out without reference to the “alignment” of national literature; on the contrary, it reveals the features of the identity of each of them included in the research circle. 3) The method of a scientific experiment aimed at studying the foreign perception of Russian and foreign classics (Khabibullina, 2012). The Institute of Philology and Intercultural Communication of the Kazan Federal University has become an experimental base of research. 4) A contrastive method based on the search for a single (common) basis in the works of multilingual authors. 5) Genetic method. This method allows from the surface of the considered phenomena in multi-national literature to go deep into, to a sufficient and equilibrium ratio, on the one hand, fact, history, premises, and on the other – the genre form itself. So, it is the genesis that plays a key role in the concept of a comparative study of genres of Russian and Tatar literature as one of the sections of comparative poetics. The latter is studied by bilingual and polylingual students as part of their research training and assumes consideration of the history of genres, the characteristics of their formation in the field of dialogue between Russian.

Comparison of literature as a scientific method Comparison of literature differs from the comparative method in literary criticism, which has its rich history in the national science of literature. The comparison involves the preservation of the uniqueness of each of the literature included in the circle of research. According to Safiullin (2017), “the general, in this case, is not a goal, not a unity in the generally accepted sense of the word, in which different cultures should merge into one, but a constant dialogue. Co-participation in this dialogue is unity in the renewed meaning of this word”. Among the discussion questions of the topic under consideration is the question of the methods and techniques of research work among foreign philological students, whose national and literary identity is formed outside the artistic, linguistic traditions and cultural structures that have developed in Russia. In the modern conditions of globalization of Russian society, the concept of a comparative method as a factor in the research training of philological students confirms its priority place among other scientific approaches in literary criticism. The inclusion of a comparative study of literature in the process of research training of language and literature teachers for the bi- and multilingual schools of Tatarstan makes it possible to emphasize the importance of the “own” and “alien” categories. The latter is necessary for comprehending ethnocultural identity, which is in the dialogue of national literature. As a result of the introduction of the techniques of comparative poetics into the educational process, such categories as intersubjectivity, communication, creativity are emphasized.

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