



Research Article

EXPLORING THE INTERSECTION OF LYRIC AND EPIC NARRATIVES: INNOVATIVE PEDAGOGICAL STRATEGIES FOR TEACHING MIKHAIL LERMONTOV'S "MTSYRI" IN THE 8TH GRADE LITERATURE CLASSROOM

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ABSTRACT

This scholarly article delves into the nuanced methodology of teaching the poem as a literary genre within secondary education, focusing specifically on Mikhail Lermontov's «Mtsyri» for 8th-grade students. It begins with a critical examination of the challenges inherent in teaching syncretic genres, especially the poem, which embodies both lyrical and epic elements, thereby presenting unique interpretative challenges. Through the presentation of detailed educational scenarios, the article proposes a comprehensive approach to enhancing students' understanding and appreciation of «Mtsyri», underscoring the poem's thematic depth and stylistic complexity. The suggested methodology encompasses a blend of providing historical-literary context, engaging students' initial perceptions, and encouraging active co-creation strategies, such as expressive reading and artistic representation, to foster deeper literary analysis and engagement. Moreover, the article advocates for the use of heuristic and problem-based teaching methods to address the genre's definitional ambiguities and to illuminate the poem's stylistic nuances and thematic significance within Lermontov's broader body of work. Through this elaborate pedagogical framework, the paper aims to not only improve literary comprehension among middle-grade students but also to cultivate a nuanced appreciation for the interplay between lyrical and epic narrative forms.

KEYWORDS



Pedagogical methods, literary genres, syncretic genres, Mikhail Lermontov, «Mtsyri», middle school literature, genre analysis, lyro-epic poem, creative teaching strategies, heuristic learning.

INTRODUCTION

In the evolving landscape of literary pedagogy, the intricate task of teaching poetry, especially within the realm of secondary education, emerges as a formidable challenge, necessitating innovative methodologies that resonate with the cognitive and emotional bandwidth of 8th-grade students. This article sets out to explore the pedagogical underpinnings and practical applications involved in the instruction of Mikhail Lermontov's «Mtsyri», a poem that stands at the crossroads of lyrical and epic narratives, thus embodying the quintessence of syncretic genre complexity. Given the poem's rich thematic layers and profound stylistic intricacies, the endeavor to unravel its essence to young learners calls for a multifaceted educational strategy, one that transcends conventional didactic approaches.

Rooted in a comprehensive analysis of contemporary literary theory and pedagogical practices, the article embarks on a detailed examination of the poem's genre-defining characteristics, highlighting the challenges and opportunities these present in a classroom setting. It posits that the essence of «Mtsyri» extends beyond its textual boundaries, serving as a conduit for broader discussions on literary forms, thematic exploration, and cultural insight. Accordingly, the proposed pedagogical framework integrates a balanced mix of historical context provision, immersive reading practices, and interactive analytical exercises, aimed at

fostering a holistic understanding and appreciation of the poem among students.

Moreover, by advocating for the incorporation of heuristic and problem-based learning techniques, the article underscores the significance of engaging students in active discovery processes, thereby enabling them to construct personalized interpretations of the poem's narrative and thematic substance. This approach not only cultivates critical thinking and analytical skills but also encourages a deeper emotional connection to the literary work, thereby enriching the educational experience.

METHODS

This study employs a comprehensive, multi-faceted research methodology aimed at exploring the effective pedagogical approaches to teaching Mikhail Lermontov's poem «Mtsyri» in the 8th grade. The research is grounded in a qualitative framework, utilizing both theoretical and empirical methods to investigate the intricacies of literary pedagogy. Initially, the study engages in a thorough literature review, examining existing scholarly works on literary genres, with a particular focus on the pedagogical challenges and opportunities presented by the lyrical and epic dimensions of the poem genre. This review incorporates an analysis of classical and contemporary pedagogical theories, including the works of prominent literary theorists and



educators, to establish a theoretical foundation for teaching syncretic literary forms.

Following the theoretical groundwork, the research methodology encompasses the design and implementation of educational scenarios aimed at facilitating the understanding of «Mtsyri». These scenarios are developed through a collaborative process involving literature teachers, with the aim of creating immersive, interactive learning experiences that encourage active engagement with the text. The scenarios integrate a variety of pedagogical strategies, such as historical-contextual analysis, expressive reading sessions, and creative co-authorship activities, to enhance students' comprehension and appreciation of the poem's thematic depth and stylistic complexity.

In addition to the scenario-based approach, the study employs heuristic and problem-based learning techniques to address the conceptual challenges associated with defining the genre of «Mtsyri». These methods are designed to promote critical thinking, allowing students to explore and articulate their interpretations of the poem's genre and thematic elements. The effectiveness of these pedagogical strategies is evaluated through qualitative assessments, including classroom observations, student reflections, and teacher feedback, to gauge the impact on students' literary analysis skills and their overall engagement with the poem.

Furthermore, the research methodology includes an evaluative component, utilizing a formative assessment framework to iteratively refine the educational scenarios based on feedback from

participants. This process ensures that the pedagogical approaches remain responsive to the needs and insights of both teachers and students, thereby enhancing the efficacy of the teaching methodologies.

Overall, the research methods articulated in this study reflect a commitment to fostering a deep, nuanced understanding of «Mtsyri» among 8th-grade students. By integrating theoretical insights with practical, classroom-based strategies, the research aims to contribute valuable knowledge to the field of literary education, offering innovative solutions to the challenges of teaching complex literary genres in secondary schools.

RESULTS

The research conducted on the pedagogical methodologies for teaching Mikhail Lermontov's «Mtsyri» in the 8th grade has yielded significant insights into the effectiveness of a multi-faceted approach to literature education. This study underscores the importance of addressing the challenges posed by the syncretic nature of the poem, which blends lyrical and epic elements, necessitating a nuanced teaching strategy that goes beyond traditional literary analysis.

The results indicate that the introduction of historical-literary contexts significantly enhances students' comprehension of the poem, grounding their understanding in the socio-political and cultural milieu of Lermontov's time. This historical grounding not only enriches the students' appreciation of «Mtsyri» but also facilitates a deeper engagement with the text's thematic and stylistic layers.



Furthermore, the employment of active co-creation techniques, such as expressive reading and artistic representation, has been shown to foster a more immersive and personal connection to the poem. Students actively participating in these exercises demonstrated a higher level of analytical thinking and were able to articulate their interpretations of the poem's themes and stylistic features with greater clarity and depth.

The study also highlights the effectiveness of heuristic and problem-based learning methods in addressing the poem's genre ambiguity. By engaging students in discussions and explorations around the poem's classification, these methods encouraged critical thinking and allowed students to explore the fluid boundaries between lyrical and epic forms, thereby enriching their literary analysis skills.

Creative assignments at the conclusion of the study period further solidified students' understanding and appreciation of «Mtsyri». These tasks, which ranged from writing reflective essays to creating visual artworks inspired by the poem, enabled students to express their interpretations in diverse and personally meaningful ways, demonstrating the poem's impact on their creative thinking.

In summary, the research confirms that a comprehensive, contextually enriched, and interactive approach to teaching «Mtsyri» significantly enhances 8th-grade students' literary comprehension and appreciation. This study contributes to the field of literary education by providing a tested framework for effectively engaging middle school students with complex

literary texts, offering insights into the integration of historical, analytical, and creative pedagogical strategies.

DISCUSSION

This study's investigation into the methodologies of teaching Lermontov's «Mtsyri» in an 8th-grade literature class reveals significant implications for the broader field of literature education. Through the integration of historical-literary contexts, expressive reading, and creative co-authorship, along with a focus on heuristic and problem-based learning methods, the research underscores the necessity of a nuanced, multi-dimensional approach to teaching complex literary texts. This comprehensive strategy not only enhances students' comprehension and appreciation of «Mtsyri» but also fosters a deeper engagement with the literary form and thematic content.

One of the salient points of discussion revolves around the pedagogical challenges posed by the syncretic genre of the poem, which combines elements of both the epic and the lyric. The study's findings suggest that addressing these challenges through a diversified teaching strategy significantly aids in demystifying the genre for students, thereby enabling them to grasp the nuanced interplay between the narrative and emotional components of the text. This approach aligns with contemporary literary and educational theories advocating for the integration of multiple intelligences and learning styles in curriculum design, thereby reinforcing the value of adaptive teaching methodologies that cater to diverse student needs.



Furthermore, the application of creative and expressive techniques, such as artistic representation and expressive reading, serves to bridge the gap between textual analysis and personal interpretation. This aspect of the study highlights the importance of encouraging personal engagement with literary works, suggesting that such engagement is pivotal in cultivating a lifelong appreciation of literature. It raises intriguing questions about the role of creativity in literature education and the potential for creative assignments to deepen students' understanding of literary texts.

Additionally, the study's emphasis on heuristic and problem-based learning techniques in navigating the genre's complexities provides valuable insights into the effectiveness of these methods in literature education. By engaging students in active exploration and discussion, these techniques promote critical thinking and analytical skills, essential components of literary comprehension. This aspect of the research invites further inquiry into the comparative effectiveness of different pedagogical strategies in literature education, particularly in the context of complex literary genres.

In conclusion, the research conducted on the pedagogical approach to teaching «Mtsyri» offers significant contributions to the field of literature education. It not only provides a practical framework for addressing the challenges of teaching syncretic literary genres but also underscores the importance of a holistic, student-centered approach that fosters engagement, comprehension, and appreciation of literary

works. Future research might explore the scalability of these methods across different literary texts and genres, as well as their long-term impact on students' literary analysis skills and appreciation.

Moreover, this investigation brings to light the essential role of contextualizing literary works within their historical and cultural backdrop to enhance student understanding and engagement. By grounding the study of «Mtsyri» in its socio-historical context, educators can provide students with a richer, more comprehensive understanding of the poem's themes and motivations. This finding underscores the necessity for literature educators to incorporate historical-literary contexts into their teaching strategies, thereby aligning with interdisciplinary approaches that bridge literature with history, culture, and philosophy. The effectiveness of this approach in the case of «Mtsyri» suggests its potential applicability and benefit in teaching other literary works, inviting further exploration into its impact on students' holistic understanding of literature.

The study's exploration of heuristic and problem-based learning as methods to unravel the poem's genre and thematic intricacies further contributes to the discourse on pedagogical strategies in literature education. By facilitating a space for inquiry, exploration, and debate, these methods not only enhance students' critical thinking and analytical skills but also empower them to construct their own meanings and interpretations of the text. This empowerment is crucial for developing students' confidence in their analytical abilities and fostering a deeper, personal



connection to literature. The success of these methods with «Mtsyri» highlights the potential for their broader application in literature curricula, suggesting a shift towards more interactive, student-centered learning environments.

Additionally, the study's focus on creative and expressive assignments as a means of deepening understanding and engagement with «Mtsyri» opens up new avenues for integrating art and literature in the classroom. This interdisciplinary approach, which allows students to express their interpretations through various mediums, underscores the importance of creativity in literature education. The positive response to these assignments in the study indicates the potential for such approaches to enrich students' learning experiences, encouraging educators to experiment with diverse, creative forms of assessment and engagement.

The implications of this research extend beyond the specific context of teaching «Mtsyri» in the 8th grade. By illustrating the effectiveness of a multi-faceted, contextually enriched, and interactive pedagogical approach, the study contributes to a growing body of literature advocating for more dynamic, engaging, and student-centered methodologies in literature education. As educators continue to explore and refine these approaches, further research will be invaluable in assessing their applicability across different educational contexts, literary genres, and student populations.

In summary, the discussion around the pedagogical strategies employed in teaching Lermontov's «Mtsyri» highlights the broader

pedagogical implications for literature education. The study's findings underscore the importance of a holistic approach that integrates historical context, encourages personal engagement, and utilizes heuristic and problem-based learning to facilitate a deeper understanding of literary texts. These insights not only enrich the pedagogical practices for teaching «Mtsyri» but also offer valuable guidance for the broader field of literature education, advocating for approaches that foster a lifelong appreciation and understanding of literature among students.

CONCLUSION

In conclusion, the pedagogical strategies outlined in this study provide a robust foundation for teaching «Mtsyri» and similar literary works, underscoring the importance of a holistic approach that embraces historical context, creative engagement, and critical analysis. As the field of literature education continues to evolve, this research serves as a pivotal reference point for educators seeking to enhance their teaching methodologies and for scholars aiming to further investigate the intersection of literary theory and pedagogical practice.

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