Regional component in the main curriculum of secondary general education

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Abstract. The article is devoted to the development of a programme (built-in module) on literature based on the involvement of a regional component in the content of literary education of students of general education and specialized schools of the Udmurt Republic, as well as other national schools of the Volga region and the Urals. Knowledge of their national literature, literature of neighbouring peoples, and familiarization with the treasury of the spiritual culture of their people contribute to the patriotic education of the younger generation. The content of the module consists of sections devoted to the work of the most significant representatives of the literature of Udmurtia and Russian writers who influenced the formation of the cultural code of the region (V. Korolenko, M. Khudyakov, K. Mitrey, K. Gerd, M. Petrov, G. Krasilnikov, V. Ar-Sergi, V. Vladykin and many others). The programme module can be implemented both within the framework of the work curriculum for literature, and at the profile level in the form of an elective course. In accordance with the requirements of the federal state educational standard of secondary general education the course realizes innovative approaches, such as: system-activity, competence, personality-oriented contributing to the creation of an innovative learning space. Productive techniques and technologies (technologies of thoughtful reading, reading and writing for the development of critical thinking, research and project activities, ICT technologies, etc.), and the widespread use of Internet resources contribute to the formation of both subject and metasubject competencies. In addition to theoretical knowledge, students will acquire and improve practical skills in research, work with various sources, analysis and comparison of various texts including in the national language.

Keywords: patriotic education, regional component, productive methods, innovative approaches, federal state educational standard, basic general education

1 Introduction

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The relevance of the proposed topic is determined by the priority tasks of patriotic education as a condition of national security, which is emphasised in the FSES (Federal State Educational Standard) of the second generation. Consciousness of self as a part of a great people with its unique culture and rich history begins with love for a small homeland, i.e. the place where you were born, went to school and realised yourself as a person. An inexhaustible source of the formation of a child's national self-awareness should be the school, subjects of the humanitarian cycle which shape the worldview of students [1].

At the same time, for all the importance of regional literature, school curricula do not include works of literature of small nationalities of Russia. However, in the school of the national republic, such inclusion is desirable. The regional component can be implemented in the programme of specialised training in literature (elective course) or included as an embedded module in the subject work curriculum.

To effectively implement the course, the teacher must have appropriate training, both on the subject and the methodology. Responding to the challenges of the times, the pedagogical university carries out professional training of the future language and literature teacher on the basis of an integrative approach in which a harmonious combination of pedagogical, psychological, methodological and subject training is necessary for the teacher's personality to become a conductor of the "living word" [2-6].

We will offer the programme of the elective course on Literature of Udmurtia built on the basis of integrative ties between Russian and Udmurt literature.

The purpose of the course: acquaintance with the summit works of Udmurt literature; identification of the influence of Russian literature on its formation and development; identification of the main directions of the study of works in modern regional literary criticism [7-10].

In the process of studying the course, it is necessary to solve the following **tasks**:

- to create conditions for the formation of a sense of patriotism, love for a small homeland, as well as an awareness of their belonging to the great Russian culture [11-13];
- to study the works of Udmurt literature, to acquaint with the works of literary scholars [14];
- to form design and research competencies in students based on a comparative analysis of works of Russian and Udmurt literature [1, 15]

2 Methods

Methods of studying the course are productive. Implementing strategic approaches in the conditions of work of the Federal State Educational Standard (system-activity, personality-oriented, competence-based), let us turn to the technologies of design and research activities, methods of creative reading and creation of speech utterance, and technology of creative writing workshops. The dialogue of cultures will find its methodological expression in dialogue technologies [16].

3 Results and discussion

The course is designed for 36 hours. It can be either an independent course or an embedded module (extracurricular reading lessons). Each topic is given 3 hours: 2 hours for working with various sources (texts, Internet resources), 1 hour for presenting independent work.

Table. The programme of the course on Literature of Udmurtia.

Theme	Number of hours	Short contents of the course	Methods
1. The epos of the Udmurt people in literary works (M. Khudyakov, K. Gerd, N. Baiteryakov, V. Vanyushev).	3 (2+1)	For many decades, the interest of Udmurtian poets in folklore has not waned. Folk legends are not only a source of plots, but also a kind of storehouse of poetics. At the same time, developing folklore traditions in their poems, artists are sensitive to the trends of the times and respond to contemporary events by addressing the necessary topics. Poets of Udmurtia, even when creating epic pictures of the past, use the methods of psychological analysis, creation of a psychological landscape, dramatic saturation and philosophical aspect.	The teacher's lecture, problem discussion on The Originality of the Udmurt Epic, poster presentation on the work of the writer (at the choice of students)
The role of G. Vereshchagin and V. Korolenko in the notorious Multan case (based on documentary materials and Old Multan, the novel by M. Petrov).	3 (2+1)	V.G. Korolenko's political exile to Glazov. Reflection of Glazov's impressions in the writer's work. Multan case (1892-1896) – the trial of a group of Udmurt peasants from the village of Sary Multan, Malmyzhsky District, Vyatka Province. 10 inhabitants of this village were unjustly accused of ritual murder, a human sacrifice to the pagan gods. It was a typical example of blood libel. The case received a wide public response, thanks to which the accused were acquitted at the third trial in June 1896 in Mamadysh. An important role in the acquittal of the accused was played by V.G. Korolenko and G.E. Vereshchagin, the conclusion given on the complaint of the defense by A.F. Koni. Memory of V.G. Korolenko, the humanist and human rights activist, in Udmurtia. Korolenko's movement at the Glazov Pedagogical Institute.	Group work with various sources, creation of Multan Case in History and Literature, an educational project.
3. F. Dostoevsky's traditions in K. Mitrey's works	3 (2+1)	For Dostoevsky's prose, heightened attention to crisis conditions in the development of society and the individual is characteristic. Social circumstances that divide people and generate evil in their souls, push heroes onto the path of resistance, give rise to their desire to comprehend the contradictions of the era, and awaken both reason and conscience. Hence the saturation of Dostoevsky's novels with philosophical thought, acute attention to the inner world of man. Following Dostoevsky, K. Mitrey, in his story "Child of a Sick Age", turns to the artistic reproduction of the process of	The teacher's lecture, group (or pair) work with texts on the comparative analysis of the works of F.M. Dostoevsky and K. Mitrey. Presentation of research results.

		spiritual searches and self-education of a young man.	
4. N. Nekrasov's traditions in M. Petrov's poetry.	3 (2+1)	Nekrasov's motives can be traced in M. Petrov's appeal to reflections on the influence of childhood impressions on the life and creative path of a person, in the construction of an antithesis: beautiful, harmonious nature sharply contrasts with the "ugliness" of human relations. Following N.A. Nekrasov M.P. Petrov, personifying the world around him, speaks of his empathy for human grief.	The teacher's lecture, group research on the "Contrast as an Artistic Principle of N. Nekrasov and M. Petrov's Poetics. Presentation of research results.
5. The image of modernity in G. Krasilnikov's story "I Stay with You"	3 (2+1)	The genre nature of G. Krasilnikov's story, built as a hero's confession, helps the reader to enter the artistic space of the work, to relate his life to the fate of the character. Such techniques as the hero's introspection of his own thoughts and feelings, the study of human nature in general and human relationships in particular, a detailed portrait and the use of various types of landscape (social, psychological, philosophical) for a more complete disclosure of the character of the hero – all of this is subordinated by the writer to a single goal: creating the image of a young contemporary, growing up in life's trials building his life according to the laws of conscience and human morality, is necessary for an artist to designate his own philosophical and aesthetic concept of a person – a doer and thinker.	The teacher's lecture, creation of an educational project "Peculiarities of G. Krasilnikov's Psychologism". Project protection.
6. Moral problems in V. Ar-Sergi's works	3 (2+1)	The hero of Ar-Sergi's works lives today, but, at the same time, belongs to eternity, holds the whole Universe in his heart and understands all the conquests of civilisation. We see a portrait of a MAN who can be always and everywhere, connected by many threads with the past and future, living in constant communication with the world of departed ancestors, pagan gods and spirits, eternally living nature, with the most distant point of the Universe, with the closest people and with himself. This portrait reveals the poet's postmodern vision of human nature, human life as simultaneity, one-existence, and the possibility of the existence of everything always in everything.	Organisation of research work "Human nature in the image of V. Ar-Sergi" (work with text, reference materials and Internet resources). Presentation of results.
7. K. Gerd, a poet, a philologist, an	3 (2+1)	Over the Shoshma and Keremet, K. Gerd's early poems, are distinguished by symbolism, romantic	Drawing up a reference outline. Problematic

ethnographer, a culturologist		techniques, and philosophicality. The Tsar's War, Rebel Onton, narrative poems, contain psychologically rich sketches of the heroes' lives. Snowstorm in the Village, Ten Years, lyrical and publicistic poems, express the author's attitude to events taking place in public life. My Death, a lyric-meditative poem, is the author's reflections on the pressing problems of both personal and social life. And, finally, Blue Smoke, a lyric and psychological poem, depicts the subtlest shades of the psyche of the lyrical hero of the work.	discussion on Features of the Genre of the Poem in K. Gerd's work according to the teacher's questionnaire.
8. V. Vladyykin, a scientist and a poet	3 (2+1)	V.E. Vladyykin is not only a lyricist, but a well-known ethnographer, Doctor of Historical Sciences, Professor of UdsU, Honorary Foreign Member of the Ethnographic Society of the Hungarian Academy of Sciences, Honorary Foreign Member of the Finno-Ugric Society (Finland), Honorary Foreign Member of the Finnish Literary Society (Finland), and Member of the Writers' Union of Russia. In one of his interviews, the poet explains the combination in his activity of such seemingly diverse phenomena as science and lyrics: "While studying at Moscow University, I ... gradually came to ethnography ... My hobbies for literature, art, music were realised in this science because in ethnography, it seems to me, all this can be combined together. The people is a capacious concept, it combines the problems of literature through folklore, and art through the system of folk aesthetic values, and a number of philosophical aspects ... after all, through your people you learn about all of humanity ..."	Creation and presentation of the Formation of the Scientist and Poet V. Vladyykin, a collective project. Creation of a bibliographic list of the scientist's works.
9. V. Vanyushev, a poet, an ethnographer, a philologist, a historian.	3 (2+1)	V.M. Vanyushev's Udmurt Vyzhy Kniga (On Idnakar), a poem, is a kind of culmination in the poet's work. The work opened a new page in the history of the folk-epic poem of Udmurtia. It attracts attention not only with a modern reading of the history of the people or the poet's ability to combine epic and lyric poetry. The complex, mosaic structure of the poem is of interest which allows the author to present the subject of his artistic research in a multifaceted manner: prosaic and poetic fragments, complementing and deepening each other, are combined into	Research work on V. Vanyushev's work. Preparation of a speech at the school scientific and practical conference. Writing a scientific article.

		a single lyric-epic canvas and a lyric-philosophical poem.	
10. The image of mother nature in F. Vasiliev's lyrics.	3 (2+1)	In F. Vasiliev's lyrics, man is a part of nature, a part of a common indivisible whole ... F. Vasiliev's hero is an Udmurt who loves his land, feels it, knows where the forest path leads, how pine needles and buckwheat smells, what a lark and the quiet wind sings about from the river. All these details that fill the poet's poems are combined into a full-blooded, all-encompassing image of his native land without which the lyrical hero cannot be aware of oneself as a human.	The teacher's mini-lecture, Distance excursion to memorial sites. Creation of a media product. Presentation and protection of the project.
11. Methods of depicting time and man in O. Poskrebyshev's poetry.	3 (2+1)	One of the characteristic features of O. Poskrebyshev's poetry is drama. Such emotional richness of works leads the author to the use of special artistic means. This is, first of all, the dynamism of the lyrical plot, which can, in particular, be achieved through a kind of "breaks" between parts of the work. Such "gaps" replace the talking dots, are a plot ellipse that not only does not separate the parts of the artistic whole, but allows each of them, remaining a bright, self-sufficient detail in its own way, to fall right into place in a complete, multicoloured mosaic.	The teacher's mini-lecture. Analysis of poems, comparison with the works of Russian and Udmurt lyrics. "What is close to me in O. Poskrebyshev's poetry", an essay. Illustrating. Preparation and presentation of the project.
12. V. Semakin as one of the galaxy of Russian poets of the Udmurt land.	3 (2+1)	V.K. Semakin was born in Glazov. After graduating from the Literary Institute named after M. Gorky he worked in the Soviet Writer Moscow Publishing House as editor-in-chief for thirty years and as head of the editorial board of Russian Soviet poetry for the last seven years. For many years Vladimir Kuzmich was not only engaged in his own work, but also translated the poems of the Udmurt poets, helped them publish books in the capital, and introduced them to other translators. V. Semakin can rightfully be called an ambassador of Udmurt literature in Moscow.	Poetic party dedicated to V. Semakin's poetry. Reading and analysis of works.

The result of studying the course will be the formation of cognitive competencies (work with various sources of information, structuring information), regulatory (setting a goal and choosing a way to achieve it, reflection), communicative (cooperation in a group, in a pair). Subject and metasubject competencies are formed in the process of familiarisation with the spiritual treasury of Russian and national literature.

4 Conclusion

The need to include the regional component in the content of education is dictated by the understanding of the importance of the didactic potential of national literature in the matter of patriotic education. The proposed content, technologies and methodology for implementing the course based on innovative approaches in the conditions of FSES BGE are aimed at the implementation of the ethnocultural component as an obligatory component of the educational process that contributes to the development of the individual in a multicultural educational space. Knowledge of literature, history, language of their people, understanding of the fruitful mutual influence of Russian and national literature will allow students to socialise and perceive the spiritual values of the titular nation of Udmurtia as part of the great Russian culture.

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