

MECHANISM OF SYSTEMIC IMPROVEMENT OF LEARNING TASKS IN LITERATURE TEACHING METHODS

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ABSTRACT

The article discusses the development of literary education, in particular the improvement of educational tasks, an analytical study of the content of questions and tasks in the teaching of literature, the creation of scientific and methodological foundations for the development of educational tasks that reveal the essence of the work, outlines important recommendations from students and conclusions regarding the verification of evaluation criteria knowledge.

Keywords: literary education, content of training, essence of the work, analysis of a work of art, educational objectives, question, assignment, homework, knowledge, skills.

One of the important problems of literary education is the issue of improving educational tasks. In this regard, from a pedagogical point of view, scientists in our country have conducted scientific research, but the methodological aspects have not yet been fully developed. It should be noted here that the study by Kh. Suyunov [1, 125 pp.] on methods of teaching work on questions and assignments in teaching literature is of great importance in literary education, but this study is a little less than twenty, a year has passed. Based on modern requirements, there is a need to improve the methodology of teaching literature and develop a system of pragmatic educational tasks. In recent years, a number of innovative approaches and pedagogical technologies have been used in the methodology of teaching literature. However, there are no significant changes in this regard yet, that is, students were not able to fully understand the content of works of art. Even some teachers do not know the essence of the work of art they are teaching, what is the purpose of the writer when writing the work.

The scientist-teacher E. Davronov in his article revealed the meaning of the concept of “task” from a psychological and didactic point of view, and also partially touched upon the tasks of exercises and assignments in relation to classes in the native language and literature [2, p. 323-326]. The scientist views the task as both an end and a means. In didactic theory, the terms “task”, “learning task”, “intellectual”, “task” and “exercise” are used together with the terms “independent work”. A.N.Leontyev understands the concept of a task as follows: “A task is a goal based on certain conditions” [3, 576 p.]. He uses the terms need, motive, and activity to describe specific characteristics of a task. Yu. A. Ponomarev created a number of categories in the theory of tasks, in particular, he defines the interaction of subject and object in a learning situation, the activity of the subject in acquiring knowledge and improving it. And O. Rozikov analyzed educational tasks from the point of view of their connection with educational material in scientific and pedagogical research. In his opinion, “a learning task is a modified form of educational material depending on educational goals” [4, 50 p.].

The following features are highlighted here, based on the needs of training: 1) the possibility of construction (structuring); 2) construction and inspection of the structure;

3) availability of the form of educational material; 4) proportionality of the stages of the educational process; 5) the ability to replace one task with another; 6) open system; 7) complement each other; 8) compliance of methods of training and improvement of knowledge with the requirements; 9) creating conditions to meet the needs of teaching and learning [4, 50 p.]. The scientist also states that “Tasks reflect the experience accumulated by humanity, and at the same time become a means of updating material and spiritual values and their further enrichment” [5, 256 p.].

Here it is necessary to pay special attention to the theory of delimitation and classification of educational tasks according to the task and content of the scientist-methodologist G. Khamroev [6, 157 pp.]. Although this study is related to the development of educational tasks for teaching the native language, today in the education system, which is becoming more and more integrated, the teaching of the native language and literature is practiced from the lower grades. also has important implications for teaching methodology.

“Literature is pure enlightenment that cleanses not only our bodies, but also the black dirt absorbed into our blood, and washes away the impurity of the heart to breathe life into a dead, withered, faded, wounded heart. Spring water, which makes our cloudy glasses bright and clear and cleanses our eyes from dust and dirt” [7, p. 37]. These characteristics and comparisons relate only to the features of figurative expression characteristic of literature. Literature through symbols serves to give artistic color to past and future events, to revive the vision of life in various colors and lines. Thus, it embodies the potential for emotional impact and knowledge transfer.

Assessing literature as one of the main areas of culture, methodologist S. Dolimov notes that the main aspect is the historical development of the people, the peculiarity of expressing their identity in artistic images: “Literature first of all describes people and their lives, and this image is historical truth and historical events are inextricably linked with it” [18, p. 225]. Therefore, through the process of forming literary knowledge, students have a wide path to understanding a person, his complex inner world and psyche, and understanding the world around him.

Adding questions and tasks to the methodology of teaching literature will also have a good effect.

Here it is necessary to pay attention to the approach of methodologist M. Saidov to the distinction between the terms “exercise” and “task”. The scientist divides educational tasks among educational materials into three types and distinguishes them, while often teachers in the process of their work confuse the concepts of “exercise”, “task” and “task”. The scientist agrees with the opinion of Doctor of Pedagogical Sciences A. Gulomov that “an exercise is both a form of an educational task and a specific teaching method,” admits that a task expresses a narrower concept than an exercise [9, p. 25].

It is known that in language textbooks the terms “exercise”, “question” and “task” are used mainly in the natural and concrete sciences. All of them are types of work included in educational tasks, and in some studies this term is also interpreted as an educational task [10, p. 18].

As we mentioned above, the main goal of language education is to differentiate the content and objectives of educational tasks. Therefore, in our research work, we decided to dwell separately

on the meaning and application of the terms “exercise”, “question”, “task”. In our opinion, this is the most complete “task” in textbooks and manuals, including questions and exercises.

Success cannot be achieved without perfect knowledge of national values, including the content of work. That is why the question of what and how to teach in the methodology of teaching literature has been a problem from ancient times to the present day. This is a natural situation, because development depends on methodology, time makes its demands, methodology fulfills this order. That is why the question of what and how to teach is of constant relevance [10, p.18]. In this regard, it is appropriate to present the question of educational tasks in the context of “Literature” textbooks, differentiate educational tasks by task, and analyze the attitude towards educational tasks.

In modern literary education, the main educational material of science is theoretical information, works of art, information about the author and his work, as well as educational tasks given for their assimilation and consolidation. In fact, this is an outdated approach, and today's modern education should be based on text-based work.

It is no coincidence that in teaching literature the question of self-awareness arises, which is the basis of education. Methodist S. Machonov sees spiritual maturity, which our ancestors have strived for for centuries, next to the process of self-realization and strengthens the place of literary education in this regard. He notes that self-awareness opens the way to understanding others, thereby understanding the world and its secrets [14, p.27]. The views of Professor K. Yuldoshev are consistent with the above. The scientist draws attention to the fact that literature is a means of self-knowledge for any person, and self-knowledge begins with understanding another, and the implementation of understanding another begins with the feeling of the heroes of works of art [15, p. 77].

“When a person knows his personality from a young age,” says Professor A. Choriev, “he first of all uses his strength and, moreover, prepares to protect himself from external harmful influences.” But today this interaction between the humanities and the arts, including literature, is not enough. In fiction and literary criticism, literary criticism prevails over humanism. After all, the point of contact between pedagogy and fiction is the humanities” [13, p. 45]. Indeed, in the figurative object of fiction, the leading place is taken by the complex internal experiences characteristic of man, therefore he has great opportunities to influence emotions. In this regard, it is no coincidence that the problem of personal development is expressed mainly in the content of fiction and sciences related to its teaching.

As N. Ubaydullaev rightly noted, the materials presented in current textbooks are not interesting to students due to the fact that they are presented monotonously, consisting of numbers and dates, and children cannot look at them as role models due to the fact that that the personalities of the creators do not come to life [16, p.23].

A high level of student preparation should include the ability to acquire theoretical knowledge, develop skills in working with it in the practice of analysis and interpretation of a work of art, and understand the author and the work of art. In this regard, as Professor K. Yuldoshev rightly noted, “Now the knowledge given in the theory of literature is not a tool for testing and tormenting students’ thinking, but a tool that helps to read and analyze a work of art.” in the form of data” [16, p. 77].

Researcher G. Karlibaeva identifies three important stages in organizing the educational

process using interdisciplinarity [17, p. 46-47]. At the first stage, which is conventionally called memorization, students are taught to apply the knowledge acquired in the natural sciences. This is mainly due to the assimilation of concepts of special and related subjects in primary education, and later creates the basis for the application of knowledge at a much higher level in the basic classes. At the initial stage, students are required to memorize knowledge on a related subject through explanation, and at the next stage, attention is paid to the ability to transfer knowledge to others and apply it independently. Therefore, the second stage is considered as the stage of applying knowledge. Generalizing depending on the goal - the third stage is directly aimed at teaching the use of the basic laws of dialectics in explaining phenomena studied from various disciplines, applying concepts, arguments, laws and theories to represent the integrity of the Universe.

In our opinion, these aspects create the basis for organizing, systematizing the teacher's work, assessing students' abilities to apply and compare the knowledge they have acquired in different subjects.

Because there is one important means of becoming civilized - reading. Nothing can replace it. Without training there can be no talk of moral and aesthetic maturity. In fact, at the heart of working on any work and studying it, an internal connection and balance arises between the ideological content of this work and the spiritual and spiritual needs of the reader.

The task of literary education is not limited to students achieving understanding and assimilation of the ideological content of a work of art, but also involves raising them to be independent, imaginative, spiritually mature people.

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