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STRATEGIC EDUCATION IS AN IMPORTANT FACTOR IN UNDERSTANDING THE ESSENCE

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Abstract: In the educational system of the Republic, technological processes aimed at ensuring the spiritual maturity of the individual are put into practice in conjunction with a deep understanding of the literature, the formation of skills to determine the way of life through it. The creation of a differentiated (stratified) education system emerged as a separate solution to the problem. This article focuses on the preparation phase for essay writing in stratified literature education.

Keywords: essence, spiritual maturity, specialized literature education, essay, artistic analysis.

INTRODUCTION

The great philosophers who contributed to the development of world civilization, in their views, emphasized that man attains two stages: one - physical, the other - spiritual. Spiritual maturity is superior to the former in that it is a complex, long, and difficult process. Literary education, which deals with the understanding, perception, and appropriate conclusion of a work of art in the spiritual maturity of man, is radically different from other disciplines. After all, it is in the literature of fiction that the cultural, historical, moral and spiritual experience of mankind is described in artistic and philosophical harmony. At the heart of the essence of fiction is a person's attitude to himself, society, nature, the world, which is difficult to find answers to vital questions through reading works of art in adolescents who have not formed artistic and aesthetic thinking, unprepared for philosophical observation. The difficulty of reading and understanding examples of fiction designed for people with a certain life experience, who understand the meaning and purpose of life from their

own experience, is explained by the fact that they cannot find the connection between their lives and problems in age and lifestyle. With this in mind, in the organization of literary education, it is expedient for the philologist-teacher to approach the lesson as a philosophical-aesthetic course.

In the educational system of the developed countries of the world, technological processes aimed at ensuring the spiritual maturity of the individual are put into practice in conjunction with a deep understanding of literature, the formation of skills to determine the way of life.

MATERIALS AND METHODS

One of the main approaches in teaching literature is to bring the reader closer to the literary text. Every perceived event becomes close and dear to him. Listening to the advice of one's loved ones is also embodied in human nature.

In modern literature education, the teacher: the large volume of material recommended in the program, the lack of time allocated to it; the activism of the students, a strong desire to express their views, but at the same time facing a number of problems such as not relying on the literary text of the work due to the lack of artistic analysis skills. In addition, it is natural that the formation of the student's personal views, teaching him to express his views on the basis of evidence, and teaching the opposite work of art by replacing it with literary-critical articles make it difficult to understand the work. These problems raise the question of how to motivate students to read literature without too much difficulty.

Problem-solving techniques have the potential to be addressed in the literature teaching methodology. There is another side of the issue, which is directly related to the newly established President, the organization of literature classes in creative and specialized schools.

It is known that in pedagogy a lot of scientific and methodological research has been conducted on differential education, the basics of its organization. G.K.Selevko's "Encyclopedia of Educational Technologies" ("Encyclopedia of

Educational Technologies")¹ contains a set of such studies. In the encyclopedia, the basis of differential education is interpreted as a differential approach. According to him, the implementation of a differential approach implies the formation of homogeneous groups of students of the same type. The President, creative and specialized schools, established on the initiative of President Sh. Mirziyoyev, were created on the basis of this principle. The President has set a task for his creative and specialized schools to instill in students a sense of patriotism and love for the Fatherland, tolerance, respect for the law, national and universal values, increase their level of spiritual, moral, intellectual and physical development. Proper organization of differential literature education is important in fulfilling this task.

It is known that the methodology of teaching literature in secondary schools has its own theoretical basis, but the President has not done much to establish literature education in creative and specialized schools, to create its methodological basis.

The urgency of this problem is explained by the fact that it is devoted to the issues of organizing the teaching of literature in specialized educational institutions in the context of pedagogical innovative educational cluster.

Introducing students to the work of the great poet Cholpon in the 7th grade in the program allows them to take a deeper approach to the poetry of the poet on the basis of the following cluster. (See Figure 3.1)

The importance of preparing students for essay writing in assessing the results of knowledge, skills and abilities acquired in the work of the poet.

RESULTS AND DISCUSSION

In accordance with the Resolution of the President of the Republic of Uzbekistan No. PP-3907 "On measures to bring up young people in a spiritually, morally and physically harmonious way, to raise the system of education to a qualitatively new level" In order to ensure the participation of students in the competition of creative works on the theme "I love Uzbekistan", below is an example

¹ "Encyclopedia of educational technologies"/edited by G.K.Selevko/In 2 vols.T.1.-M.:Public education.

of training students to write an essay on "The image of the Motherland in the lyrics of Cholpon."

1. **Learning Objective:** To prepare students to write an essay on a topic at home.

2. **Educational goal:** To teach students based on Cholpon's lyrics developing a sense of patriotism.

3. **Developmental goal:** to form students' skills of artistic and aesthetic analysis of poetic works.

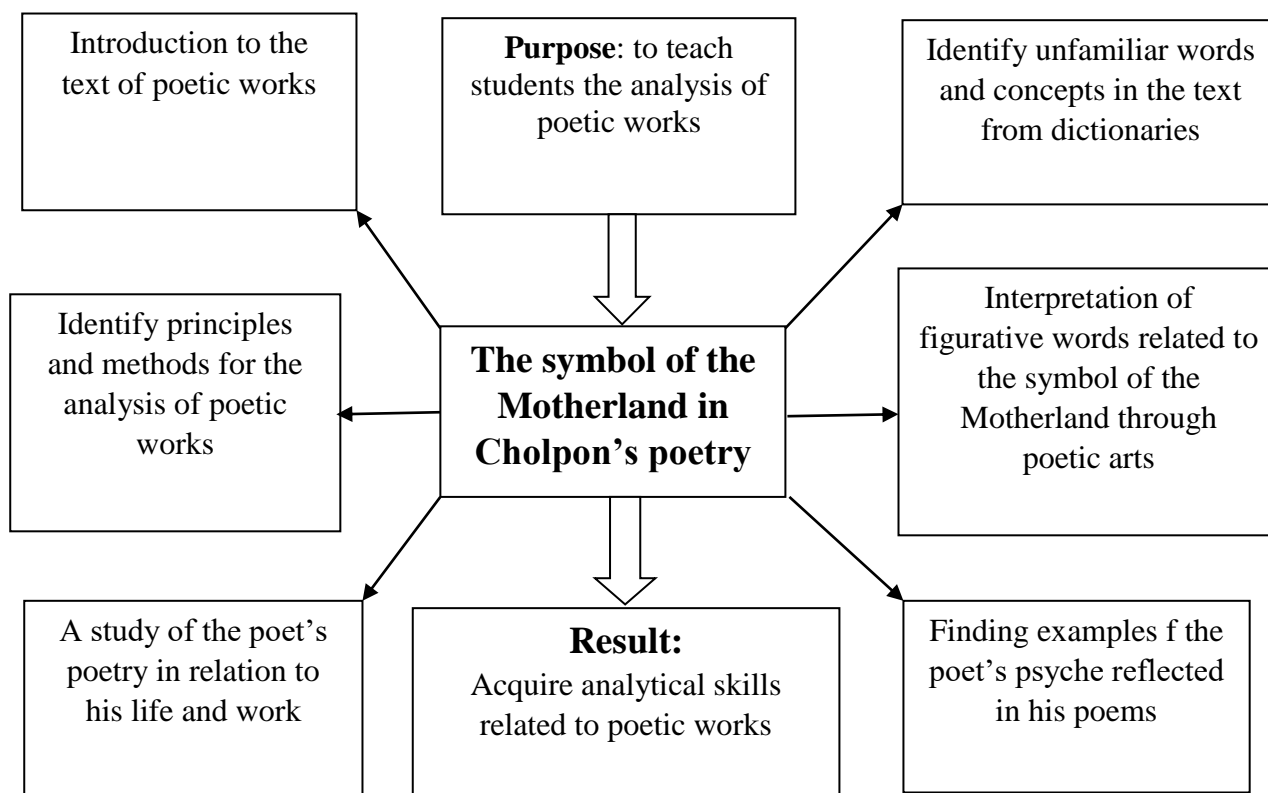


Figure 3.1. Poetry Analysis Cluster

The following tasks are set for the implementation of these educational goals:

1. Introduce students to the main tasks to be performed in the essay writing process.
2. Introduction to the peculiarities of poetic analysis on the example of a short fragmentary analysis of the poem "Purple".
3. Make recommendations on the composition of the essay.
4. Development of artistic and aesthetic thinking of students through creative writing.

Before carrying out the assigned tasks, students are introduced to the procedure for writing an essay on the topic and the scope of preparation is determined, the existing general rules are emphasized:

1. Make a plan on the topic.
2. Material selection.
3. Gather evidence.
4. Prepare a thesis based on the identified evidence.

Then a question and answer session will be held on the topic in the following areas:

- What is meant by the topic of the essay?
- What are the tasks in covering the topic?
- What is meant by "symbol of the homeland"?
- What kind of art does the poet use to create the image of the Motherland?
- What are the symbols of the poet's attitude to the Motherland?

The students' opinions on the poet's subject matter (ideas about the fate of the Motherland) are summarized.

After clarifying the issue of gathering information on the topic of the essay, it is recommended to review the text of the poems "Beautiful", "People", "Violet", "To the Broken Land" to answer the questions with evidence. However, the order of analysis is not strictly defined. Regardless of the order in which the analysis is performed, the result is clearly visible. This allows students to freely express their opinions.

Analysis options:

1. Analyze the text of each poem separately. Then draw a final conclusion by summarizing the evidence in the statement of key points.
2. The use of methods of comparative analysis in the analysis of poetic texts. Identify differences and similarities in the ideological and artistic features of poems. Summarize feedback and key points.

3. Carry out the analysis of texts through the mutual integration of ideas and evidence. The main idea is to state the thesis first, then the evidence. Avoid confusion and repetition in the analytical conclusion.

In preparation for writing an essay, a brief analysis of the poem "Violet" can be organized as an example in the following order.

The poem "Violet" is read expressively on the basis of poetic analysis.

Are you violet, are you violet,

Sold for money on the street.

Am I violet, am I violet,

Caught in love, grief?...

Then the following questions are asked in a more unconventional way:

- How can we prove that this poem was written on the theme of the homeland? (Find words in the text that are related to the concept of "homeland".)
- What do the words you extracted from the text mean?
- How can the emotional value of these words be determined? (These words mean freedom, sorrow, grief in the homeland)
- Why is the poem called "Violet"? (Violet is a spring tree, a green leaf. A green that has just appeared to the world. Violet is a symbol of freedom, liberty.) (The task is to find out from the textbook "History of Uzbekistan" whether the violet symbol of freedom is related to the historical events of Cholpon's life, details of the establishment of the Turkestan Autonomy on November 28, 1917,² its short operation and its crushing by the invaders leads to the idea that the violet symbol symbolizes the Autonomy of Turkestan.)
- What other metaphors about the concept of freedom are found in the text of the poem? (The needles, breasts, and will of the husband in the poem are emphasized in terms of the specific laws of metaphor as an art form).
- Try to explain how to understand the hidden figurative meaning of the proverb "Violet". Recall the types of art used in the analysis of the poet's poem "Beautiful". In

² Cholpon. Works. 4 volumes. Volume1- Tashkent: "Akademnashr", 2019- 331 pages.

the analysis of the poem, we explained how the meaning of the relationship between the beautiful, beloved friend and the symbol of the Motherland in Cholpon's poetry. (Beauty is a unique interpretation of the image of the Motherland. It is the spirit of the motherland. The beautiful image combines a sense of love and spiritual purity. Violet is also a symbol of the Motherland. The destiny of the homeland is vividly embodied in the poem "Violet").

In this case, it is advisable for the teacher to reconsider the theoretical information about migration in the textbook: If this is done, the creators will be incomprehensible. In order to transfer meaning, there must be an internal, external, or similarity or connection between the events.”³

During the “Violet” analysis, students are asked to draw conclusions based on their observations on the analysis of the poem.

- What is the general conclusion about the content of the poem?

In commenting, it is recommended to pay attention to the date of the poem, to learn from history what happened in Uzbekistan at that time. It is emphasized in the textbook what theoretical information is given about the content of the poem, this information can help to enrich the content of the essay.

It is known that in the poem "Violet" Cholpon expressed a sense of distrust and despair over the fate of the homeland, but the despair does not remain, but in his heart there is boundless hope and confidence in the future. The fact that the homeland has always been dependent on invaders is, in a sense, the cause of instability in it, and a sense of thirst for national freedom and manhood. The fact that the fate of the homeland remains in the hands of the invaders gives us confidence that colonial oppression cannot continue.

The lyrical protagonist's endless sorrow and grief over the conquest of the Motherland under the invaders' footsteps is a brief summary of the analysis of the

³ Literature. Textbook for 7th grades. / Q.Yuldashev, B.Kasimov, V.Kadyrov, J.Yuldashbekov/- Tashkent: “Sharq”. 2017.- 309 pages.

poem "Violet" at home. The text is recalled as the most reliable source in poetry analysis.

It should also be noted that one of the most important sources in essay writing is the textbook. In particular, the information in the textbook that the concept of "homeland" in the poem "Violet" is expressed by the word "my chest", the concept of "free country" by the word "husband of freedom"⁴ helps the reader to clarify his conclusion.

“In the analysis of a poetic work, there is no "key" that corresponds to all the texts at once. Just as any lyrical text is unique, its analysis is also varied. In any case, the teacher's task is to find a "key" to the text of the lyric work. Poet-teacher, teacher-student interaction plays a leading role in this work. Especially in the dialogue between the author of the poem and the student, the role of the teacher is invaluable.”⁵

It is no secret that the analysis of a poetic work is more difficult than that of a prose or dramatic work because of its connection with the poet's inner experiences.

Poetry analysis includes artistic imagery, poetic dimension of the poem, rhyming order, division into stanzas, composition, image system, vocabulary richness, color palette, epigraph, etc. taking into account, but giving them an idea of the expediency of choosing only those that serve to cover the topic, helps students to think creatively, scientifically and methodologically substantiate their ideas in the process of writing an essay. In the words of Alisher Navoi, the rank of a poetic word, that is, a poem, is higher than that of a prose word.

CONCLUSION

In conclusion, the fact that human capital is the essence of the reform of the education system in relation to the spiritual maturity of the individual imposes a great responsibility on literary education, which is the basis of spiritual and moral education. In this regard, the study of works on the history of the motherland and the

⁴ That source. Page 310

⁵ Joraev Y. The use of research methods in the analyses of poetry // "Continuous Education", 2010, page 5

people in the literature classes of schools specializing in literature is of great convenience for teachers. From this point of view, the poetry of Cholpon, who lived and worked in the most dangerous times of our country, also serves as an important source.

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