

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ
ЖИЗЗАХ ДАВЛАТ ПЕДАГОГИКА ИНСТИТУТИ



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THE 2nd INTERNATIONAL CONFERENCE ON
XXI CENTURY SKILLS IN LANGUAGE TEACHING
AND LEARNING
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ТИЛНИ ЎҚИТИШ ВА ЎРГАНИШДА ХХІ АСР
КЎНИКМАЛАРИ II ХАЛҚАРО АНЖУМАН
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2021 йил, 9 Апрель



Международная научно-практическая конференция
2-я МЕЖДУНАРОДНАЯ КОНФЕРЕНЦИЯ
ПО НАВЫКАМ ХХІ ВЕКА В ПРЕПОДАВАНИИ И
ИЗУЧЕНИИ ЯЗЫКА
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THE ROLE AND SIGNIFICANCE OF ARTISTIC READING IN TEACHING LITERATURE

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***Abstract:** The article analyzes the role and significance of artistic reading in teaching literature. The possibilities of artistic reading, emotional, aesthetic, moral, linguistic, informational, spiritual, and social impact are classified. Various aspects of the concepts of literary education and literature teaching are shown.*

***Keywords:** literary education, teaching literature, artistic reading, opportunities for artistic reading, necessary development, high level of development.*

Literary studies is one of the most controversial social sciences on a wide range of scientific, scientific-methodological, educational and pedagogical issues due to the diversity of works of art in the methodological, genre, ideological-thematic and literary genres. The purpose of literature lessons should be to teach students to read a work of art, to develop the skills of understanding, feeling, interpretation and analysis. Understanding the art of artistic expression is a process that takes place depending on the individual mental characteristics of each person. In this process, the expected result can be achieved only if there is a certain degree of consistency between the worldview of the writer and the reader. In this sense, participants of literary lessons should have the ability to think freely, form their own independent position on events in society, have certain ideas related to ethnography, traditions and values, history, and the mentality of a nation in which a work of art is unique. Literature teachers should teach students to think creatively and outside the box in the process of analyzing a work of art, and to meet and encourage with great enthusiasm any attitude of students who think the same way (even if it is wrong). These aspects show that literature is a science with a complex and unique method of teaching, and improving its methodology is one of the most important pedagogical problems of each period.

In connection with education, one of the main issues of our pedagogy is the development of the intellectual level, the cognitive abilities of students, the attitude to study, work and to a new level. Experts analyze the developmental nature of education at two levels: a) necessary development; b) high level of development. One of them is the level of preparation of the student for the same lesson, and the other is the level that the student must rise during the same lesson. A high level of development is the degree to which a person can perform the work performed with the help of a second person or tool. Raising students to the second level through the lesson is necessary in order to meet the teacher's intended purpose of the lesson. During the transition to the second level, it is necessary to complete new knowledge and tasks that correspond to the student's ability to achieve them. These tasks must be in the student's development zone (meet their goals and objectives), otherwise the expected result cannot be achieved. Everything that falls into the zone of rapid development will move to the necessary level of development in the educational process.

In our pedagogy, "literary education" and "literary education" are used as alternative concepts. In our opinion, these two concepts are different. The concept of "literary education"

is a concept that is directly related to the subject of literature and its periodic, theoretical, and practical sections. "Literary education" includes literary education and related literary lessons: family and pre-school education through fiction, as well as reading lessons in primary school. Thus, "literary education" is a broader concept than "literary education". Literary education is a science, and literary education goes beyond the concept of science. Literary education in the family is a process in which parents recite, read and discuss specific examples of folklore or children's written literature, such as Allah, fairy tales, legends, riddles, parables and proverbs, taking into account the age of the child. it will be correct. Literary education in the family does not have an official status and depends on the level, abilities and responsibility of the parents in relation to the upbringing of the child. There is no choice of tutor in this position. However, sometimes parents can hire a teacher with pedagogical knowledge for their children. Therefore, since family literary education is left to hired tutors, it is now more correct to call it family preschool education. Thus, it is important to conclude that literary education begins earlier than literary education, and that the child receives a literary education from birth.

Literary education in pre-school education is relatively formal and ongoing. Literary education is based on certain methods and requirements of this period.

The main goal of all disciplines is the formation, development and improvement of students ' knowledge in a particular field. The system of scientific knowledge should ultimately focus on the development of the students ' worldview and consciousness, the spiritual world and human qualities. This is one of the constant requirements for science. From this point of view, no other science can approach the literature on this topic. Because literature, by its content and purpose, serves to improve the above-mentioned qualities of a person. Therefore, the mission of the methodology of teaching literature to society has its own indisputable foundations.

As a scientific and pedagogical problem, the methodology of teaching literature allows you to master and explore any problem that serves the development of society, its self-consciousness, the humanization of the laws and principles introduced, strategic goals and objectives. These studies should be based on the laws and principles of art.

Literature teaching methodology is a discipline that teaches ways to study fiction. Indeed, not all of them can be treated equally in the study of fiction. This requires a special approach, depending on the literary type and genre, periodical, ideological, formal and content types of the work of art. When studying one work, the use of dictionaries is effective, in another-a wide range of comments and explanations, in another - a comparison with the social problems of the period or a wider use of theoretical information. In this regard, the literature teacher uses the methods of theoretical, comparative, biographical, aesthetic, and didactic analysis in the classroom, based on the specifics of the work of art. This, of course, shows the importance of the methodology of teaching literature as a science, one of the main disciplines in the formation of professional competencies of future teachers of literature.

The scientific and theoretical problems of the methodology of teaching literature are as follows.

- Periodization of the history of literature;
- definition of traditions and principles of literature development;
- Theory of literature and the literary process;
- linguopoetics of a work of art;
- creating creative portraits of poets and writers;

- Analysis of works of art;
- Formation of students ' culture of artistic reading;
- determine the correct attitude of students to the work of art;
- Methods of analyzing works of art;

The pedagogical problems of the methodology of teaching literature are as follows.

- organization of literature lessons;
- organization of extracurricular and independent work on literature;
- traditional and modern methods of teaching literature;
- innovative approaches to learning;
- Methods and techniques, methods and technologies for improving the effectiveness of training;
- Improvement of basic and auxiliary teaching tools, didactic support;
- Development of professional competencies of future teachers of literature.

Researcher M.Musurmonkulova comments on the lesson and its components: "Lessons are the basis of formal education. The course, in turn, is a single whole and consists of the following parts: training; trainee; training programs and textbooks, teaching aids and didactic materials; pedagogical methods and techniques, technical training tools." From this point of view, the set of scientific and pedagogical problems of the methodology of teaching literature, their research and practical implementation should be aimed at improving the effectiveness of literature lessons. Lessons are a creative process. It is wrong to approach it according to certain patterns. In the classroom, the teacher is allowed to use any methods, tools and technologies that serve to improve the effectiveness of the lesson. Of course, it is advisable to implement these national and universal values without deviating from the norms of morality.

Since the goal of a literature teacher is to show students the miraculous power of fiction and its aesthetic impact, the subject of literature teaching should be focused on the formation of future teachers ' competencies that embody the same qualities. Literature lessons cannot be considered effective without "aesthetic saturation". To do this, the teacher himself must have independent skills, a clear vision and his own position on the role of fiction in human development. Starting with the idea of the role of fiction in human development, it is necessary to classify the possibilities of the influence of reading fiction on a person.

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ЧЕТ ТИЛЛАРИНИ ИНТЕНСИВ ЎҚИТИШДА КОММУНИКАТИВ КОМПЕТЕНЦИЯНИ ШАКЛЛАНТИРИШДА ИНТЕРФАОЛ МЕТОДЛАРИНИНГ ЎРНИ ВА АҲАМИЯТИ

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Аннотация: Ушбу мақола чет тилларини тил марказларида интенсив ўқитишда коммуникатив компетенцияни шакллантиришда интерфаол ўқитиш методларидан фойдаланиш ва чет тилларини ўрганишда олимларнинг фикрлари ва уларнинг самарадорлиги ҳақидадир.

Калит сўзлар: интерфаол методлар, коммуникатив ёндошув, метод, компетенция.

Сўнги ўн йилликда глобллашув жараёнининг турли маданият вакиллари ўртасидаги алоқа жараёнлари самарадорлигини оширишга таъсири тобора сезиларли ўсиб бормоқда, бу инсоният ҳаётининг ҳилма-ҳил томонлари – уларнинг дунёқарашлари бирлашишида яъни дунёқараш, сиёсат, иқтисодиёт, ижтимоий ҳаёт фан ва таълим соҳаларида намоён бўлади.

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