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**PEDAGOGICAL, METHODOLOGICAL AND PSYCHOLOGICAL ASPECTS OF ATTRACTING
TEENAGERS TO FICTION**

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ABOUT ARTICLE

Key words: Literature, Teaching Materials, Selection, Lesson, Psychology, Textbooks, Emotional Characteristics, Creative Components, Students.

Abstract: The article discusses the possibility of educating adolescents by engaging them in literary education and taking into account their psychological aspects.

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INTRODUCTION

It is important to pay attention to the development of the spiritual world and emotions of students in the literature classes, which are listed in the spiritual and aesthetic disciplines. This situation requires not only didactic, but also psychological, youth psychology in general, in order to form a person through educational material, to educate him, to have a positive impact on him. The "Concept of Continuing Literary Education" adopted in Uzbekistan defines what a teaching material should look like: "Literature" textbooks are a crucial didactic tool. Therefore, updated literature textbooks should be created with maximum consideration of students' age, mental and gender characteristics. In creating the textbook, one should not go the way of easing the "burden" of the pupils, not to think that they do not understand the deep spiritual states, the series of deep emotions, do not go to the understanding of subtle gestures. For a person who is unfamiliar with a human emotion in his youth will remain alienated from it when he grows up, because any spiritual quality can be formed only in time, not at any time" [1; 6-b.].

In this article, it is necessary to take into account the psychological characteristics of the child in literary education, what interests the child in the book, what to pay attention to in creating a culture of reading, how to organize "Literature" lessons for teenagers in school education, how to organize educational material. The answers to such questions are sought.

During adolescence, adolescence is an important stage in a person's life that makes a radical turn. At this age, the adolescent undergoes a dramatic development in all aspects: mental, spiritual and anatomical-physiological changes. Because adolescence is a period between childhood and adult life, it is called the "transition period" and covers the period from 11–12 years to 15–16 years [2]. E. A. In determining Sorokoumova's adolescence, a number of scientists (such as S. Hool, E. Spranger, V. Stern) considered biological development as the main criterion, some (J. Piaje, L. S. Vigotsky, D. B. Elkonin, L. I. Bojovich, D. I. Feldsteins), on the other hand, state social development as the leading criterion [58; 136–137-p.]. There are also different views on naming and defining adolescence. For example, psychologists D. J. Butterworth and M. Harris divides his age into eight stages and considers the age of 6–14 to be "late childhood" [3; 37-p.].

T. V. Burminskaya believes that a characteristic feature of adolescence is the frequent mood swings, that is, emotional instability. It is noted that the peak of emotional instability is observed in boys at the age of 11–13 years, and in girls at the age of 13–15 years [4; 81-b.]. Such instability occurs when a teenager's self-esteem is compromised because during adolescence, the child emphasizes his own instincts.

One of the requirements of the State Education Standard for general high school graduates is to get used to thinking and drawing conclusions about the most complex human feelings and emotional experiences by comparing their life experiences and images of works of art.

The most difficult aspect of adolescence in literary education is the stage of the student's ability to make effective use of emotional instability for him. This process educates the student to "evaluate the complex situation in which he or his peers find themselves from the point of view of the heroes of the work of art being studied, trying to find a moral basis for their actions in fiction" [5; 150-p.].

Of course, the process of acceleration plays an important role in the rapid change of adolescent psychology. The process of acceleration was first recorded in the science of psychology half a century ago [6; 20-b.]. Acceleration (Latin: acceleration) is the acceleration of sexual maturation and body growth in children. This process has a strong effect on the psyche of the adolescent. As a result of the introduction of three-stage sports competitions in our country, there are opportunities to improve the

health of students, increase the process of acceleration, increase the height and weight of children [7; 46-p.].

This should be taken into account when organizing the learning process from the literature. Differences in the development of girls and boys also affect their relationship. The physiological changes that take place in adolescence cause mental changes.

Any teacher who has just finished primary school and is in the fifth grade, teaching a student who is entering the first stage of adolescence, will feel the indifference of his attitude to the lesson. The child's attention can no longer be held back by the teacher's lengthy speech or declamation. At the age of 12–13 years, a teenager's interest in reading undergoes certain changes: he does not bother himself too much, does not think, does his homework within the task, and waits for a convenient time to play. Of course, each child has its own individual characteristics, but the commonalities of this age arise due to the proliferation of subjects, the difficulty of teaching materials, and its conflict with different teachers of different character. This is due to the peculiarities of the age periods. At a glance, an 11- to 12-year-old student is characterized by an easy awakening of energy, increased activity, and inability to contain his enthusiasm. It is easy to revive, awaken, and activate young adolescent students. She may be bored in class, not motivated to do homework, but the scope of interest will be very wide. Shows a special tendency to collaborative and group learning activities. For example: coming to school together, doing homework, doing homework together, doing homework in group didactic games. If a student of this age is not interested in the task at hand, the child cannot be forced to complete it. But it is important not to conclude that younger adolescents will have a worse attitude towards reading. They have such qualities as a child's sharp intellect, a strong interest in learning, the rapid acquisition of knowledge, learning from what they see and hear. They tend to show off what they have mastered. It is very important to tell the memorized poem, the work you read, the movie you saw.

The learning activities that are important in the early stages of adolescence are drastically different from the small school period - the primary grades: the increase in the number of subjects and the increase in the content from the 5th grade; such as the entry of multiple teachers who have different requirements for the same learner, give different knowledge, and treat students differently. Teachers working at this stage focus on their minds and thinking, rather than on the feelings of the first adolescent student. Such a new relationship at a new stage of education requires a change in adolescent behavior and intellect.

The social environment can cause difficulties at any stage of adolescence. An unhealthy environment creates delinquent (minor bullying and delinquency) behavior in adolescents. To prevent this, it is also advisable to approach the education and upbringing of the adolescent from the first stage of adolescence on the basis of age characteristics, in order to ensure that the psychological development of the adolescent is positive in the later stages of adolescence.

It is known that spirituality is a comprehensive concept, and in order to develop it, it is necessary to develop in the student the skills and abilities of independent creative work.

That is, the formation of spirituality in the personality of a teenager is a process that goes hand in hand with the development of independent thinking skills in him. One of the most favorable periods for its formation is adolescence.

It is known that adolescence is divided into three parts: junior, middle and senior adolescence. Children in early adolescence (11–12 years) are almost indistinguishable in appearance. But dealing with children in early adolescence requires a special responsibility from the educator. Therefore, special attention is paid to the study of the psychological state of the 5th grade student, special methodological manuals have been developed for teachers. This is because the adaptation of a student who has been in primary school for four years, who has been with a teacher for four years, who feels like a family, mother and child, to the 5th grade, whose education system is a bit more complicated, is similar to the driving force of the senses. is also important for the pedagogical community.

Adolescents are stubborn, flexible by nature, and prone to collaboration, even if it is difficult to submit to management. If from this period they strive to form personal and spiritual qualities, to focus on independent thinking, to get used to expressing their views, in the later stages of education will be very effective not only literary education, but also the teaching of other subjects. It is no coincidence that experienced teachers prefer to start the class they teach from the 5th grade. Because students adapt to the teaching methods and behaviors of their teachers in the primary grades, it becomes easier for them to get used to one teacher in the upper class and understand each other, i.e., adapt.

The acquisition of ethical values that are valued in society is also accompanied by psychological adaptation. Achieving psychological adaptation in interaction and activity is achieved through education and upbringing. "In the process of adaptation, the child accepts problems without excessive stress and can clearly imagine his future. Otherwise, in the case of maladaptation, it is necessary to increase the communicative ability of the student, "- said V. Averin [8; 22-p.]. Some of the students entering the fifth grade, entering the first stage of adolescence, lose interest in reading, have difficulty

acquiring knowledge, show an inadequate response to the teacher's reprimands and objections, and begin to have problems with their peers. Psychologist A., who studied the process of adaptation of a student who passed to the 5th grade. V. Averin says that in order to prevent such incidents that can occur in a young teenager, it is necessary to prevent such vices as low self-esteem, self-deprecation, and to minimize the stress in education.

Psychological, mental, social characteristics formed in the first stage of adolescence, which is the interval between childhood and adulthood, can remain the main features of a person in later life. The relationship with a student of this age will need to be approached very carefully. It is expedient to provide psychological and pedagogical support to young people experiencing social physiological and psychological changes, as well as social crisis from primary to secondary education, and to create favorable conditions for them. G., who studied the didactic basis of the design of textbooks "Biology". Ergasheva believes that in the design of educational materials, students should be focused on a specific goal, based on their psychological characteristics, emphasizing that each stage of adolescence is characterized by its own characteristics [9; 34-p.].

It is advisable that the teaching materials for 5th grades should be designed in such a way that the student is able to do it together, in groups, based on their abilities, abilities and individual characteristics, and to respond freely, creatively and independently based on the text. Because a teenager who responds based on his little life experience and thoughts will not be afraid or hesitant to give the wrong answer. He is not afraid of his teacher's reprimands, his peers' objections. At the same time, the teenagers who listen to it are also interested. In this way, the child will be able to have self-confidence, accurate assessment of opportunities, free expression of ideas, the formation of a personal attitude to the events, the heroes.

In the process of transition from one stage of the school period to another, children undergo a certain qualitative renewal. In this process, the aspects that negatively affect student development can be summarized as follows. For example, the disproportion of knowledge, skills and abilities imparted to the intellectual development of primary school students, the irrationality of some knowledge, the difference between family and school upbringing; The disproportion of the system of discipline with the mobility inherent in students of 6th and 7th grades, the intensity of passion, the tendency to solve some complex problems independently, the uniformity of the educational process with the height of freedom, the desire for independence, sluggishness; the growing critical view of people and the environment and the lack of opportunities to meet such aspirations in the educational process, the imbalance between natural development and the educational process.

The child will have different interests, think and feel differently according to their age. They function differently at different ages, and their attitudes to existence are also different. Fifth- and sixth-graders - young adolescents' interactions with teachers and with each other are beginning to change. During this period, specific forms of activity are observed, and their intellect begins to manifest itself. Most children between the ages of 12 and 13 are indifferent to reading: they do not bother to do too much, they do their homework at the level of homework, and they often tend to think of other things that bother them.

In a high school-aged student, the sharpness and one-sidedness in the assessment of a person typical of an elementary school child is reduced. At this age, the child becomes more and more interested in the moral qualities of the person, his inner world, the formation of his character and the factors that motivate it. But the little teenager is incapable of evaluating the literary protagonist holistically, taking into account all aspects of his personality. He often evaluates the personality of the protagonist, emphasizing this or that quality. There is a great deal of impatience in the thinking and actions of high school students. During this period, children feel the need for speed of work done in the classroom, the gaps between them have a negative impact on them. Children this age do not like difficult, complex situations to last longer. Young adolescent children solve all the tasks assigned to them either in one sitting as a whole or not at all.

Independent discussion or critical analysis will be more limited in their activities. Students at this stage do not like to receive knowledge in a ready-made, highly fragmented way. Some tend to solve tasks on their own, avoiding additional explanations if they are tempted to solve the task without the teacher's help. Sometimes an independent reflection can be found in their expression of opinion.

Attempts to differentiate themselves from what they have learned are also rare in a 5th grader. Such behavior of students is explained by the rise to a new level of personal development. From the sixth grade onwards, they begin to display the qualities of independent thinking and independent action. The physical and mental development of the student during this period also changes the nature of his thinking activity: assignments rich in tasks that encourage him to independent mental strain begin to attract more and more. This is primarily explained by the radical change in attitudes towards the teacher and the increase in student independence.

The tendency to activity, the intensity of passion, the desire for independence, which are characteristic of young adolescents, play an important role in the formation of personality. These in themselves ensure the overall development of the child. Spiritual qualities formed at this age can be a guarantee of future

creative activity and one of the conditions for the emergence of special abilities. Every teacher should be well aware that opportunities missed at this stage will never come back in a child's life.

The middle stage of school education is the period of formation of independence. Children of this age are disciplined learners who are more interested in their own intellectual power than in doing what is required of them. They prefer to spend on arenas. The remarkable aspect of this period is that children have a strong tendency to do some independent work and practical tasks. During this period, students are inspired by assignments not encountered in previous stages. They eagerly embark on such tasks.

Adolescence comes in different forms for everyone: some with mild, some with certain complications. Even at the age of 12-13, a child tries to get rid of the influence of adults, to gain independence, to master certain social and moral norms. He wants to show in any way that he wants to be reckoned with, that he is recognized as a unique person. Attracting the attention of adults, striving to look great, tries to convince himself and the adults around him. That's why he sometimes demonstrates behaviors that adults don't like. For example: smoking, drinking, stubbornness, repetition, etc. For a small school-age child, a teacher plays a leading role, while for a teenage student, peers rise to a leading position. Recognition among peers is a key motive for adolescent behavior. The child is also willing to change his behavior, habits in order to be recognized among his peers. The emergence of negative habits in a teenager's behavior indicates that he or she is unable to meet his or her need for recognition, and that the transition period is difficult. In the adolescent's view, the inappropriate reprimand given by the teacher to the extent that it touches his or her senses is seen as a "tragedy" that leads to a loss of reputation among his or her peers. In many cases, such an attitude leads to conflict with the teacher.

The concept of friend is especially important in the early stages of adolescence. The child wants to be understood by his friend, his experiences to be accepted. He thinks his friends should look around with his eyes. The focus of didactic tools on responding based on the individual characteristics of adolescents can satisfy this need in them in an educational way. According to psychologist Sorokumova, the closest sympathetic friend is seen as a "psychotherapist" who can help with the changes in adolescence. With the help of a teenage friend, he begins to see himself as a person.

If a friend evaluates a certain situation differently than he or she thinks, there is also the possibility of ending a friendship in a teenager who is having a difficult transition. A teenager who feels lonely and helpless begins the search for the ideal. She is looking for someone who understands her better than her previous friend, who respects and appreciates her in any situation. In adolescence, a friend is chosen only from among his peers. They share their "worlds" with most of their peers. Parents are rarely

friends with the teacher. Taking into account the peculiarities of adolescence, the teacher will have to strive to be close to the students of adolescence, to be able to make a positive impact on them.

Adolescence, from the beginning to the end, plays a special role in self-analysis, self-awareness, and self-determination. Although the adolescent determines this value mainly by his or her appearance, the negative attitude of adults towards his or her abilities and intellect, reprimand has a strong effect. Too many reprimands can cast doubt on a child's ability, talent, and strength, leading to self-doubt. This insecurity, depression in the middle stage of adolescence remains hidden. And it hinders their maturity as a mature person. For this reason, it is advisable to focus on teaching materials, literature lessons, and to pay attention to the fact that they do not consist of a pattern, a standardized, repetitive. The development of desire and aspiration in a child from the first stage of adolescence goes far beyond his will and character. Lack of life experience can confuse theory with practice, fantasy with reality, romance with exoticism, truth with illusion, dream with desire, optimism with determination. The same situations sometimes lead to unpleasant consequences. Adults, especially teachers, view adolescents not as individuals but as objects of influence, i.e., as objects to be taught, which can lead to changes in adolescent behavior, including tension. This has a negative effect on the communication between both subjects, increasing emotional tension in the adolescent. Curiosity is one of the main driving motives of the adolescent psyche. As much as play is a leading activity in childhood, interest in a teenager at this age is in a similar position. A student entering the upper stages of adolescence may find independence to be the basic norm, become interested in a frustrating activity, and change interests frequently. The pursuit of self-awareness is a new and important stage in the formation of adolescence, in which moral qualities begin to develop.

Psychologist E. A. Sorokumova finds difficulties in the thinking process of many teenagers. Their analysis, comparison, generalization is a stressful process, and he believes that visualization should be the basis of mental activity in this period as well. E., who studied the mental peculiarities of personality development in adolescence. A. D. Sorokumova emphasizes that self-assessment in the last stage of adolescence is not a rhythm, this process is through the forgiveness of different emotions. I. Feldstein lists the following characteristics of self-esteem based on differentiated adolescence:

first stage (10–11 years). At this stage, the adolescent finds it difficult to evaluate himself. There will be a lot of negative thoughts about himself;

second stage (12–13 years). Preservation of a negative self-esteem. At the same time, there is an increase in self-esteem, especially among peers. This is accompanied by an increase in self-esteem, a desire for more positive thoughts about oneself;

third stage (14–15 years). He begins to evaluate himself sharply. The inspection is reached by self-comparison. Adolescents take seriously their ability, knowledge, and attitude towards adults. He takes criticism of himself seriously. Attitudes towards oneself, self-esteem are not passive, but acquire new content in mental development. It leads to the emergence of new interests and controls the attitudes of adults, peers, to the opposite sex. The nature of the behavior also depends on the adolescent's self-esteem. [2]

Psychologist I. V. Dubrovin stressed the importance of the humanities in the development of theoretical thinking. He improved the educational work in grades VII-X and gave psychological recommendations for the intellectual development of students. According to the psychologist, the learning material should be understandable to students, but should be more complex and "difficult" and should encourage active mental tension. Otherwise, assignments, learning content have a negative impact on the growth of mental functions (memory, thinking, etc.). "Easy and easy" educational material does not create new demands, needs (ie knowledge, research) [10; 70-71-b.].

According to the psychological and pedagogical literature, when a teenager reaches the age of VII grade, his main focus is on creating a certain idea that national literature is a holistic aesthetic phenomenon. In the current textbooks, the literary materials are presented not in chronological order, but in sections, similar to the period of early and middle adolescence. This is evidence of the fact that the focus is not on the study of the historical development of literature, but on the formation of students' psyche, the formation of the spiritual world with the help of classical literary texts created in different periods.

By the seventh grade, it is intended to provide a more in-depth knowledge of literary theory, as students should have sufficient theoretical knowledge to understand and analyze the works of art being studied.

Otherwise, the reader will be blindly memorized, illiterate, lazy to find the main meaning embedded in the literary text. L. believes that such education has a negative impact not only on the level of knowledge and thinking of the student, but also on the formation of personality. I. Bojovic pointed out. He believes that a student who is blindly educated cannot look at the world properly, does not strive for the development of thinking [11; 47-p.].

Based on the views of psychologists and educators, it can be said that in order for a physically, mentally and intellectually developing adolescent to develop, it is necessary to use teaching materials in literature lessons that lead to the essence of the literary text and encourage thinking and attitude.

“Fiction as an art brings change and renewal to the human psyche (especially emotions, intellect, thinking)” [12; 15-b.].

When choosing a teaching material in literary education:

- Gradual complication of questions and assignments;
- Ensuring the connection between the questions and the literary text, that is, the student is directed to express their opinion on the basis of the literary text in the performance of the task;
- It is expedient to compare the heroes of the work of art with himself and his peers, to draw certain conclusions. Because social comparison is a major phenomenon in psychology that leads to independent thinking. The student's comparison of himself with the protagonists of the work serves to assess his own thoughts, abilities, and capabilities;
- When presenting samples of works of art (excerpts from the work) should take into account the above-mentioned features of adolescence;
- The assignment of didactic tasks, which serve to express the skills of the writer, demonstrate the power of artistic expression, increases the interest of students in literary education. This allows you to positively influence the teenager, to bring him up.

In addition, when working on literary materials in school, the teacher must sincerely believe in the capabilities of each student. Confidence in their success in mastering literary works, sincere friendly relations, the desire to understand each other also have a great positive impact on the teaching process. The secret of arousing students' interest in reading works of art is that the teacher is able to organize cooperation with them. It is an activity in which the student feels not as an object of learning, but as an independent, free-spirited person - a subject. Sincere consultation with the student in organizing the learning process will allow him or her to engage in the process on a voluntary basis. The sincerity and respect of the teacher in his attitude to the student inspires the respect of the other party, creates a voluntary activity in the educational process. The formation of a sense of self-knowledge and a sense of responsibility to others in the student can be achieved only by respecting him as a person.

The humane position of the educator is that he should accept the student as he is by nature, enter the environment in which the student lives, the child's life, understand the factors of his behavior, and his views should be in harmony with the student's views. This harmony is very effective in the process of working on literary materials in literature lessons, which form human values, a healthy attitude to life, which are important for the reader.

Lessons in school are not only the main form of organization of education, but also the main process that directs each student to private life. Therefore, it is advisable to present the literary materials, which are the main subject of literature lessons, taking into account these aspects, and in working on them, to pay special attention to the tables that are directly related to the daily life of the student.

Working on the text of a work, mastering a literary text is a complex process in itself. An important factor in this process is the specific emotional and thinking activity that is formed in high adolescence. Therefore, a work of art presented to a student of this age for study is required to provide a platform for students to express their opinions and engage in free discussion with their content, the behavior of the protagonists, the development of events and art.

This means that a wide range of content, but not exaggerated at first glance, can be used to "guide" the reader to understand the literary text. True human qualities, expressing a sense of responsibility, depicting man and the complexities of life, are different in different genres, depending on the style of writing, and reflect the national values of different peoples play an important role in shaping the spirituality of the reader.

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