



A HISTORY OF IMMANENT AND CONTEXTUAL APPROACHES

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ABSTRACT: - In the article, the practical work carried out in the process of text analysis, views on text analysis, as well as the views of world scientists on immanent and contextual approaches as an example of pedagogical technologies, and the history of these approaches are reviewed. The immanent approach and contextual approaches, which are new in modern education, are explained.

KEYWORDS: Pedagogical technology, independent research, innovation, innovative process, immanent approach, contextual approach, pedagogical technologies, self-education.

INTRODUCTION

The place and role of pedagogical innovations in modern education is very important. Because it is very important that the educational system develops and improves according to the level of development of the society. This development requires the organization of the educational process based on the requirements of today's era. That is, the use of new approaches in the educational system leads to the stage of innovative development. Let us explain the concepts of

"Innovation" and "Innovative approach" at this point:

Innovation is derived from the English language and means "introduction of innovation" [1, p. 54].

Innovative approach means the introduction of innovation and changes that ensure the transition of the system of existing conditions to new conditions.

It consists in preparing for innovative changes and putting them into practice. In an

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innovative approach, the teacher teaches students through creative freedom, creates a foundation for their independent thinking. The purpose of our explanation of these concepts is the introduction of new approaches to the qualitative and effective organization of the educational process. Therefore, first of all, by teaching the student to read selectively, attracting him to reading and increasing the attention to the development of reading culture, today's pedagogues require enthusiasm. For this, in order to further improve the quality and efficiency of modern education, it is appropriate to provide education in science with the approach of new pedagogical technologies.

Pedagogical technologies are very important in improving the quality of education. New approaches, which are just entering the field of Uzbekistan's education - immanent and contextual analysis, will provide effective results for today's readers in capturing the frontiers of science. How do world scientists interpret these new approaches? questions make any pedagogue think. Therefore, we are interested in the explanation of these terms, which are new in the consciousness of the young generation, and the opinion of scientists.

ANALYSIS OF LITERATURE ON THE SUBJECT

We will consider the features of technologies-immanent and contextual approaches, which are very useful in the issues of design and text analysis in modern education:

The term context (lat. Con textus-close connection, connection) means [1, p. 87]. Context means the ability to pay attention to the content of the text and rely on it. According to the information, this term entered modern philology from the end of the 20th century. Context is a piece of text that

defines the content of the topic under discussion, context means the situation, framework or process in which events occur and provide meaning for content; context - "gypsum", "connection".

A relatively complete part of oral and written speech. Context allows you to determine the meaning of words or phrases in its context. And in literary studies, it is the field of infinite connection between the literary work and beyond it, both literary textual, artistic and non-textual foundations (biographical state, worldview, originality of the creator). The contexts of the creative work are very diverse and in many ways connect the characteristics of literary works.

The contextual approach establishes biographical, historical, literary, cultural, social and other connections in the artistic text. The Russian philologist and philosopher M.M. Bakhtin, who was born in Russia in 1895, recognizes the concept of "near" context, includes the creative history of the work, biographical information about the author, and the literary context [3]. Cultural-historical, social, mythological, literary process is considered from the point of view of "distant" contexts - traditions. At first glance, the contextual approach is simpler than the immanent one. But he is a doctor of philological sciences, a Russian philosopher who is considered a professor and has more than 40 years of pedagogical experience.

A.F.Losev wrote: "Among many literary and linguistic categories, text and context categories attract attention. They have always been considered generally comprehensible, and little has been included in their linguistic, literary, and art-scientific analysis. However, there are also great difficulties here. It should be remembered that the most difficult situation in science is to understand this

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concept as the name of an action and at first glance it does not cause difficulties for anyone" [4, p. 62]. Foreign scholars consider the context to be "change, design" of a given text in some way.

Analysis and discussion of results. Context means the ability to pay close attention to the meaning of the text and rely on it; In the context approach, the main attention is paid to the text. Therefore, the biography of the author of the text, the worldview, and the unique aspects of the creator are analyzed. That is, the relationship between the author of the text and the text is studied. We know that the language of real works of art is imbued with the spirit of nationalism, that is, every word, sentence, imagery used in the work, even natural scenes, puns are intelligible to the reading public. is expressed.

"Context is a minimal unit of speech, presented to clarify the meaning or concept expressed on the basis of one lexical or grammatical unit. As a rule, it is equivalent to a phrase, sometimes a sentence, rarely a paragraph or a whole text. For example, the word "hoof" is a member related to an animal: on the muddy road, horse hooves and cattle's hooves were filled with mud and yellow serum was sizzling and slipping from its side (P.Tursun). When this word is applied to a person, the negative connotation comes to the fore: Be careful about your reputation. Context is a special area where the semantic meaning of words is realized, a speech situation. At this point, it is appropriate to quote the following opinion of S. D. Katsnelson: "Existing proofs of existence are reflected not in individual words as given in dictionaries, but in speech connections, complete messages, texts, sentences that are their minimal fragments . The relation of words and their meanings to consciousness

and existence is connected through the sentence, outside of the sentence they are only a potential unity. They can be compared to the details of the mechanism, their function is understood only in connection with the whole mechanism" [5, p. 47].

If the immanent approach is widely used in literature classes, an effective result is observed in students' learning. The German scientist Immanuel Kant was one of the first to introduce the term immanent to science. Kant considered morality to be one of the immanent qualities of a person.

Immanent - Latin "immanens", "immanentis" - means unique [6, p. 98], inherent in the internal characteristics of a phenomenon. This approach is very useful in text analysis. The term immanent means that the object has its own nature, regardless of external influences.

Immanent - characteristic of the nature of the studied object, its inner world, emotions that are outside the text. The immanent approach or analysis implies going beyond the text, focusing on the essence and structure of the work, its formal elements, their relations and tasks, according to the meaning of the word. So, there are contradictions between the context and immanent approaches. The principles of these approaches were developed in the 1920s by according to A.P.Skaftymov, "The composition of the work itself has the standards of its interpretation, and therefore, while fully observing all the units that make up the work (pictures, images, scenes, the author's explanations, etc.) "includes" [7, p. 57]. The immanent approach has been analyzed several times by M. L.Gasparov, a Russian literary scholar and a highly experienced person.

Professor M. Y.Lotman, a Russian literary scholar born in 1922 in St. Petersburg, called

this approach a "monographic approach" and recognized the text as a preliminary review "from the first word to the last word"[7, p. 65]. The immanent approach is a technology related to text analysis. In scientific data, the term immanent refers to the reality in the text and focuses on the illumination of its internal structure by the 3rd person. That is, the immanent approach focuses only on the internal content and structure of the text, relies on the aspects present in the text.

Immanent refers to going beyond the text, focusing on the meaning and structure of the word, their relationship. In this, the inner world of the images in the text is analyzed. It is in the immanent analysis that the content of the text is directly related to the life of the author. This situation helps the reader to understand the essence of the text. There are different ways of mastering oral and artistic texts, which are analyzed in specific cases in scientific sources. At the same time, some approaches of universal importance to oral artistic works are clearly visible in modern literary criticism. 'looks and is often formed directly. Concepts such as scientificity, analysis, interpretation describing the methodology and methods of studying the works are combined. After all, it is not for nothing that immanent and contextual approaches to studying the text entered the world of literary criticism. Literary criticism considers immanent and contextual approaches as one of the most effective methods of text analysis and design in literature classes.

Today, the term "Design" is used in many fields. The concept of planning is a specific activity system agreed upon to achieve a specific goal. When designing an educational system, for example, let it be a situation related to text analysis, in which the ideas and

thoughts planned during the analysis process are taken into account. For example, during the analysis, the entire course of the lesson is planned in advance, that is, plans are made for which method and approach to use, assignments are determined based on the students' abilities. According to the scientific data, the design is carried out in 4 stages.

1. Beginning
2. Planning
3. Implementation
4. Termination.

Another important step is the monitoring and control phase, but it occurs in each of the above phases. Therefore, it is not always separated into a separate head. The teacher-pedagogue draws the structure of the lesson and implements it in practice, taking into account these 4 stages in the lesson project. The lesson plan is convenient for both the teacher and the student. It enlivens learners, helps them to exchange independent ideas, teaches critical thinking, and at the same time encourages students to think creatively.

CONCLUSIONS

As society evolves rapidly, the field of education also lives with innovations, new ideas and approaches. This requires the modern teacher to develop his pedagogic activity and bring innovations to the field of education. Therefore, in order for the growing young generation to become well-rounded, have high potential, and strong will, the importance of raising spiritual and educational activities among the general public to a high level is incomparable.

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