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CURRENT PROBLEMS OF THE METHODOLOGY OF TEACHING LITERATURE IN PEDAGOGICAL ACTIVITY

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ABOUT ARTICLE

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Abstract: In this article, the history and stages of development of the methodology of teaching Uzbek literature were discussed. In today's pedagogical activity, the issues of literature teaching methodology and current problems in this field were analyzed. In the course of the analysis, opinions were given on issues such as the specific requirements and methods of today's literature teaching methodology, the development of methods, and the introduction of tools used to apply these methods in practice. After the comments, opinions were summarized.

INTRODUCTION

The methodology of teaching Uzbek literature has been formed as a science since the 20s of the 19th century and is developing. The fact that the methodology of teaching Uzbek literature is an independent science is determined by the fact that, like other sciences, it has a subject to be studied and researched, and this subject is called fiction. Fiction has socio-political significance and a unique research method. The main task of the literature teaching method is to study and interpret the laws of the literature teaching process. The laws studied by the methodology of teaching literature differ from the laws studied by literary studies, didactics and psychology. Literary studies studies the laws of the development of fiction, didactics studies the general laws of education, and psychology studies the laws of human psyche, including children's psyche. The teaching method is directly based on these subjects and develops in constant contact with them. But the task it performs is different from the functions performed by literary studies, didactics and psychology.

The method of teaching literature changes and develops based on the changes that occur in the social, cultural, and literary life of society, and by revealing the laws of the educational process, it develops rules that can be used in education.

The method of teaching literature is a science of systematic activity aimed at a specific goal in the spiritual formation of a person, as well as the content, form and methods of education. learns

The social essence of teaching literature is revealed in the elucidation of the educational significance of fiction, which is the main tool in the moral-aesthetic and mental literary development of the young generation.

If we look at the history of pedagogical processes in Turkestan, Muslim religious schools consist of a primary literacy school, a lecture hall (a lecture hall), a religious hall, and a madrasah. Reading in schools is done in two ways - individually and in chorus. Along with teaching the work, the students were taught to write well by copying passages from the work.

In madrasahs, in addition to social sciences such as religious science, science of interpretation, science of explanation, and logic, concrete sciences such as mathematics, astronomy, geometry, and medicine are also taught. 'qis, husnikhat, interpretative reading methods were used.

The use of these methods in education in old schools and madrasahs helps to acquire expressive reading, correct pronunciation of words, and linguistic skills. The positive aspect of education in old schools and madrasahs is that students get acquainted with the famous classics of the East - Saadi, Hafiz, Fuzuli, Bedil, Nawai - by reading art books written in Arabic and Persian languages. But in the old schools and madrasahs, the term of study was not officially defined. Schools and madrasahs were not managed by a special organization, studies were not conducted on the basis of a single curriculum. This is the situation, and because of the fact that the majority of the children of working people were educated in Arabic and Persian languages, they could not become literate.

Theoretical basis. Despite the socio-political and religious barriers, the Uzbek nation, which has a long history, like other peoples of Central Asia, brought great progressive thinkers, world-famous great scientists, poets and artists, knowledge to humanity provided immortal monuments in the field of science, art and literature.

Scholars and poets such as Abu Nasr Farabi, Yusuf Khos Hajib, Abul Qasim Mahmud ibn Umar Zamakhshari, Alisher Navai, expressed their opinions about education and learning in the schools of that time, reading and studying artistic works in their works. influenced its development.

For example, the great thinker of Central Asia, Abu Nasr Farabi, attached special importance to the educational value of his works, and in his treatise "Origins of Science", he said that expressive reading of works of art and narrating what he had read is an excellent art says Farabi says that the people who take their rightful place in this art, which has a sharp influence on storytelling, are called Hakim (see Luqmani Hakim's stories), and the artist, philosopher who has mastered reading and eloquence, equal to the sage.

The great poet and thinker Alisher Navoi also paid special attention to children's acquisition of expressive reading. In particular, Navoi strengthened the method of reading by understanding the content of the work.

During the period from the 15th century to the first half of the 19th century, especially the second half of the 19th century and the beginning of the 20th century, pedagogical and methodical thought grew in Turkestan. At the end of the 19th century and the beginning of the 20th century, the change in the general political life had an impact on all spheres of cultural life. The events of World War I and conscription in 1916 were reflected in literary works created by poets and writers such as Behbudi, Abdulla Avloni, Fitrat, Hamza Hakimzada Niyazi, Abdulla Qadiri, Mirmuhsin Shermuhamedov, Cholpon. The services of many of our scientists who started working in the 50s are great in the development of the methodology of teaching Uzbek literature. In particular, scientists such as S. Dolimov, G. Karimov, N. Mallayev, H. Ubaidullayev, Q. Ahmedov, A. Zunnunov, S. Ismatov made a worthy contribution to the development of this field as an independent field. Thanks to their services in various fields of literary

studies and methodical science, the programs and textbooks created for secondary schools began to become regularized to a certain extent. The creation of the first independent research manual on the methodology of teaching literature also corresponds to the same period. The authors of this book, called the methodology of teaching literature, were the well-known methodologists S. Dolimov, H. Ubaidullayev. In this book, comprehensive information was given about expressive reading, its content, essence, and types. The book includes events from the theoretical foundations of literature teaching to its immediate practical situations. It consists of four parts. These are called: information about literary methodology and its theoretical foundations, literary reading, work on literary reading in the classroom and outside the school, planning and equipment issues. One of its main achievements is that the book pays great attention to issues related to practical activities. The authors tried to prove each theoretical problem with concrete examples. But the strong influence of the ideology of that time can be felt in it. Kazogboy Yoldoshev is one of the scientists who significantly influenced the development of the methodology of literature teaching in the period of independence and made a worthy contribution to it. He has been seriously researching both the theoretical problems of literature teaching methodology and its practical aspects. His book "Scientific-theoretical foundations of literature teaching" can be noted as one of the latest achievements in the science of literature teaching methodology. In this study, the scientist argues about new principles in teaching literature. Most importantly, it also suggests new models of literary-aesthetic analysis.

A group of young Methodist scientists continues research on the methodology of teaching Uzbek literature. In their research, an attempt to comprehensively solve both theoretical and practical problems of methodological science can be felt.

Results. In recent years, innovative ideas and theories regarding both theoretical and practical problems of methodological science are highlighted in the textbooks and training manuals created on the methodology of teaching literature. For example, we can classify the scientific-theoretical comments given in the textbook "Literature Teaching Methodology" prepared by Z. Mirzayeva, K. Jalilov, Q. Husanboyeva, R. Niyozmetova as follows:

- specific features of teaching literature in connection with other subjects (the theory of integrated education),
- Ensuring the competence of the literature teacher;
- Principles of defining the content of "Literature" textbooks;
- Leading principles in teaching literature and their own
 - characteristics;
- To encourage students to think independently in teaching literature
 - the importance of teaching;
- Similar and different methods of teaching literature
 - aspects;
- The main tasks of the teacher in problem-based education. Problem analysis of a work of art;
- Use of collaborative teaching technology in literary education;
- Pedagogical innovations in teaching literature;
- Use of didactic games in literature classes and their place in the educational process;
- Consistency in monitoring, checking and fair assessment of students' knowledge and skills, following a logical order and ways to control students' knowledge in the modern education system;
- Bloom's taxonomy and
 - its importance in teaching literature;

- Peculiarities of the analysis of epic works. The role of literary reading in studying epic works. Methodological requirements for the analysis of epic works;
- The priority of the image of mood and feelings in lyrical works. Lyrical works are the object of image of human inner world, soul and soul phenomena. Importance of expressive reading in lyric works;
- Strengthening theoretical information specific to a dramatic work. Analysis of a dramatic work;
- Working on questions and assignments based on the works and its role in developing the student's independent activity and creative thinking;
- Didactic and methodical requirements for homework and their organization in literature teaching.
- Specific features of giving biographies of writers;

It is no exaggeration to say that this study guide is an important innovation in the literature teaching methodology of recent years. But if I express one objective critical opinion here, teaching literature to today's students with these theories remains a difficult task. It is true that it contains many necessary analyzes of current problems in today's education system and their solutions. It describes what needs to be done in teaching literature. However, now the main task of us pedagogues is to be able to give a concrete, substantiated answer to questions such as how to use the methodology of teaching literature in the educational process, and by what methods it can be implemented.

Discussion. In order to find a solution to the issues of how to implement the literature teaching methodology in the educational process, it is necessary to perform the following tasks:

- development of modern educational technologies and techniques for the practical application of interactive methods;
- formulating concrete training sets from a practical point of view;
- implementation of methods and techniques of individual approach to the psychology of each child in literature teaching;
- to clearly develop the skills and qualification requirements of literature teachers to be able to interest students in artistic works and to teach them;
- the most important thing is to perform the above tasks in practice;

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