

RESEARCH ARTICLE

Developing Students' Literary and Speech Competencies Based on An Integrative Approach in Literature Lessons

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Abstract

This article describes effective methods for organizing literature lessons to develop students' literary and speech competencies in modern educational settings based on a competency-based approach. Additionally, the role of modern approaches in developing students' literary and speech competencies is analyzed during the analysis of a literary work.

KEY WORDS

Literary and speech competence, literary education, literary text, interactive methods, integrative approach, communicative approach, competency-based approach, modern approach.

INTRODUCTION

In the process of literary education, the continuous improvement of students' literary analysis competence has become a requirement of the time, which has led to the necessity of organizing education based on a competency-based approach. Accordingly, a number of scholars have studied the problems of competency-based education and developed their scientific and methodological foundations.

M.M. Vahobov defines competency-based education as an educational approach aimed at forming students' competencies to apply the knowledge, skills, and abilities they have acquired in their personal, professional, and social activities [1]. Indeed, the competency-based approach in education focuses on teaching learners to effectively use competencies in various real-life situations, including unexpected, uncertain, and problematic contexts. In such cases, special attention is paid to the ability to apply relevant knowledge, skills, and abilities. Therefore, in the process of teaching each subject, competencies specific to its content and characteristics are developed.

THE MAIN RESULTS AND FINDINGS

At present, the updated curriculum based on modern requirements - namely, competency-based education - differs from previous programs in that, in addition to knowledge, skills, and abilities, it also defines key and subject-specific competencies that students must acquire. Accordingly, teaching literature in educational institutions ensures the development of both key and subject-specific competencies of students.

Methodologically, the concept of "literary-speech competence" is implemented through solving the following cognitive tasks: developing students' scientific and artistic worldview and equipping them with the fundamentals of Uzbek and world literature.

According to M. Mirqosimova, curricula and textbooks play a significant role in developing students' literary analysis skills [2]. Professor B. To'xliiev emphasizes the importance of substantiating the structure and content of curricula, determining the requirements for textbooks and teaching materials, and defining the scope of literary knowledge, as well as the related skills and abilities that students should

acquire at a certain stage of education [3]. In other words, the curriculum allocates appropriate time for studying specific literary works, while the textbook serves as a practical resource.

Through literary speech, students also become acquainted with theoretical knowledge about literature, its stages of development, and the views of prominent literary scholars who have contributed to the study of Uzbek literature.

Critical thinking undoubtedly plays an important role in developing students' literary analysis competence. As A. Baltaeva notes, critical thinking consists of judgments used to analyze events and phenomena, forming the basis for reasoned conclusions and evaluations [4]. According to the scholar, when teaching students to think critically during literary analysis, it is essential to encourage them to justify their opinions, reconsider necessary evidence, seek alternative interpretations, and verify the correctness of their conclusions. We support this viewpoint.

Developing students' literary-speech competence in school is a complex creative process. As emphasized by M. Mirqosimova, the development of expressive reading skills is of great importance: "Literary analysis begins with expressive reading of a poem or prose work" [5]. Researcher K. Mavlonova notes that expressive reading involves intonation and stress, where each word is pronounced with particular emphasis. Expressively read artistic expressions play a significant role in revealing the value of literary analysis.

In grades 6–7, the main ways to enhance students' literary-speech competence are determined through studying the history of the subject, the activities of scholars, and the lives and works of writers and poets.

When working with educational materials in literary education, the following aspects are considered:

- the objectives and tasks of the topic, its complexity and relevance;
- connections with previously studied topics;
- awareness of theoretical and historical information related to the topic;
- enrichment of existing literary knowledge, etc.

Based on the State Educational Standards for general secondary education, as well as the current curriculum and qualification requirements for grades 6–7, the pedagogical

potential of developing students' literary-speech competence in literature lessons is realized through teaching various genres of literary works and working with them.

In modern education, it is important not only for students to acquire theoretical knowledge but also to apply it in practice, think independently, and develop speech activity. In particular, in grades 6–7 literature lessons, an integrative approach is an effective means of forming literary-speech competence. This approach connects different subjects, fields of knowledge, and types of activities, contributing to the comprehensive development of students' knowledge. An integrative approach in education is based on linking learning materials of one subject with others. It represents a higher level of interdisciplinary connection, enabling the creation of integrated knowledge. M.X. Gulyamova argues that integrated education involves combining closely related subjects and teaching them in a unified and complex manner. Integrating educational content enhances both teaching and learning processes, improves quality, strengthens students' motivation, and fosters self-development [6]. The purpose of integration is the unification of knowledge - combining different fields and selecting the most essential and valuable aspects. As a result, it contributes to the development of generalized knowledge and, consequently, holistic thinking and consciousness [7]. Integrative teaching reflects knowledge that enhances both speech and understanding, based on topics across different subjects. It aims to develop learners' intellectual and creative potential by fostering higher-level generalization, alternative thinking, and a systematic worldview.

In literature lessons, integration with subjects such as language, history, art, and psychology helps students deeply understand texts, analyze them, and express their thoughts coherently, thereby strengthening their literary-speech competence. Moreover, this approach increases students' interest, as they study a topic from multiple perspectives.

METHODOLOGY

The following methods based on an integrative approach are recommended for literature lessons:

Comparative analysis method. In this method, students compare two or more literary works or characters. For example, when studying a poem, it is analyzed in connection with its historical context, the author's life, and linguistic features. The teacher selects the works, explains comparison criteria (theme, idea, language, characters), and organizes

group work. The results are presented both orally and in written form. This method develops analytical thinking, enriches speech, and enhances argumentation skills.

Acting skills method. This method integrates literature with performing arts. Students take on the roles of characters and bring their speech to life. First, an important scene is selected, and roles are assigned. Then, students work on characters' traits and speech. After the performance, a discussion is conducted. This method develops expressive speech, emotional expression, and creative thinking.

The following tasks are also recommended:

Task 1. Read a passage and relate its events to a historical context.

Task 2. Write a letter to a character.

Task 3. Draw a scene based on the story and describe it orally.

Task 4. Compare two characters and present similarities and differences in a table.

Task 5. Prepare and perform a short dramatization based on the text.

CONCLUSION

In conclusion, in modern educational conditions, the content and methodology of literature teaching are being fundamentally updated, and the development of students' literary-speech competence has become a priority. The competency-based approach transforms students from passive recipients into active participants. They develop the ability to express their thoughts freely, analyze literary works, understand the author's ideas, and form personal responses. Interactive methods - such as comparative analysis, role-playing, and problem-based learning - play a crucial role in this process. Moreover, the use of integrative methods and tasks in grades 6–7 literature lessons significantly enhances the effectiveness of the educational process.

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