

METHODS, FORMS OF LITERARY EDUCATION AND THEIR INTERRELATION

Gayubova Komila Anvarovna

Senior lecturer of Tashkent University of Information Technologies named after Muhammad al-Khorazmi

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Abstract. *The article emphasizes the value of developing interesting and challenging conversation techniques based on students' developmental phases in order to guarantee a comprehensive approach to literary education that takes into account aspects of the cognitive, emotional, and spiritual domains.*

Key words: *education methods, literature education, conversation techniques, active learning, critical thinking, intellectual independence.*

МЕТОДЫ, ФОРМЫ ЛИТЕРАТУРНОГО ОБРАЗОВАНИЯ И ИХ ВЗАИМОСВЯЗЬ

Аннотация. *В статье подчеркивается ценность разработки интересных и сложных техник разговорной речи, основанных на этапах развития учащихся, чтобы гарантировать комплексный подход к литературному образованию, учитывающий аспекты когнитивной, эмоциональной и духовной сфер.*

Ключевые слова: *методы обучения, литературное образование, приемы беседы, активное обучение, критическое мышление, интеллектуальная самостоятельность.*

Introduction

A number of traditional and logical methods (conversation, heuristic, research, comparison, inductive, deductive) that are the basis of the student's spirituality from today's literature teacher include "Brainstorming", "бхб" and it is necessary to be able to use interactive methods effectively. It is known that in the "General pedagogy" course of higher educational institutions in the pedagogical direction, detailed knowledge is given about educational methods and their content. In this manual, in order to protect students from repetition, the ways of using some of the educational methods are presented as examples of works of art. If a student has an idea of how to use one or two methods in practice, he will have the opportunity to use the rest of the methods as well.

Main part

One technique that can be utilized to guarantee the independence of the students' thinking is the conversation approach, which has long held a prominent position in educational practice. In the field of methodology, this approach is the subject of numerous studies. The handbook "Conversation in Literature Classes" by A. Tajiyev, for instance, discusses the function and significance of the conversation technique in guaranteeing the efficacy of literary education.

The "discovery" of new knowledge and spiritual attributes must now be carried out by the students themselves with the teacher's assistance, rather than by the teacher and the students altogether. These rediscoveries occur when students are working on their own assignments and teachers are having real, in-person talks that are literally searching. A well-structured discussion is crucial to the lesson because it meets the needs of the young reader by allowing him to share his opinions and convey his attitude toward the material he has read.

The student taking part in the discussion talks about his ideas and gets ready to put them into words. This guarantees that the mind is focused on a distinct and well-defined objective. The student must voice his opinions during the conversation and persuade his conversations of their validity. The learner gains the capacity to gather evidence from the work's text, provide examples, and voice objections in order to support his opinions. He imparts listening skills, encourages conversation participation, instills a desire to learn more, and broadens the scope of his interests.

The conversation techniques guide the student toward intellectual engagement while providing information and education about literary works. Speaking with others helps to stimulate your imagination, memory, cognitive function, and feelings. All of the students' unique characteristics come to light during the conversation. In literary classes, multiple students—sometimes the entire class—voice their viewpoints in well-organized debates about a single topic. During the discussion, the kids collaborate on a problem the teacher brings up that is a little more complicated and challenges them to think and act. In addition to supervising and guiding class activities, the instructor sets up the environment necessary for students to work independently.

All phases of literary education benefit from the conversation techniques: beginning lessons, mastering a piece of art, analyzing it, and finishing up. Different inquiries in terms of form and substance are one of the primary prerequisites for conversation in literary lessons. Long-term exposure to the same situation is extremely detrimental to the pupil. The teacher should consider each student's developmental stage while crafting questions that force the learner to think critically and on their own. Furthermore, the conversation techniques sought to guarantee that the student's mental activity is diverse.

The way that students think, recall, imagine, and search for a response to the topic helps shape their personalities in a very positive way. The conversation techniques must to be coherently connected to one another. With the aid of the question, it is suitable to focus on the idea that the author's ideas and the reader's reasoning inside the work combine to make a complex totality.

The reader can only voice his opinions during the discussion if he is well-informed about the work's facts. But in these kinds of cases, information and proof are frequently absent. It should be possible for the student to evaluate the work on their own and come to conclusions. This should also be the main emphasis of questionnaires created in a way that promotes study on the work's text. An excellent inquiry is one that is thorough, pertinent, elicits feelings and thoughts, leads to discoveries, and stimulates the imagination. His Divine Right According to Jalaluddin Rumi, "A good question is half knowledge."

The quantity and range of discussions to comprehend the work's author's image increase in higher degrees. Across a variety of works, readers ought to be able to recognize the voice, manner, and personality of the same author, get close to him, and experience him. At certain points, the discussions arranged in relation to the lyric work shift to discussions concerning the author's persona and the realm of his emotions. Only when a conversation is engaging may it positively impact a student's personality and spirituality. Children typically find it interesting to respond to questions that are challenging to understand but still have a good response. For the reader, they resemble some sort of riddle. Selecting an introductory question that links the topic is the most crucial step in evoking an emotional response in the students.

Not only do the conversation techniques for the upper classes demand quick thinking and textual knowledge, but they also call for the organization, comprehension, analysis, and response of the chosen material. Different conversation techniques are utilized; some ask the student to go back and read the work's text again, identify examples, and locate supporting documentation, while others call for an analysis of the work's text. However, it makes sense that each of these issues has a work, mental, and spiritual component to its answer.

Conclusion

In conclusion, the effective implementation of diverse educational methods, including conversation techniques is essential for nurturing students' intellectual independence and fostering a deep engagement with literary works. By encouraging active participation, stimulating critical thinking, and providing opportunities for self-expression, educators can empower students to develop their analytical skills, broaden their perspectives, and enhance their overall learning experience.

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