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Research Article

TERM AND CONTENT OF CULTURAL APPROACH IN ARTISTIC LITERATURE

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ABSTRACT

This article talks about a new approach to teaching examples of world literature - culturology. Scientific studies on the etymology of the term culturology are considered. Practical conclusions are given about the cultural approach and the advantages of using it in the teaching of works of world literature.

KEYWORDS

Approach, principle, culture, reform, method, teaching, research, experience, practice, qualification, modernization, reform, educational model.

INTRODUCTION

The reforms implemented in the education system caused major changes in the practice of general education schools in many respects. Also, great success was achieved in the field of modernization of the education system based on world educational standards. In addition, the translation of the world's best works into Uzbek and its introduction into school textbooks caused significant changes in literature textbooks. 376 of

the Cabinet of Ministers of the Republic of Uzbekistan dated May 18, 2018 "On measures to improve the system of translation and publication of the best examples of world literature into Uzbek and masterpieces of Uzbek literature into foreign languages" Decision No. - can be said to be the basis of high attention to world literature. For example, first of all, on the improvement of reading culture, the President of the Republic of

September 13, 2017 "Comprehensive program of measures to develop the system of publication and distribution of book products, increase and promote book reading and reading culture" The entry into force of the Decision No. PQ-3271 has caused a fundamental change in the attitude towards fiction books in our country.

Along with the radical reformation of school literature textbooks, it can be said that the enrichment of the world's best works is the most primary achievement achieved in education. In addition, from the point of view of the genre, the issue of classification into classes has been somewhat improved from the previous situation. The range of artistic works included in the textbooks is also diverse in terms of nationalities. In particular, if we used to get acquainted with the works of Russian, Georgian, Indian, English, French, and Italian nationalities from Western literature, now we have never been taught in our textbooks before, Greek, Spanish, Irish, American, and German works of art. We had the opportunity to get acquainted with the artistic world of famous writers such as Homer, Langston Hughes, Ray Bradbury, Jules Verne, Arthur Conan Doyle, Ernest Hemingway, Erich Maria Remarque. This brings to light the need for modern teachers to update their knowledge related to the cultural and historical life of these peoples. Already, "The teacher himself should be a person who can infect children with thoughts and feelings, instill in them not only a thirst for knowledge, but also a great sense of suffering and responsibility for all the events that are happening on earth. need" [1]. The textbooks created on the basis of the

requirements of the modern times require great enthusiasm and great responsibility from the literature teacher: a boring lesson is not only useless, but also harmful" [2].

THE MAIN PART

In order to effectively teach new examples of world literature, to be able to do a comparative analysis of the characteristics of the work, and to understand the essence of the work at the level of the fundamental basis and to put it into practice, of course, relying on the knowledge previously learned by the teacher, about the cultural basis of the peoples of the world. knowledge must also be available. Because analyzing a work of a different nation from the point of view of one's own nation will never lead the reader to the right conclusion. If the primary one leads to a misinterpretation of this work, the secondary, the realization of the purpose of mastering the artistic work loses its essence by itself: to reach it. This situation should be the basis of the analysis of the artistic text" [3]. To fully feel the charm of an artistic text, to feel its aesthetic pleasure is the main goal of studying an artistic work, the most basic logic and the most correct and only way to get to the essence of the work. Taking this into account, the consistent study of cultural principles specific to peoples is one of the current issues of today. This approach creates the need to systematize the basis of social and cultural knowledge aimed at a deep understanding of the literature of different nations. "The socio-cultural approach implemented in the teaching of pedagogical sciences allows to show the pedagogical reality as

a reflection of the changes taking place in society, as a manifestation of new trends in the pedagogical culture of this society. The development of a person is always a unique historical process, so it is necessary to study the characteristics of the state of society and the type of culture that corresponds to it in preparation for pedagogical activity"[4] .

DISCUSSION

Although the term culture entered the vocabulary of European peoples at the end of the 19th century, it was actively used as a phenomenon in the 60s of the 20th century. Raymond Williams's term "cultural materialism", Stephen Greenblatt's "cultural poetics" and Bakhtin's "cultural prosaic" caused the acceleration of the first stage of development of the field of culture. "In that period, with the works of English cultural scientists Richard Hoggart "The Use of Literacy" (1957), Raymond Williams "Culture and Society" (1958), the ground was created for the deep roots of modern cultural studies, and even the atmosphere of "Cultural Studies Debate" began to take shape. "[5] .

The term "culture" is translated from the Latin "cultura" in the meaning of "working the land", "tending" and later in the meaning of "to be enlightened", "educated", "to be knowledgeable". In Russian sources, many Latin meanings of this word are given, such as "cultivate", "educate", "give education", "develop", "respect" [6]. Italian scientists interpret this term from the Latin language with meanings such as "to grow",

"to pass" [7] . In its translation from Arabic, there is information that the word "cultural" is derived from the root of the term "madinat" and its alternative means "urban". This word also means "colorful" in Arabic. The ancient Hellenic peoples considered their main difference from "uncivilized" barbarians to be "educated" ("paidei") [8] . In addition, according to American cultural studies scientists A. Kreber, K. Klackhon: "In 1952, the number of definitions given to the cultural phenomenon was 164, and in the latest literature, it can be observed that this number is more than 400" [9]. Although the meaning of the term culture has a polysemantic nature, it embodies similar meanings in terms of content: "European peoples used the term "culture" side by side with the concept of "mental and moral culture". It is understood that the concept of "Culture" has not changed its essence from ancient times to the present, despite its various interpretations" [10] . The Soviet Marxist philosopher G. I. Oyzerman explains the importance of the term culture within the scope of the science of philosophy as follows: "If any philosophy cannot perceive the phenomenon of culture and cannot define the term "culture", then it has no value, because philosophy is a scientific, theoretical, is the methodological core" [11] . The essence of the term culture "in the broadest sense, this word means something developed, cared for and created by man, as opposed to something that has not changed in nature. It can be understood as the sum of achievements of human civilization. In a narrow sense, the forms of artistic expression are united behind the term "culture" [12]. Cultural scientist M. Abdullayev says that

understanding culture as a set of values created by man ensures that the meaning of this word is revealed more clearly. "In the concept of culture, in addition to the biological forms of life, in addition to the specific characteristics of human activity, the qualitative uniqueness of this activity is expressed in certain stages of historical development, in a certain historical period, in national and ethnic development." [13].

"Culture covers everything, it affects all aspects of life, and it cannot be limited to the sphere of art. Culture is not only theater, cinema, music, choreography or visual arts, culture is the values reflected in the best traditions of peoples, deep and solid knowledge, creative and highly effective work for the benefit of society, and truly humane social relations" [14]. In a broad sense, the term culture is expressed in a certain level of historical development of society and people, in various aspects of people's life and activities, as well as in the material and spiritual wealth created by them. In a narrow sense, it is used only in the field of spiritual life of people. Literature deals with this narrow meaning of culture.

CONCLUSION

During the teaching of works of world literature, the reader should be able to correctly assess the national mentality, to be able to analyze and interpret the work at the level of the author, and to fully enjoy the aesthetic pleasure of the literary function. The main function of the approach is to teach based on the cultural approach, to teach them to learn the content deeply and clearly

through this principle. In today's developing complex and fast time, one of the important tasks is to direct the achievements of global information communication to the field of education and to form the skill of integrating it into practice.

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