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Research Article

RECOMMENDATIONS ON THE USE OF EDUCATIONAL TASKS IN SCHOOL LITERARY EDUCATION

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ABSTRACT

the article deals with the development of literary education, in particular, important recommendations, conclusions on improving educational tasks, analytical study of the content of questions and tasks in teaching literature, the creation of scientific and methodological foundations for the development of educational tasks that reveal the essence of the work, consideration of criteria for assessing students' knowledge.

KEYWORDS

Literary education, the content of education, the essence of the work, the analysis of the work of art, educational tasks, question, assignment, homework, knowledge, skills and qualifications.

INTRODUCTION

In the following years, a number of innovative approaches and pedagogical technologies are used in the approaches to the teaching of fiction in general secondary education schools, in the methodology of teaching literature. However, there is still no significant change in this regard, that is, students have not been able to fully enter

the content of artistic works. Even some teachers do not know the essence of the artistic work they are teaching, what is the writer's purpose in writing the work. One of the important problems in literary education is the issue of improving educational tasks. In this regard, from the pedagogical point of view, the scientists of our

country have conducted scientific research, but the methodological aspects have not yet been fully worked out. At this point, it should be noted that H. Suyunov 's research on the methods of teaching to work on questions and tasks in literature education is important in literary education, but this research is almost twenty years old. Based on modern requirements, there is a need to improve the methodology of teaching literature, to develop a system of pragmatic educational tasks.

In this regard, it is possible to rely on G. Hamroev's theory of differentiation and classification of educational tasks in terms of task and content . Although this research is related to the development of educational tasks in the education of the mother tongue, this research is also important for the methodology of teaching literature at a time when the practice of teaching the mother tongue and literature subjects from the lower grades is taking place in the increasingly integrated education system.

In one of his articles, Cholpon wrote, "Literature is the pure water of enlightenment that cleans the black mud that has soaked into our blood, not only our body but also our blood, to give spirit to the dead, withered, extinguished wounded heart, to make our dim glasses bright and clear, and our eyes full of dust and dirt." "It is spring water that wipes and cleans," he says. These characterizations and similes apply only to the features of figurative expression characteristic of literature. Literature, through symbols, serves to give an artistic touch to past and future events, to enliven the vision of life in various colors and

lines. In this way, it embodies the possibilities of emotional impact and imparting knowledge.

Evaluating literature as one of the main areas of culture, Methodist scientist S. Dolimov notes that the main aspect in this is the historical development of the nation, the feature of expressing its identity in artistic images: "First of all, literature describes people and their life, and this image is inextricably linked with historical truth and historical events . " Therefore, through the process of formation of literary knowledge in the students, a wide way is opened for them to study the human being, his complex inner world and psyche, and to know the surrounding world.

Adding questions and tasks to the methodology of teaching literature also has a good effect.

At this point, it is necessary to pay attention to the methodist M. Saidov's approach to distinguishing between the terms "exercise" and "assignment". The scientist divides educational tasks into three types among educational materials and distinguishes between them, and emphasizes that teachers often confuse the concepts of "exercise", "assignment" and "problem" during their work. The scientist agrees with the opinion of Doctor of Pedagogical Sciences A. Gulomov that "exercise is both a form of educational task and a specific method of teaching" and admits that the task is a part of the exercise, it is mainly expressed in the conditions of the exercise, and that the task expresses a narrower concept than the exercise .

It is known that in language textbooks, the terms "exercise", "question" and "assignment" are mainly used in natural and concrete sciences. All

of them are a type of work included in educational assignments, and this term is also interpreted as educational assignments in some studies. At this point, we think that introducing the question of exercise in teaching literature will have a good effect.

Today, in general secondary education, questions and tasks are used in practice in teaching literature and explaining the content of an artistic work in the following context:

T/r	Questions	Assignments
1.	When was the shepherd's beautiful poem written?	Describe the image of Otabek.
2.	How many novels are there by Qadiri?	Describe silver.
3.	What is Fitrat's latest work?	Tell me which other character of the play has the same fate as Zebi.
4.	Where did Avloni work as an ambassador?	Tell us about "Turkish Gulistan work".
5.	What are the negative characters in the novel "Night and Day"?	Describe the character of Miryoqub.
6.	Who is the father Farhad father in the drama "Abulfayzkhan"?	Give information about Fitrat's literary works.
7.	Who were there at the meeting in the house of King Ziya in the novel "Otkan Kunlar"?	Verbally express your opinion about the character of Hasanali.

In fact, these questions and tasks also serve to clarify the topic, but today the main goal of teaching literature is to read and understand the literary text and to be able to express what you understand orally and in writing.

As we mentioned above, the main goal of language education is the differentiation of the content and tasks of educational tasks. Therefore, in our research work, we decided to focus

separately on the content and application of the terms "exercise", "question", "assignment". In our opinion, this is the most comprehensive "assignment", and in textbooks and manuals it includes a question and an exercise.

Success cannot be achieved without a perfect knowledge of national values, including the content of the work. That is why the question of what and how to teach in the methodology of

teaching literature has been a problem from ancient times to the present day. This is a natural situation, since development depends on methodology, time makes its demands, methodology fulfills this order. Therefore, the question of what and how to teach is of constant relevance. In this regard, it is appropriate to present the issue of educational tasks in the content of "Literature" textbooks, to differentiate educational tasks in terms of tasks, and to analyze the attitude to educational tasks.

In current literature education, the main educational material of the science is theoretical information, artistic work, information about the author and his work, and educational tasks given for their assimilation and strengthening. In fact, this is an old-fashioned approach, and today's modern education should be based on text work.

It is not just a coincidence that there is an issue of self-awareness, which is the basis of education, in the teaching of literature. Methodist S. Matchonov emphasizes the place of literary education in this regard, as he sees spiritual maturity, which our ancestors have been striving for for centuries, alongside the process of self-realization. He notes that self-awareness opens the way to understanding others, thereby understanding the world and its mysteries. Professor Q. Yoldoshev's views are consistent with the above ideas. The scientist draws attention to the fact that literature is a means of self-knowledge for any person, and self-knowledge begins with understanding the other, and the exercise of understanding the other begins with feeling the characters in the works of art.

"A person knows his identity from a young age," says Professor A. Choriev, - first of all, he uses his power and, moreover, prepares to avoid external malicious influences. But today, this interaction between human sciences and art, including literature, is not enough. Literary criticism prevails over the direction of humanism in fiction and literary studies. After all, the point of commonality in pedagogy and fiction is humanities. In fact, in the image object of fiction literature, the complex inner experiences typical of a person are in the leading position, so it has a great opportunity to affect emotions. In this regard, it is no coincidence that the issue of personality development is mainly expressed in the content of fiction and the sciences related to its teaching.

Due to the fact that the materials given in the current textbooks are presented in a uniform manner, consisting of numbers and dates, the students are not interested, because the personalities of the creators are not made alive, the children cannot look at them as role models.

High-level training of the student should include the acquisition of theoretical knowledge, the formation of skills to work with them in the practice of analysis and interpretation of the work of art, the ability to understand the author and the work of art. In this regard, as Professor Q. Yoldoshev rightly noted, "Now the knowledge given on the theory of literature is not a means of testing and tormenting students' thinking, but rather information that helps to read and analyze an artistic work."

Three important stages of organizing the educational process using interdisciplinarity are highlighted. In the first stage, which is conventionally known as memorization, students are taught to apply the knowledge they have acquired in the natural sciences. This is mainly related to mastering the concepts of special and related subjects in primary education, and later it creates the basis for applying knowledge at a much higher level in the basic classes. Interdisciplinarity can be assigned to academic assignments. At the first stage, students are required to memorize knowledge of another subject through explanation, and at the next stage, attention is paid to the ability to transfer knowledge to another and to apply it independently. Therefore, it is possible to create educational tasks for the second stage as a stage of knowledge application. Generalizing - the third stage is directly aimed at the purpose of teaching the use of concepts, arguments, laws and theories to imagine the integrity of the text based on educational tasks, and the use of the basic laws of dialectics in explaining phenomena learned from various disciplines.

In our opinion, these aspects create a basis for evaluating the ability of teachers to organize and systematize their work related to educational tasks, to apply and compare the knowledge of students from different subjects.

The task of literary education does not end with the student's understanding and assimilation of the ideological content of the work of art, but it is also intended to educate them to become independent and figuratively thinking, spiritually

mature people through educational tasks. Because there is one important means of being civilized - to be able to read and understand. There is no substitute for study assignments in this regard. There can be no talk of moral-aesthetic maturity without learning. In fact, working on any work, studying it on the basis of the assignment reveals the inner connection and balance between the ideological content of that work and the spiritual and spiritual needs of the reader.

CONCLUSION

In conclusion, it can be said that in literary education, educational tasks play an important role in determining the content of the artistic text and the purpose of the creator. In this sense, the development of questions and assignments based on a pragmatic approach in the development of the methodology of literature teaching has a great effect on the formation of skills and competencies, and the questions that teachers ask verbally, in the form of brainstorming, during the lessons should be logical and lead to a deep understanding of the artistic work.

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