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Research Article

METHODS OF WORKING WITH HOMEWORK IN PRIMARY LITERARY EDUCATION

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ABSTRACT

The article discusses the issue of improving the methodology of work on homework, which is one of the main problems in the methodology of teaching literature. In particular, we are talking about the provision of homework, the organization of homework in textbooks, taking into account the age characteristics of the student, his psychophysiology, ranking homework taking into account the student's abilities, his ability to master. It was discussed what tasks to give when teaching samples of classical literature, especially when teaching the work of Alisher Navoi.

KEYWORDS

Homework, assignments, classical texts, age characteristics, rank, classification of tasks, knowledge, skills, skills.

INTRODUCTION

Education plays a decisive role in the development of every country, in the material and moral development of society. In recent years, noticeable changes and reforms are taking place in the education system of our Republic. The Ministry of Preschool Education was established,

and the work of teaching children from kindergarten to language, literacy, and creative approach was started. Nevertheless, until now, no one has fully justified from a scientific point of view what it is appropriate to teach in which class

to the students who are being taught in the primary grades and the following levels [1; p. 13].

Q. Husanboyeva reacts to the problems of homework: "The level of independence in thinking and activity, which is the basis of the student's spiritual maturity, is also reflected in the performance of homework. The most important condition for the completion of homework is that it should not repeat the facts from the lesson and textbook. Otherwise, there will be a case of blindly memorizing the educational material. Homework differs from the student's work in the classroom in that all tasks

are performed independently by the student. It is very important to use this type of education to further strengthen and develop the activity of independent thinking formed in the lesson. Unfortunately, pedagogically correct organization of students' homework is not sufficiently dealt with in educational practice. Students are assigned homework in every lesson, but how to do it is not taught in a relatively broad way" [p. 4:240].

In fact, the following forms of homework assignments can be expected in the continuing education system:

T/r	Start in the inner classes	High in classes
1.	Memorizing the poem come .	Read the story _ come .
2.	To the picture looking text make it up.	Home task do it.
3.	Text make up come .	Memorize the poem .
4.	Question and to assignments answer writing come .	Creator's life and creativity by reading come .
5.	A fairy tale by reading come .	To the questions answer write it down.
6.	Audio listen _	

In fact, homework should not be given without such a purpose, the task given to each group should be thought out in advance and have the possibility of easy assessment.

In methodological sources, the concept of educational content is interpreted differently. In particular, an authoritative pedagogue understands the content of higher education as a part of a specific social experience selected for learning and designed for students' mastery, methodically elaborated [2; p. 17].

Doctor of Pedagogical Sciences K. Husanboyeva also includes the teacher in the content of education [3; p. 37].

Indeed, the teacher has and will continue to play an important role in the education system, but the approach has changed a little: before the teacher was the subject of the lesson, now he has given up this place to the students. is giving, and it is also the most correct way.

Due to the vital necessity of the student being at the center of the lesson, the teacher should create an opportunity for his students to demonstrate

the competences related to science, so that the student becomes active, otherwise he may become attached to the teacher's actions. Today's teacher is enough to be a good organizer, even he does not have to have a huge amount of knowledge. For today's student, the database is not a problem, he needs to be influenced by organizational processes such as teaching how to acquire knowledge, guiding him, posing a problem, encouraging him to find a solution.

Based on the criteria mentioned above, the main task of the literature teacher is to organize the literature lesson in an interesting way, and to distribute the educational material correctly. This is the most urgent issue of today. The theoretical and practical aspects of effective organization of the lesson have been thoroughly studied. Among the important issues that have not yet been studied as a separate study in Uzbek pedagogy, the problem of homework, which is considered crucial in the formation of the student and increasing the practical importance of science, is waiting for its solution. Need homework? If necessary, how much homework should be given to the student in which class? What form will it take? - such difficult questions do not have a clear answer within the framework of the educational system of Uzbekistan.

These questions have been thoroughly studied by world pedagogues. In the familiar Russian education system, the homework assigned to the student is developed in accordance with his age and psychophysiology.

In the world experience, some pedagogues are in favor of not giving students homework. Some believe that it is necessary to give a small amount, some say that it is necessary to give tasks that give pleasure to the student and increase his enthusiasm. For example, in the literature classes of our national schools, teachers do not know exactly which and how much educational material should be given as homework on the subject.

Everyone gives homework as much as they know, and then demands it from the student. In addition, all students are given the same homework, even though it is known that students' abilities do not duplicate each other. In the next lesson, everyone will be asked the same task and evaluated according to the same criteria. In the world experience, tasks are distributed to each of the students in the class based on their 315 unique characteristics and opportunities. The number of unsatisfactory grades does not increase even when homework is requested in the next lesson, because in the previous lesson, assignments are given that are sufficient for the student's intellectual ability. As a result, the student's interest does not fade, on the contrary, after completing the task, enthusiasm appears again, which is extremely important in education.

In the classroom process, tasks may not need to be distributed exactly according to the opportunity, because the teacher can help in the necessary places in the lesson. A student's parents may not be able to help him when homework is given, so homework should be given to each of the students within their capabilities.

In the current literature classes, teachers are confusing when working with educational materials. The author's work is included in the curriculum, his work must be studied during the lesson, and information about the biography of the writer or poet is not in the classroom, but on the contrary, if it is given as homework, every student can do it. He may not be able to work alone with the text of the work, especially if there are examples of classic literature.

Teachers should give the student relatively easy, interesting and suitable tasks to complete at home. Working on the text of the work is somewhat difficult, so both teachers and experts who make tests for entrance exams are limited to more biographical information.

The life and work of a certain children's poet is taught in almost all classes of secondary schools. Teachers are often surrounded by the poet's biographical information in the classroom. During the observations, it became known that the tasks given at home are mainly related to the content of the work. The general nature of the tasks created for homework leads to the fact that the student cannot fulfill them at the required level.

If the homework assignments for children's poets are given as follows, students' interest and passion for the poet's works and personality will increase even more:

1. Find interesting information about the creator. The student who finds more will have a higher score.

2. Find interesting and important information about the poet.

3. Come prepared to read and memorize the poem expressively. The one who memorizes it expressively and without mistakes will get a higher score.

4. Who wrote poetry?

5. Write a letter to your favorite fairy tale character. Someone who writes impressively and convincingly will get a high score, for example.

So, the homework given to students in the primary education system should be voluntary, not forced, purposeful, planned and carefully thought out. The assigned homework should be prepared in a graded state taking into account the intellectual capabilities of the student, the text of the work should be analyzed in class, and information about the author's biography should be given to the student as homework. should be devoted and enthusiastic. It is clear that there are problems with this issue in all subjects, especially in elementary grades. Effective organization of homework depends only on the teacher. In the future, it is necessary to create methodical recommendations and sets of tasks for homework in the section of classes and subjects. One of the most important tasks of today is to create a homework system that teaches elementary school students to understand works of art and makes them interested in reading.

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