

METHODS OF USING EDUCATIONAL TASKS IN GENERAL SECONDARY EDUCATION LITERATURE CLASSES

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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.

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, one can rely on G. Hamroev's theory of differentiation and classification of educational assignments in terms of tasks and content.¹

Although this research is related to the development of educational tasks in the education of the mother tongue, this research is carried out at a time when the teaching of the mother tongue and literature subjects is being combined from the lower grades in the increasingly integrated education system. It is also important for teaching methodology.

Cholpan wrote in one of his articles, "Literature is a sharp heart that cleans the black mud not only in our bodies, but in our blood, to give spirit to a dead, withered, extinguished wounded heart. clean water of enlightenment that washes away dirt, spring water that makes our cloudy glasses bright and clear, wipes clean our eyes full of dust and dirt."² These characterizations and analogies are approaches to teaching fiction in secondary schools, a number of innovative approaches and pedagogical technologies have been used in the literature teaching methodology in recent years. However, there is still no significant change in this regard, that is, students have not been able to fully understand the content of artistic works. Even some teachers do not know the essence of the art 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 teaching is of great importance in literary education, but this research is almost twenty years old.³

Applies only to the features of figurative expression typical 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.

¹ Hamroyev G'. Ona tilidan o'quv topshiriqlari tuzish metodikasi –Tashkent. Donishman ziyosi, 2021. 157 b.

² Cho'lpon. Adabiyot nadir? – Toshkent: Cho'lpon nashriyoti, 1994. – 37-b.

³ Suyunov H. Adabiyot darslarida o'quvchilarni savol va topshiriqlar ustida ishlashga o'rgatish usullari. Ped.fan.nom. diss-ya. –T., 2005. –125 b.

Evaluating literature as one of the main areas of culture, the Methodist scientist S. Dolimov notes that the main aspect is the historical development of the people, the characteristic of expressing their identity in artistic images: "Literature first of all describes people and their life, and this image is historical truth and historical events is inextricably linked with⁴. Therefore, through the process of formation of literary knowledge in students, a wide way is opened for them to explore the human being, his complex inner world and psyche, and to know the surrounding world.

Adding questions and assignments to the methodology of teaching literature will also have 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 that, often, teachers confuse the concepts of "exercise", "assignment" and "problem" in the course of their work. emphasizes. The scientist agrees with the opinion of Doctor of Pedagogical Sciences A. Ghulomov that "exercise is both a form of educational task and a specific method of teaching" admits that the task expresses a narrower concept than the exercise⁵. 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.⁶ 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 assignments are used in practice in teaching literature and explaining the content of a work of art in the following context:

№	Questions	Tasks
1.	When was the beautiful poem of the Cholpon's written?	Describe the image of Otabek.
2.	How many novels are there by Qadiri?	Describe Kumush.
3.	What is Fitrat's last 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 "Turkiy Gulistan work".
5.	What are the negative characters in the novel "Kecha va Kunduz"?	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 "Otgan 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 meaning and application of the terms "exercise", "question", "assignment". In our opinion, this is the most comprehensive "assignment" in textbooks and manuals, which includes questions and exercises.

⁴ Dolimov S., Ubaydullaev H., Ahmedov Q. Adabiyot o'qitish metodikasi. – Toshkent: O'qituvchi, 1967. – 225-b.

⁵ Saidov M. O'zbek maktablarining 5-sinflarida ona tili ta'limi jarayonida tafakkurni rivojlantiruvchi o'quv topshiriqlari va ulardan foydalanish metodikasi: ped. fan. nom-di diss. avtoref.TDPU. –Toshkent, 2000. – 25 b.

⁶ Qo'chqorova, Muxitdinova

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, because development depends on methodology, time makes its demands, methodology fulfills this order. That is why the question of what and how to teach is of constant relevance.⁷ In this regard, it is appropriate to present the issue of educational tasks in the context of "Literature" textbooks, to differentiate educational tasks in terms of tasks, and to analyze the attitude to educational tasks.

In the current literature education, the main educational material of science is theoretical information, artistic work, information about the author and his work, and educational tasks given for their mastery 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 in the teaching of literature there is a question of self-awareness, which is the basis of education. Methodist S. Matchonov sees spiritual maturity, which our ancestors have been striving for for centuries, side by side with the process of self-realization, and strengthens the place of literary education in this regard. He notes that self-awareness leads to an understanding of others, and thus to an understanding of the world and its mysteries.⁸ Professor Q. Yoldoshev's views are consistent with the above. 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.⁹

"When a person knows his identity from a young age," says Professor A. Choriev, "first of all, he uses his power and, moreover, prepares to protect himself from external malicious influences." But today, this interaction between human sciences and art, including literature, is not enough. Literary criticism prevails over humanitarianism in fiction and literary studies. After all, the point of commonality in pedagogy and fiction is also humanities.¹⁰ In fact, in the image object of fiction literature, the complex inner experiences characteristic of a person are in the leading position, so it has a great opportunity to influence emotions. In this respect, it is no coincidence that the issue of personal 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 monotonous way, consisting of numbers and dates, the students are not interested, because the personalities of the creators are not made alive, children cannot look at them as role models.¹¹

The high-level training of the student should include the ability to acquire theoretical knowledge, develop skills to work with them in the practice of analysis and interpretation of the work of art, and 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 a tool that helps to read and analyze an artistic work. will be viewed as data"¹²

Three important stages of organizing the educational process using interdisciplinary communication are highlighted¹³. In the first stage, which is conventionally known as memorization, students are

⁷ Hamroev G'. Ona tili o'qitishning samarali usullari. O'qituvchilar uchun metodik qo'llanma. –T.: Bayoz. 2018. 18-b.

⁸ Matjon S. Maktabda adabiyotdan mustaqil ishlar. – Toshkent: O'qituvchi, 1996. – 27-b.

⁹ Yo'ldoshev Q. Adabiyot o'qitishning asoslari / Global ta'lim va milliy metodika taraqqiyoti. Respublika ilmiy-amaliy anjuman materiallari. – Toshkent, ToshDO'TAU, 2018. – B. 36.

¹⁰ Choriev A., Choriev I. Pedagogikaning metodologik asosi va ilmiy tadqiqot metodlari. – Toshkent: Nishon noshir, 2016. – 45-b.

¹¹ Ubaydullaev N.X. O'quv tahlilida avtobiografik bitiklardan foydalanish. Ped. fan. bo'y. fals. dok. (PhD) ... avtoref. – Jizzax, 2022. – 23-b.

¹² Yo'ldoshev Q.B. Yangilangan pedagogik tafakkur va umumta'lim maktablarida adabiyot o'qitishning ilmiy-metodik asoslari. Ped. fan. dok. ... diss. – Toshkent, 1997. – 77-b.

¹³ Karlibaeva G. O'qituvchi – ta'limni fanlararo aloqadorlikda tashkil etishning yetakchisi sifatida // Xalq ta'limi. – Toshkent, 2010. – № 2. – B. 46-47.

taught to apply the knowledge they have acquired in 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 educational tasks. 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 aimed directly at the goal 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 a work of art, but it is also intended to educate them to be 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. In this regard, there is no substitute for study assignments. 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 internal connection and balance between the ideological content of that work and the spiritual and spiritual needs of the reader.

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 literature teaching methodology is very effective in the formation of skills and competences. It should also be logical, leading to a deep understanding of the artistic work.

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