

Use of Heuristic Tasks in the Organization of Literature Classes

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Abstract. The first task of the literature lessons organized by us in the educational process is to express the most necessary and impartial thoughts, to lead students from darkness to light, and to form and develop good feelings in their hearts.

In the era of rapid development, the most appropriate and targeted way to increase the quality and efficiency of education is to pay attention to the correct choice of interactive methods and methods in the organization of the lesson process. We all know that interactive education is an education based on mutual cooperation in the acquisition of knowledge, skills and abilities of the participants in the educational process, and at the same time, as a result of such activities, the formation of creative abilities of learners and the development process will rise to a new level.

In this article, priority aspects of the heuristic approach to the organization of literature classes, heuristic methods of teaching, the development of creative activities of students in the teaching of literary works, the processes of forming creative activity in them are analyzed and methodological recommendations are given.

Key words: creativity, creative activity, heuristic method, interactive method, modern pedagogy, innovative methods, creative activity, heuristic education, creative assignment.

Enter

In our country, the issue of improving and updating the national methodology has risen to the level of a vital need for the educational process. The reforms observed in all directions became the basis for making updates in the fields of methodology and pedagogy. Now, deepening of the methodology and involvement in the educational process has become an important concept in all respects.

The age, life experience, level, imagination skills of the students, and the mentality that appeared during the acquaintance with the work are taken into account when teaching the literary works given in the literature textbook for the upper classes of general secondary schools. If the reader cannot feel the situations of the heroes of the work from the inside during the study of the work of art, their interest in literature and reading of the work of art

fades away.

Based on these considerations, it can be said that in the teaching of literary works in general secondary schools, we should pay special attention to the development of students' creative activities and the formation of creative activity in them.

In the current period, heuristic and problem-based education, which is related to the independent search and discovery of some truth by students, is actively entering the learning process.

Specific approaches are manifested through methods and methods that are the basis of quick, clear and easy mastery within the subject. "In school practice, method is often considered the same thing as method or part of method. In fact, methods are elements that create methods and organize them. For example, the problem-based method of education includes such methods as creating a problem situation, forming educational hypotheses, and proving them. distinguishing the important from the studied educational material in logical methods of education such as problematic, conversational, heuristic, research, comparison, inductive, deductive, which guide students to independent thinking, finding and classifying the general or specific aspects of the studied phenomenon, methods such as systematization, clarification, and proof are used [Husanboyeva, Niyozmetova, 2020: 111.]".

The main part

If the importance is focused on the content of the "National Curriculum" of general secondary education recommended as a project today, it is essentially based on an integrative approach, abandoning information about writers, authors' analysis of the work, questions and answers with life problems. It becomes clear to students the priority of creating logical questions based on the plot of the work. Although these aspects are not so new in the field of teaching methods of Uzbek literature, they are not fully reflected in the textbooks. It is also worth noting that today, Methodist scientists Q. Yoldoshev [Yoldoshev. 2006: 73], K. Husanboyeva, R. Niyozmetovalar [Husanboyeva, Niyozmetova. 2020: 352].

In this project, it is stipulated that copying of students' creative work is not allowed and that it is checked for accuracy in the evaluation, as well as the fact that it requires independent performance of the task, work on oneself and special attention to the given topic during a certain period of time. becomes unique.

Textbooks and manuals used in general education schools have been being improved for several years. The goal is to have better educational programs and resources, and to develop students' independent thinking and creative thinking skills.

It is known that in the 8th-9th grade literature section, students get acquainted with literary works that cover a wider range of topics. Of course, one thing should always be kept in mind that the literary works included in literature textbooks should be suitable for the child's age and psychology. Otherwise, children may become bored with science and lose interest in professions related to science. The science of literature ranks high as a science that opens the heart of a child and expands his worldviews.

Usually, in each textbook and manual, questions and assignments are given to reinforce or review the topic . Of course, they serve to strengthen the learned topic and keep it in the students' memory. It is natural that the exercises and tasks selected for this aspect serve to

increase the student's intellectual potential.

We will consider examples of assignments given for reinforcement and repetition of some topics from the literature textbook currently in use in the 8th-9th grades of creative schools:

The contents of the textbooks of the 8th grade "Literature".


8th grade	
Topics	Part 1 [8th grade literature textbook (Part I) textbook/ J. Nurmuhammadov and others. 2022: 204]
"R avsha n" epic	Note that Maina found Ravshan's mother without getting lost. Chapar on duty used what other birds do you know? Look for resources on how to teach them to do this.
Antoine de Saint-Exupéry. The story "The Little Prince".	Check your drawing skills. "Read" your drawings to your classmates. Think about it.
Ghafur Ghulam. Poem "Missing".	The feeling of longing is a personal matter of a person, but in this poem, this feeling has acquired social significance. Comment on the social role of longing in the poem.
Chingiz Aitmatov. The story of "The White Ship".	1. Consider the reasons why the author did not give the child a name. What would you name your child if you had the chance? What for? 2. In the story you have read, both the child's fairy tales have come to an end. What do you think, did you achieve your dreams? Write a story by ending the story as you want.
Alexander Green. The story "Alvon Sails".	1. What did you see in common in the mentality and character of Assol and Gray? Answer based on the text and your personal observations. 2. Compare the thoughts of the boy ("White Ship") and the girl ("Yellow Sails"). Tell what the two characters have in common and identify the differences in their destinies. 3. Prepare a creative work (picture or text) called "Ark of Dreams and Hope" based on the works "Alvon Elkanlar" and "Aq kema" and your life skills . What you pay more attention to try to justify what you have given in the course of the lesson.
Lutfi. "If you are not..." ghazal	1. Identify the definitions given by the lover to the mistress in the ghazal. Do these definitions seem unusual to you, that is, are they plausible or not? Justify your reasoning. 2. Is there a stanza in a ghazal that you like and enjoy every time you read it? Justify your answer.
Khairiddin Sultanov. The story "Beach of Happiness".	1. Why was the image of the Bakhshiturk madman included in the work and compare it with the work that has the image of a dervish, madman or lunatic, having read it yourself so far. Find out what the wise men of our nation mean by the saying, "One fool says what a hundred wise men cannot say." 2. Babur inscribes a verse of Shaykh Sa'di on a stone by the spring. Later, the Russian poet ASPushkin took these lines as an epigraph to the work "Fountain of the Garden". What idea may

	<p>have been put forward in this famous verse of Sa'di. Make your point based on the stanza.</p> <p>3. <i>After reading the story in its entirety, write an essay on the topic "Beyond the Homeland without the Homeland" (a tribute to the national poet of Uzbekistan, Sirojiddin Sayyid tashbehi). In the essay, justify your personal opinion based on the text of the story.</i></p>
Alisher Navoi. Ghazal "He who is single-minded is corrupt..."	<p>1. Which verse from the ghazal would you take as a motto for your life? Explain your answer.</p> <p>Look for the historical reasons why the poet in Maqta <i>decided that "if I want to go to Astrobad again, I will die at the hands of the giants in the forest."</i> Try to explain the importance of the verse in the ghazal.</p>
Alphonse Dode. The story of "The Last Lesson".	<p>Rasul Hamzatov's "My Mother Tongue", Muhammad Yusuf's "Forgive Me, My Mother Tongue!" find his poems, read them carefully and pay attention to their content.</p> <p>Analyze the stories and poems in relation to the historical background of the Uzbek language.</p>
Part 2 [8th grade literature textbook (Part II) textbook/J. Nurmuhammadov and others. 2022: 248]	
Abdurauf Fitrat. The poem "The Sorrow of the Country".	<p>Dear reader, you too can prepare a creative work in the method typical of the "Homeland Sorrow" series, i.e. in the method of sochma-mansuras.</p> <p>Read your writing to your classmates and evaluate them.</p>
Khurshid Dostmuhammad. The story "Mirkomilboy's dead prayer".	<p>1. Collect information about the "Workers' Case" (1916) mentioned in the story. Analyzing the course of events, evaluate Mirkomilboy's actions in order not to send the young men of Andijan to labor on the basis of historical data.</p> <p>2. With the help of your history teacher or from historical data, get information about Anvar Pasha, whose name is mentioned in the story, about his political actions and try to explain why the writer compared Mirkomilboy with this particular Turkish official.</p>
Maqsud Sheikhzadeh. "Jalaluddin Manguberdi" drama	<p>Explore the details of the battle between Jalaluddin Manguberdi and Genghis Khan from history books.</p> <p>Compare interpretations of historical fact and fiction.</p>
O. Henry. The story "Twenty years later".	<p>Create a scenario where Jim and Bob meet again. What changes and additions would you make to the plot in this one?</p>
Shukur Kholmirzayev. The story of "Horse Owner".	<p>Remember the works you have read about animals. Compare the character of Karabayr in the story with the animals in them. Try to find out the reasons why horses are close to people.</p>
Robindranath Thakur. The story of "Doubt".	<p>Based on the events and incidents of this story, make up a short story about what happened to Shubhashini's later life and discuss it with your classmates.</p>
Isajon Sultan. The story "Windy Night".	<p>Create a road map by imagining the places where your siblings are coming. Think creatively and try to write the continuation of the story.</p>

Sadriddin Ainiy. The story "Death of the usurer".	In which places of the story is "science, enlightenment", in which places "history" and in which places "life and truth" artistic expression? Prove your point based on the text.
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The contents of the textbooks of the 9th grade "Literature".

9th grade	
Topics	Part 1 [9th grade literature textbook (Part I) textbook/ J. Nurmuhhammadov and others. 2022: 224]
Jack London. The story "Love for Life".	In the original edition of the story "Love of Life" the following epigraph is quoted: "This out of all will remain - They have lived and have tossed: So much of the game will be won, Although the gold of the dice has been lost". But this epigraph was omitted in the Uzbek translation of the story. You translate this quote into Uzbek and after reading the story, check how it relates to its content.
Adil Yakubov. "Treasure of Ulugbek" novel	In Maqsud Sheikhzoda's drama "Jalaluddin Manguberdi" the influence of his grandmother Turkon Khatun was great in the coronation of Prince Ozlakshah, the brother of Jalaluddin. In the novel "Treasure of Ulugbek", grandmother blames Gavharshod for being a falsifier of Ulugbek Abdullatif. Compare the image of grandmothers in these two historical works. Research the reasons why grandmothers were designated as the person responsible for the upbringing of princes in the Khorezmsah and Timurid kingdoms from the sources and defend your ideas in class.
Ahmad Azam. The story of "The Man Who Lost His Shadow".	1. In the story, the reaction of the writer and the main character to the events, sarcasm is described separately. You research how they are represented and what they have in common with each other and share your findings. 2. Interviewing the characters of the story What questions would you ask if you were asked?
Valentin Rasputin. Story "French Lessons".	The first sentence of the story is "I wonder why we always feel as guilty in front of our teachers as we do in front of our parents?" started with a question. How would you answer this question?
Part 2 [Grade 9 literature textbook (II part) textbook / J . Nurmuhhammadov and others. 2022: 224]	

<p>Zahiruddin Muhammad Babur. Ghazals</p>	<p>Try to interpret the painting "Armon" the national artist of Uzbekistan Akmal Nur in connection with the content of the ghazal you learned above. Also pictured:</p> <ul style="list-style-type: none"> - the selection of colors; - to the expression of details; - Note and comment on the imagery. <p>Think about why the picture is called "Armon".</p>	<p>by</p> 
<p>Thank you. "Buried Without Shrouds" is a memoir-novel</p>	<p>Try to write a picture from your life in the form of a memoir-essay. The events in it must have happened at least 2-3 years ago. After recording, process the images.</p> <p>Share your impressions of the writing and editing process with your classmates in class.</p>	
<p>Halima Khudoyberdiyeva. "I'm on my way" poem</p>	<p>Try to write the letter highlighted in the poem on behalf of the lyrical hero. What exactly would you like to say in the letter?</p> <p>Read it to your classmates.</p>	
<p>Tahir Malik. The story "Goodbye, childhood".</p>	<p>In the play, Qamariddin tells Asrar that he will come to the court and listen to his words. And the story does not reach that. Dear reader! Using your complete reading of the work, write a court speech in Qamariddin's language. What do you think he would have said in court?</p>	

As can be seen from the above examples, in these assignments, in addition to relying on logic, interdisciplinary integration is observed. These tasks encourage students to think creatively, and encourage them to be creative and think independently.

According to Doctor of Pedagogical Sciences, Professor MVK Klarin, the teacher should organize the educational process in such a way that this process should create an opportunity to form independent creative thinking of students [Klarin. 2006: 198].

Summary

By purposeful use of heuristic methods in the course of the lesson, the science teacher achieves the following effectiveness:

- helps to present a way to easily visualize information by breaking down broad or complex concepts and ideas into smaller and simpler parts;
- creates an opportunity for students to actively participate in the lesson and understand the topic perfectly;
- helps to develop cognitive skills such as brainstorming, critical and creative thinking, content classification and prioritization, reasoning;
- helps to remember previous knowledge on the subject and quickly enrich it with

new information and continue the chain of knowledge;

- Increases the possibility of forming feelings such as self-work, creativity, and initiative.

Thus, heuristic learning relies on the student's three integrative abilities, i.e. creative ability, cognitive ability, and action ability. So, heuristic education is understood as a set of opportunities for the implementation of activities and actions aimed at ensuring the effectiveness of the student's education.

In conclusion, it can be said that in the process of literary education, it is important to create various conditions for the development of creative activity of students. For this purpose, determining the educational requirements and organizing its priorities based on these requirements on the basis of researched education, creation of problem situations and a technological approach to education prepares the ground for the effectiveness of the development of students' creative activities.

Medicines _

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