

STUDENTS' INDEPENDENT WORK ON THE METHODOLOGY OF TEACHING LITERATURE

Наргиза Хамраева,
преподаватель кафедры русской литературы
и методики преподавания Ташкентского государственного
педагогического университета имени Низами

Abstract

The article discusses the problem of organizing independent work in literature lessons aimed at studying various methods of teaching literature to students. It provides various approaches that can be used to effectively study literature, as well as an analysis of their effectiveness in improving student learning outcomes.

Keywords: independent work, methodology, training, literature.

Introduction

Independent work is an important component of student learning, especially in the field of education. Independent work allows students to deepen their understanding of key concepts, explore different approaches, and develop critical thinking skills. In this context, independent work refers to tasks and activities that students perform independently, outside of normal classroom time, in order to improve their knowledge and skills in teaching literature.

Independent work plays a crucial role in the field of literature teaching, as it allows students to take responsibility for their own learning and delve deeper into the subject. In terms of literature teaching methods, independent work can take many forms, such as reading assignments, research projects, lesson planning, and reflective writing. These classes give students the opportunity to explore different approaches to teaching, analyze literary texts, and develop their own pedagogical strategies.

Independent works, differing in didactic purpose, can be aimed at:

- preparation of students for the perception of new material;
- assimilation of new knowledge by students;
- consolidation and expansion and improvement of the acquired knowledge;
- development, consolidation and improvement of skills and abilities.

Until recently, students were offered independent work, aimed, as a rule, at consolidating and improving previously acquired knowledge, skills and abilities. These works did not present the students with new tasks, but similar to those they performed under the direct supervision of the teacher. Practice, however, has shown that independent work aimed at learning and assimilating new knowledge is quite accessible to students. In the case of independent work for the purpose of acquiring new knowledge, the teacher carefully

considers the plan of this work, which provides and explains the purpose of the work and the way to achieve it.

Naturally, independent work related to the observation of students' behavior of heroes is of great importance, as it contributes to the development of their observation, research skills, and skills. Pupils are taught this kind of independent work especially in subject lessons, when the subjects "Literature" are joined to the subjects "Russian language", "Psychology", "History", etc.

An important role in the activities of students is played by independent work with the textbook, its text, illustrations, maps, etc.

The purpose of independent work with a book can be to get acquainted with its structure, skim through it, read individual chapters, search for answers to certain questions, study the material, abstract individual passages of the text or the entire book, solve examples and problems, perform control tests, and, finally, memorize the material.

Two types of work with the book are the most widespread: in the classroom under the guidance of the teacher and at home in order to consolidate and expand the knowledge gained in the lesson. When preparing students for a book, the teacher indicates which previously studied material needs to be compared or combined with the new learning material. If the work is carried out in a lesson, then the entire process of studying the material from the book is divided into separate parts, the implementation of which is controlled. After reading a passage of text, the students, as instructed by the teacher, stop and perform the necessary actions: understand, remember, compare, contrast, etc.

The work of schoolchildren on the text of the textbook at home begins with the reproduction of the knowledge gained in the lesson from memory.

Synthesis of the educational material learned in the lesson with the text of the textbook is the most important condition for rational work with the book. When reading a book, students should develop a mindset for memorization. Therefore, it is necessary to teach them to grasp the order of presentation and mentally make a plan of what they have read in the course of reading. In this regard, the work of drawing up an outline or writing down the main points of the book in the form of a reference note is of great help. Learning to work with a book involves the formation of self-control skills in schoolchildren. It is necessary to ensure that the student thinks about the knowledge of the material not by the number of times he has read the text of the textbook, but by the ability to consciously and in detail present the content of what he has read. To do this, you should form the habit of devoting more time not to reading the material, but to its active reproduction from memory.

Work with the textbook in the classroom is most often organized by the teacher: work on learning new material, work on consolidating new knowledge, work with the textbook with a generalizing repetition of the material covered, etc. At the first stage of students' self-education, it is necessary to instill a desire to become interested in various literature.

The next stage in the formation of skills and abilities to work with a book can be the work of the teacher on the purposeful development of such components of work with the printed word as the ability to highlight the main idea, the leading idea in the text. By mastering this

important skill for working with a printed source, students can be prepared to learn how to plan the text they read. This will help students learn how to identify the internal structure of the text, divide it into parts and give them appropriate headings¹.

The third component of the organization of students' independent activity is the formation of students' ability to make notes, theses, etc. Under the guidance of the teacher, having overcome the important stages (three), the student will gradually develop the ability to work with a book. He will be able to fully use such skills and abilities as a preliminary cursory review of the entire content, full reading, underlining the main thing, analysis of the plot and composition of the text, drawing up a preliminary plan or writing out the main ideas, supporting questions, a plan of presentation in preparation for a retelling - depending on the purpose of reading, repeated skimming of what has been read, etc.

Independent work with didactic material is also widely used. Didactic material can be of three types: one - serving to consolidate and repeat the knowledge, skills and abilities acquired by children, therefore, compiled in accordance with the program; the other is propaedeutic in its content, also composed according to the program, but leading the children forward and helping them to assimilate the studied material more easily and quickly; The third is not related to the program, but broadens the horizons of students, arouses their interest in knowledge, and instills a love for mental work. Recently, independent work on material such as educational films and television programs has become widespread.

One of the key benefits of self-paced literature teaching is that it allows students to learn the learning material at their own pace and in their own way. By working independently, students can focus on areas of interest, revisit complex concepts, and explore new ideas without the constraints of a traditional classroom. This flexibility allows students to gain a deeper understanding of the texts they are studying and to make connections between the theory and practice of teaching literature.

Moreover, independent work in teaching literature helps students develop critical thinking and analytical skills. Through independent reading and research, students learn to evaluate different points of view, analyze complex texts, and formulate their own interpretations. This process not only improves students' understanding of literature, but also gives them the skills they need to effectively teach these texts to others. Through independent work, students learn to think critically about literature, identify key themes and motivations, and develop creative teaching strategies that engage future students.

Psychologists (P.Y. Galperin, L.S. Vygotsky, and others) believe that the mental activity of schoolchildren in solving problematic creative tasks is in many respects similar to the mental activity of creative and scientific workers. Tasks of this type are one of the most effective means of forming creative personalities. We are of this view because our observations have

¹ Magdieva S.S., Lagay E.A. Modern Pedagogical Technologies in the Lessons of Russian Language and Literature. Textbook for teachers of secondary schools in Uzbekistan. T.: 2021. – P.73.

shown in practice the validity of such provisions. Today, curricula designed for secondary education are aimed at improving education in such a way that it is aimed at the all-round development of students' independence and active assimilation of knowledge. Pupils' mental activity should be linked to their practical activities; Only in this case, students will assimilate knowledge, understanding its significance. Independent work develops students' cognitive abilities: observation, inquisitiveness, logical thinking, memory, imagination, creative activity.

In addition to developing critical thinking skills, independent work in teaching literature also helps students build confidence in their abilities as educators. By completing independent assignments, such as developing lesson plans or creating learning materials, students gain hands-on experience applying theoretical concepts to real-world learning scenarios. This hands-on experience allows students to try out different teaching strategies, get feedback from instructors, and refine their approaches based on their own reflections and observations. As a result, students become more confident in their teaching abilities and better prepared to enter the classroom as effective and knowledgeable teachers.

To effectively incorporate independent work into the literature teaching curriculum, educators can design a variety of assignments to suit different learning styles and preferences. For example, instructors can assign answers to reading questions that require students to analyze key themes or characters in a literary text, conduct research projects on a specific author or literary movement, or create lesson plans that combine technology or multimedia resources. By offering a range of independent work assignments, teachers can accommodate the diverse interests and needs of students while encouraging creativity and innovation in teaching literature.

In conclusion, it should be noted that independent work is the most important aspect of students' activities in the field of teaching literature. By providing opportunities for students to explore, analyze, and create their own learning strategies, independent work develops critical thinking skills, deepens understanding of literary texts, and builds confidence in future educators. Through a variety of independent assignments that cater to different learning styles and preferences, educators can empower students to take charge of their own learning and develop the skills needed to teach literature effectively.

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