REQUIREMENTS TO ORGANIZATION OF LITERATURE STUDY

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Abstract: The article reveals the theoretical and applied issues of the methodology and technology of teaching literature in academic lyceums and professional colleges. The article combines the classical foundations of the technique and modern strategies in teaching literature and demonstrated that principled evidence is emerging that is showing the benefits of using literature, and we are now in a better position to refute the claims made. There are, of course, still various points which still need to be addressed. It goes without saying that more research is needed in all of the areas discussed in this paper.

Keywords: teaching, method, research, literature, to organization, literature, methodology, study.

Introduction

The introduction of modern teaching technologies does not mean that they replace the traditional methodology of the subject. Technologies are used not instead of teaching methods, but along with them, since they are an integral part of the methodology of the subject "Methods of teaching literature". Today, in the context of the modernization of education, some scientists replace the term "teaching methodology" with the term "learning technology" - this is wrong, especially with regard to teaching literature as an art form.

The traditional methodology of teaching literature does not allow for a very rigid setting of goals, does not offer strict controllability of the educational process. Teaching operations in the methodology are the area of pedagogical creativity of the teacher, the feedback is weak, and the assessments of the educational achievements of the students are often subjective, and with the help of modern teaching technologies, some teachers seek to turn the teaching of literature into a "production and technological process with guaranteed results" Technologies are difficult to be introduced into the educational process, since pedagogical activity is a fusion of norms and creativity, science and art. This is not a production process of manufacturing steel, bricks according to a certain technology. There are a lot of programmed strategies in the technology of teaching that involve the mental and creative abilities and independent activities of students.

Discussion

In general, it seems to us that technology is an integral part of the methodology. After all, any type of activity, put on stream, depersonalizes the process and results of the work of the teacher and students, contributes to the replication of techniques and methods of obtaining knowledge. Activity algorithms are far from creativity. The flow method in the educational process can produce standard products, devoid of originality, artistry, originality, which distinguishes mass production from a work of art. This is especially dangerous when studying literature, which requires inspiration and creativity when writing, for example, an essay or a student story about the life of a favorite writer.

Only as an integral part of the methodology of teaching literature, teaching technology has a full right to exist. What is methodology as a science?

Method

Methodology - a section of pedagogy, i.e. scientists consider the subject of methodology, including training, education and upbringing, and sometimes limiting it to a set of means and methods for mastering the content of education. At the same time, they understand learning differently, considering it either the interaction of the teacher and students, or the process of mastering actions, or cognitive activity.

Teaching methodology as a science considers the question of the goals and objectives of teaching literature.

Without an answer to this question, she cannot decide other questions. For a certain time, the goal of training was to equip students with literary knowledge, skills and abilities. At present, the role of science is increasing, the amount of knowledge is growing. Therefore, it is important to instill in students the desire to independently acquire knowledge.

It is clear that literature does have something very special to offer to language learning. As Hanauer (1997) has argued, it combines attention to meaning with attention to form. We have evidence that it is motivating and engaging, and, in the cases where learners show resistance and dislike of literature, we understand why it is the case. We understand its value for the learner, and we are also beginning to understand the importance of the learning task that is provided by the teacher for the success of language learning in this context and for the success of literary understanding as well. Clearly, providing adequate direction and clear scaffolding is vital. This scaffolding may be provided by a textbook or a reader, but more often than not, it is provided by the teacher, who is important in two ways. One is the way in which the task is set up; the second is the way in which a teacher can react to the way a discussion is going, provide scaffolding as and when it is needed. Overall, we are also beginning to understand the role of the teacher in this area, providing us with the beginnings of an understanding of how to go about training teachers who will be competent and confident in confronting the issues involved in using literature in the language classroom.

In addition to Chomsky's generativism, the advances in cognitive science and educational psychology made by Jean Piaget and Lev Semenovich Vygotsky in the first half of the century strongly influenced language teaching theory in the 1960s and 70s. These new trends favoring more humanistic views and putting a greater focus on the learner and on social interaction gave way to the Natural (USA) and Communicative(England) approaches. Psychologist Charles Curran's Community Language Learning and Krashen's and Terrell's Natural Approach (in the 1980s) are good examples of this latest trend in language teaching that Hammerly calls Communicative Aquisitionist Naturalistic megatheory of language instructionThe methodology of teaching literature as a science solves the issue of general patterns and didactic principles on the basis of which the process of teaching literature is built.

The methodology of teaching literature considers the question "What to teach?". What amount of knowledge to give to trainees at different levels of their training?

Result

The goals, duration, structure and content of teaching literature are largely determined by national education systems, historical traditions, the level of development and status of literature as a science in a particular country, economic and political factors.

One of the leading researchers in the psychology of higher education, A.A. Verbitsky singled out the following trends in education, which manifest themselves and will manifest themselves to varying degrees until the end of the 20th century.

The first trend is the awareness of each level of education as an organic component of the system of continuous public education.

The second system is the industrialization of education, i.e. its computerization and the accompanying technologization, which makes it possible to effectively strengthen the intellectual activity of modern society.

The third trend is the transition from predominantly informational forms to active methods and forms of learning with the inclusion of elements of problematic, scientific research, and the widespread use of reserves for independent work of students.

The fourth trend (in accordance with the concept of A.A. Verbitsky) correlates "with the search for psychological and didactic conditions for the transition from strictly regulated, controlling, algorithmic ways of organizing the educational process and managing this process to developing, activating, intensifying, playing…".

The fifth and sixth trends relate to the organization of interaction between the student and the teacher and fix the need to organize learning as a collective, joint activity of students, where the emphasis is shifted "from the teaching activity of the teacher to the learning activity of the student."

It should be remembered that the social significance of the subject "Methods of teaching literature" is due to the enormous educational value of fiction. And the technology of teaching can be considered as a certain (component) of the methodology of teaching literature. The statement of this provision is also based on the fact that it is not by chance that a new discipline "Methods and Technology of Teaching Literature" appeared in the curriculum of our university.

The very term "technology", borrowed from the production sphere, is, of course, used conditionally in education, and educational technology itself, as a kind of social technology, is not as rigid and predetermined as production technology.

In foreign methodology, the term "technology" is used to describe differently organized learning processes. There are two concepts: "learning technology", which means the development of optimal teaching methods and "technology in learning". The latter concept means the use of technical teaching aids: mainly computers, computer programs, including new multimedia textbooks. When using a computer in training, special developments of documents containing all the procedures of the learning process are used. However, in both cases it is assumed that the use of technology is aimed at improving the methods of influencing students in solving educational problems.

It should be noted that any educational concepts require a certain system of actions for their implementation. If this system is sufficiently variable and flexible, it is most often called methodical, but if it is set in a more or less rigid algorithmic sequence with the expectation of obtaining a guaranteed result, it is called technology. The concept of "educational technology", despite its widespread use, is rather conditional. First of all, these are the types of technologies that are used in the educational process, or rather, not pedagogical, but educational.

The concept of methodology is more traditional, although now they are increasingly turning to the analysis of both traditional and new, non-traditional technologies, of which quite a lot has already been developed. Only

G.K. Selevko characterized forty technologies used in modern education, disclosed their educational and developmental opportunities.

Now let's explain what technology is. The concept of "technology" was first used in pedagogy in the middle of the 20th century and initially defined the system of programming education, which was developed by a group of American scientists. It was based on the idea of a clear definition of the goals and objectives of education as the main element in building the educational process.

Since 1961, the Pedagogical Technologies magazine has been published in the USA, and in 1964 a similar publication appeared in the UK. Over the next decades, the concept of "pedagogical technologies" has firmly entered the scientific circulation and has been fixed as an independent term.

Thus:

The basis of learning technology is a clear definition of the ultimate goal.

In technology, the goal is considered as an important learning component that allows the teacher to predict learning outcomes. In traditional training, the degree of achievement of goals is not leading and is determined inaccurately, as if "by eye".

⬥ In the teaching technology, the final and intermediate goal is defined very precisely (diagnostics), which allows the teacher to develop objective methods for monitoring its achievement.

⬥ In the teaching technology, the actions of the teacher are minimized, being in search, he conducts pedagogical experiments that are most appropriate for the chosen training option.

⬥ In the process of using modern technologies, it is important for a teacher to predict ("see") the result, which does not always correspond and "corresponds" to the designed plan. All the "ideas" of the teacher depend on the specifics of the audience, the level of perception by the students of the educational material, the psychological climate, etc.

"Technologies and Methods of Teaching Literature" is built in accordance with the specifics of teaching literature and the tasks that the modern educational process dictates to the teacher of literature. An important place in the manual is occupied by a sociocultural problem: the place of literature in the life, consciousness, soul of a teenage child, the role of literature in the formation of the personality of students. Considerable attention is paid to one of the urgent tasks of teaching literature - introducing children to reading, educating a qualified reader as one of the forms of opposition to mass culture. The subject aims students at acquiring the skills and abilities of organizing literature lessons, which are designed to reveal to students the artistic and spiritual values of the art of the word, improve artistic taste, and contribute to an in-depth perception of a literary text. Therefore, another task is to orient students to a set of pressing problems related to the implementation of the concept of literary education, dictated by the time, changing the educational paradigm. Hence there are two components of the subject: theoretical, including general theoretical, general didactic, basic concepts, and practical, directing students' attention to mastering the basics of professional skills, technologies, and methodological techniques that are necessary for teaching literature at school.

The study of this discipline will allow bachelor students to:

• to realize the special role of the subject "literature" in the school education system, to understand that the specificity and purpose of the school course of literature, its uniqueness are based on the huge developing and educating potential of the studied works of art by Uzbek and foreign classic writers, their aesthetic perfection, affecting the formation of the worldview and aesthetic taste of students;

• get an idea of the current state of development of the methodology of teaching literature as a science, of the main trends in improving the school course of literature in connection with the renewal of school education and teaching technologies;

• get acquainted with the current and experimental methodological systems reflected in modern programs and educational and methodological complexes in literature;

• to learn about the methodological heritage of the past, about modern scientific research in the field of the theory of literary methodology, about new pedagogical technologies, methodological achievements, as well as about the best practices of language teachers;

• get an idea about the peculiarities of the organization of the process of literary education in the conditions of a modern differentiated metropolitan school;

• acquire theoretical knowledge, with the help of which it is possible to effectively solve teaching, educational and developmental tasks in the process of teaching literature at school;

• to form the skills of independent work with educational and methodical literature, a creative attitude to teacher's work.

In the methodology of teaching literature, students must not only learn the basic theoretical provisions of science, but also master the system of professional skills:

• to navigate in literary and methodological theories and, based on them, find the most effective ways to solve methodological problems;

• determine the educational goals and objectives of the school literature course at each stage of teaching the subject;

• draw up a lesson plan and summary based on a literary and methodological analysis of the topic under study, a thoughtful selection of theoretical information, a system of questions, the most effective technologies, methods, methods and techniques of teaching, and taking into account typical difficulties in mastering this literary material;

• plan the learning activities of students, implementing the ideas of an individual approach to the child in the process of teaching literature;

• organize work in the classroom focused on the formation of all types of speech activity in students in their unity and interconnection, as well as the development of students' creative abilities and skills of independent activity;

• conduct different types of surveys, reasonably assess the oral and written statements of students;

• organize work aimed at improving the skills of coherent utterance (written and

oral) in the process of conducting lessons of various types and studying all sections and topics of the school literature course;

• own a variety of methods of pedagogical communication;

• conduct extra-curricular work on the subject, organize the work of the school literature office;

• it is appropriate to use technical teaching aids and various visual aids in the educational process, independently draw up diagrams, tables, reference notes on the topic of the lesson.

Conclusion

Thus, the final lessons should create a sense of depth and inexhaustibility of the work in order to create a "setting" for further independent reading of the writer's works. Completing work on a work of literature, we must embrace the work with a general look, rethink it, and strengthen the emotional perception of the work by students. When conducting the final classes, the teacher should take into account the genre originality of the work of art and its ideological and artistic significance for the modern student-reader.

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