

The Using of Content Expression and Membership Forms in Literary Education Programs

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Annotation. The article discusses the use of forms of membership in ensuring the continuity of literary education, improving the quality and effectiveness of teaching literature, the importance of important factors that ensure membership. Literary education programs, the characteristics of students in the educational stages, the attitude to literary education and the factors of organizing literature lessons are also studied. Important forms of membership include gradual presentation of topics, integration of curricula, modular linkages, integration programs, and interdisciplinary linkages.

Key words: program analysis, intergenerational integration, continuity, literary education, quality and efficiency, principle, education system.

Introduction. It is well known that the system of continuing education is based on the continuity of education, which requires a certain consistency between all types of education. The implementation of this process depends not only on the types of education, but also on the internal (interdisciplinary) continuity of the disciplines taught in each type of education and also it includes external (interdisciplinary) membership.

State educational standards, curricula not only express the content of the educational process in general secondary schools and academic lyceums, which are the main links of continuing education, and the topics of newly created textbooks, but also It also determines the amount and level of knowledge, skills and competencies that future young professionals need to acquire, taking into account the specific characteristics of educational institutions. Therefore, in general secondary education, it is impossible to distinguish between the curricula of literature.

In our opinion, one of the most important indicators of the continuity between the curriculum of general education in primary and general secondary education is their suitability for the specialty curriculum. Thus, the integration of curricula in each type of education is considered in terms of

interdisciplinary and theoretical and practical integration, based on the continuity and continuity of the education system, the types and stages of education.

Theoretical analysis of programs. The concept of curriculum continuous is related to the concept of educational integrity and structure. In solving this problem, we have limited ourselves to giving a scientific analysis of the content of literary education in grades 5-9 and the State Education Standards and textbooks in the field of secondary special, vocational education.

From the point of view of continuity and continuity of literary education, we study the programs of 5th-9th grades and secondary special, vocational education in two groups: in the first group, we analyzed State Educational Standards, curricula, and textbooks, including literary education for grades 5-9.

The most important aspect of our research is the three main content of the literature curriculum and textbooks, which are considered to be the basis of the research and included in the second direction: 1) study of information on the history of literature, including the life and work of writers; 2) acquaintance with the basis of literary-theoretical concepts; 3) to develop students' speech and creative activity.

Concepts about the life and creative work of selected writers were approached in a study in grades 5–9 that differed from the traditional type of education. Innovative teaching technologies were used as the main teaching method. In particular, in addition to the concepts given in the textbook “Literature” in the 5th grade, in accordance with the requirements of the teacher's program and the textbook, the creative activity of the writer, his childhood (in the national literary education Navoi), interest in fiction, the study of students in accordance with their age and individual characteristics.

If in one textbook the concepts of the biographies of all writers are given, in another literature the creative activity of writers in literary education is not given in full in comparison with the above literature textbook.

The content of some subjects and textbooks has not changed much from the 5th to the 9th grade. There are some shortcomings in the education system.

In order to correct the mistakes made in ensuring the coherence of the general secondary education system, it was necessary to reconsider the scope of literary and theoretical concepts in this area. In particular, the literary-theoretical concepts in the 5th grade curriculum were analyzed. It was found that the materials of this program do not provide a clear definition of theoretical concepts. In some places, the use of terms that are difficult for a 5th grader without explanation requires the teacher to be vigilant.

In another program, the focus of the program on the coverage of theoretical material for each class is the formation of artistic word art through theoretical materials. In this research center, the concepts of the system of events, composition, general connection, introduction, introduction are considered, and the importance of teaching the structure of the work and the development of speech in relation to the above program. The general scientific approach of the work does not allow to compare and contrast the programs in this area in the process of analysis.

Another curriculum emphasizes that the teaching of each class syllabus is a basic teaching in literary education that focuses on the identification of a particular competency in the student and the problems of the literary genre. In Grade 5, the genres of fiction are hardly covered, and some of the visual aids are listed as familiar concepts.

In all the analyzes discussed above, the literary-theoretical concepts presented by the authors are considered in terms of the possibilities of literary education.

In literary education, when this or that material is viewed objectively, it is found that they are not in demand. It turned out that the concepts of literature and education are the basic concepts of the scientific worldview, and the data are not sufficiently covered.

Literary Concepts in the curriculum and textbooks for grades 5-9, we considered it important to review and analyze a course in terms of teaching literature and innovative pedagogical technologies, and we came to the conclusion that creating an optimal teaching option.

There is little emphasis on teaching theoretical material in large-scale literature classes. In this program, some teaching methods will need to be clarified in order for students to master the subject of literature. Most importantly, the acquisition of concepts should take into account the age and individual characteristics of students.

Students in grades 5-9 have a hard time mastering the concepts of literature in the above program. Therefore, it was found that in the teaching of literature lessons in grades 5-9, enriching the minds of students with theoretical materials and ensuring that they have a basic understanding of literary education, it is important to teach by ensuring that class materials are related to 9th grade or that they are related to 9th grade and 10th - 11th grade materials. In our opinion, due to the lack of coordination or coordination in the teaching methodology in the 9th and upper grade curricula, we have set a goal to develop a consensus and continuity in the teaching of literature in education, as the curricula the concept of continuous is poorly covered. Therefore, we found it necessary to improve the teaching system in this area and provide methodological recommendations in terms of improving the level of mastery of students.

It is time to update the content of traditional education and radically change the organization of the educational process. At the same time, the introduction of pedagogical and information technologies in the education system will accelerate the training of students.

The use of elements of pedagogical technology in the classroom has its own advantages. In particular, the educational process is organized in a certain sequence, that is, in a systematic way.

The following should be considered in the design:

- Defining the purpose of the subject;
- Identify the learning elements that need to be mastered according to the State Education Standards;
- Set goals for each learning element;
- Choosing the right (optimal) teaching aids;
- Identify ways to absorb the content of learning elements into the student based on didactic principles;
- Identify methods and criteria for assessing student performance;
- The result of the subject's (teacher's) activity is compared with the goal set for the student in the learning process, that is, the learning outcome is analyzed.

Ensuring continuity and continuity in the content of education alone will not achieve the effectiveness of education. Therefore, the whole education system must be restructured on the basis of the principles of continuous and system. To this end, while maintaining the continuity of existing curricula, it may be effective to address the existing disparities between the curricula created on the basis of these programs and to systematize them using new teaching methods. The use of innovative forms and methods of teaching in the organization of literary education has a positive effect.

It is known that for each stage of the system of continuing education, the approved normative documents define the minimum amount of knowledge, skills and competencies that students need to acquire. It is well known that the first stage of school literature education begins with the "Alphabet" in the primary grades and then continues with the subject of "Reading" and "Literature" in high school. In this case, students are gradually taught literacy, such as letters and sounds, their formation, syllables, words, their pronunciation and spelling, phrases, sentence construction, text creation. initial exercises and artistic-aesthetic speech, introduction to the development of creative thinking. This, of course, applies to the integration of the content of primary education in the areas of education, such as mother tongue, reading, mathematics, nature, man and society, as defined in the State Education Standards.

Practical experience and recommendations. The field of human and social education encompasses a wide range of concepts, including morality, mental and physical education, law, and economics. By organizing the process of literary education on the principle of continuity and continuity, the spiritual maturity of students and the effectiveness of the learning process are taken into account. The following forms of continuity and continuity have a positive effect in this regard:

1. Gradual presentation of topics. This provides a link between the learning materials. The given training material is built on the condition that the previous ones do not duplicate each other, mainly focusing on the fact that one complements the other, there is new information that has not been studied. For example, A.Kadyri's work is presented in the form of a story “Uloqda” (“In the kid”) in the 5th grade, “Mehrobdan chayon” (“Scorpion from the altar”) in the 7th grade, “O’tkan kunlar” (“Last days”) in the 9th grade, and excerpts from these novels in academic lyceums and vocational colleges. A similar principle can be observed in the process of continuous literary education in the study of the works of writers such as Chulpon, Oybek, G.Gulom, A.Kahhor. However, in academic high schools or vocational colleges, “Literature” programs allow for the reprinting of certain works that are studied in general secondary schools, or the repetition of excerpts from other chapters of the same work. This leads to a mismatch between the curricula and programs of the continuing education phases, disruption of continuity and coherence.

For example: a) “Mehrobdan chayon” (“Scorpion from the altar”) book is written by A.Kodiri, Chulpon's “Kecha va kunduz” (“Night and day”), M.Shaykhzoda's “Tashkentnoma” and also Mirtemir's “Onaginam” (“Mother”), “Bulut” (“Cloud”), S.Ahmad's “Ufq” (“Horizon”), “Yulduzli tunlar” (“Starry nights”) is written by P.Kadirov, “Uzbeqim” by E.Vakhidov, the book of A.Oripov “Genetika” (“Genetics”), “Dunyoning ishlari” (“Works of the world”) by O.Hashimov, “Ulug‘bek xazinasi” (“Treasure of Ulugbek”) by O.Yakubov and others;

b) The complementarity of information about the work of a particular writer can be substantiated by the fact that information about the work of a poet or writer is based on the principle of simple to complex works of different genres. In particular, the biography of the writers differs in that the materials on their creative heritage are covered in more detail in the upper classes than in the lower classes. Of course, it takes into account the age and psychological characteristics of the student.

2. Integrate curriculum coherence. Interdisciplinary coherence eliminates repetitive taftology-based teaching materials. For example, in elementary school, a particular season, seasonal change, or natural phenomenon is replaced by “Reading” instead of essentially similar information in

“The World Around Us”, “Reading” or “Mother Tongue” textbooks. “Winter” can include text, information, pictures, or illustrations that detail the features of the subject.

In the upper grades, such a combination can be combined in Chemistry, Geography, Physics, and Biology. It is also advisable to refer to the integration between the disciplines of "Psychology", "Fine Arts" and "Literature" in the analysis of external portraits in the analysis of the inner experiences of a particular hero's psyche. For example, this process of cognition, which is characteristic of the protagonist's inner world in a work of art, is expected to be interpreted based on the concept of "fantasy" in psychology, the etymology and meaning of the word.

In psychology:

“Imagination, like thinking, is one of the processes of cognition, which is involved in the internal and external nature of human activity and research, in the emergence and solution of a problem situation with a certain degree” [6; 21-p.].

Linguistics (Explanatory Dictionary):

Imagination is thinking and imagining in Arabic, a dream, a strange desire, the ghost.

1. The process of thinking; thought. *A thousand fantasies in every head.* Proverbs.
2. Imagination. *Gulnara's eyes and face are smiling and smiling only in the thoughts of the Lonely Traveler.* Oybek, Selected works. *[Bobur's] Sick Suddenly Tanbal, who was holding a sword, appeared in the patient's mind.* P. Kadyrov, Starry Nights.
3. Dream, fantasy. *Buried in the sweet dreams of the future, Mahdum used to perform ablution for the Asr prayer.* A.Kodiriy, Scorpion from the Altar. *But I came back to myself and thought that what I thought and fell in love with in Shama was a sweet dream!* A.Kodiriy, The past days.
4. Es, memory. *At that moment, the girl came to life in the eyes of [the Memorial] like an angel, and left a sacred mark in her mind.* O. Hoshimov, Listen to your heart [5; 373-p.].

Curriculum harmonization focuses on the commonalities between objects in the environment, the physical and chemical properties of events, and artistic expression.

3. Modular connection. This connection allows for the presentation of knowledge and concepts related to related disciplines as a whole system. In particular, knowledge of specific, natural or social sciences (works that detail the life and work of al-Fargani, Beruni, al-Khwarizmi, Ibn Sino, Mirzo Ulugbek) is based on the purpose of the study based on a certain system. It is advisable to give the same topic in the plan once within the specified system, but in an integral whole. For example, the work of encyclopedic scholars, including Farobi's “City of Noble People”, which deals with the ideal society, a just system, and just rulers, is related to Beruni's calendar, science,

customs, and beliefs of different peoples. “Monuments from Ancient Peoples” is a proof of our opinion. This can be done by:

- a) saves students' time, has a positive effect on the development of learning processes;
- b) prevents excessive force on materials of the same content;
- c) save public funds for education

4. Integrative programs. Such programs, which combine multiple subjects or subject-specific topics, should be designed to take into account the increasing number of subjects in the curriculum. Programs of this kind are useful both in terms of pedagogical and economical hours. For example, the integration of subjects such as “Etiquette”, “Sense of Homeland”, “Rules of the Road” into the “Reading” program.

5. Related topics. Learning materials in one subject are given in sequence to closely related material in another subject. Mathematics can also be used to sharpen the mind, broaden the imagination, and develop connected speech in textbooks such as Fundamentals of Economics, Literature, or Mother Tongue. For example:

“It simply came to our notice then. A goose came and said, “Hey hundred geese, how are you?” he said. Then one of them said, “We are not a hundred geese, and if we have a goose, then we have a half goose, and if we have a half goose, then we have a hundred geese”. How many geese are there in the sky?

Answer: 36. That is $36 + 36 + 18 + 9 + 1 = 100$ ”.

Finding the answer to the riddles of this content, of course, involves the achievement of the goal of forming logical thinking in addition to mathematical operations.

With the aim of conveying moral and aesthetic education, speech development, communicative norms, concepts of the environment through works (proverbs, sayings, poems, exercises) in the content of the native language and literature, “Fundamentals of Economic Knowledge”, “Etiquette”, “Constitution lessons” will save time and reduce the workload.

Conclusion. In order to achieve the above goals, as Professor R.G.Safarova noted that: “The development of scientific and pedagogical bases for the integration of academic disciplines in the context of education; improve the curriculum based on the requirements of the student-centered learning process; create a new generation of integrated curricula and textbooks; the content of

integrated education should be selected, scientifically substantiated and put into practice” [4; 16-p.].

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