

THEORETICAL-PEDAGOGICAL UNIQUENESS OF THE ORGANIZATION OF LITERATURE TEACHING IN ACADEMIC LYCEUMS

Urazova Nargiza Qurdashovna

Top Class Teacher at Academic Lyceum of WIUT, independent researcher.

Based on the review of Jo'rayeva Gulnoza, Doctor of Philological Sciences (DSc).

Abstract: *The article delves into the complexities surrounding the incorporation of progressive pedagogical approaches in the realm of literary education within academic lyceums. It offers profound insights into the scholarly and theoretical underpinnings that govern the teaching of literature.*

Key words: *educational process, knowledge, skills, Methodist scientists, pedagogical technologies.*

Introduction

In an era marked by rapid global evolution, we are nurturing a youthful cohort of innovative and adaptable individuals. These young minds are equipped to navigate shifting societal landscapes, wielding the tools of free thought, a distinctive voice, and a competitive edge. Fostering such attributes stands as a pivotal challenge for educators. It aligns seamlessly with our nation's leader's vision: to elevate the moral, intellectual, and spiritual growth of the burgeoning youth to an unprecedented echelon. This ascent hinges on the infusion of avant-garde pedagogical approaches into the educational milieu. Central to this endeavor is instigating creative ideation, inculcating a spirit of inquiry, and promoting introspective growth. This concerted effort sparks a vital question: how can the knowledge and skills acquired find real-world application?

Literature review

In the realm of education, literature stands as a linchpin, profoundly influential in shaping the spiritual landscape of students, refining both their spoken and written expression, and delineating the contours of their moral character. Scientists-methodologists engaged in literary studies, methods of teaching literature by K. Akhmedov (studying the drama of Khamza Khakimzoda "The Bai and Farmhand", A. Zunnunov (Studying the life and work of Gafur Gulom in high school), Mirgosimova M. (Fundamentals of the formation and improvement of literary analysis skills among students), Matjonov S. (Independent work on literature at school) Yoldoshev G. (Literary studies) scientific and theoretical foundations of teaching), K. Khusanboeva and R. Niezmetova (methods of teaching literature), K. Dzhoraev (study of the life and work of Oybek at school), S. Ismatov (study of the life and work of Abdulla Kakhkhor

at school) research), R. Usmonov (Study of Furkat's work at school), B. Tokhliev (Methods of teaching literature), etc., scientist-teachers F. Norbaeva, M. Isaeva, M. Dzhamolitdinov, A. Tilegenov, O. Researchers such as Usmonova, S. Chinieva emphasized the role of literature lessons in the spiritual development of the student.

Research methodology

In this age of globalization, educators face the crucial task of capturing students' interest in literature and nurturing their reading abilities. In an era where the internet inundates us with information on a daily basis, it becomes imperative for teachers to craft lessons that evoke the experience of immersing oneself in a work of art, forging an emotional connection with the characters, and igniting a genuine concern for their fates. Only then can a teacher truly fulfill their mission. Furthermore, the efficacy of a lesson is greatly amplified when instructors incorporate diverse pedagogical strategies and interactive activities, moving beyond mere narration of the events within a literary work.

Incorporating various interactive methods during a lesson necessitates the teacher's in-depth understanding of which pedagogical technology is most effective for a given subject. Moreover, the adept application of these technologies in the educational process cultivates a student's ability to autonomously seek out knowledge, work independently, engage in critical analysis, draw well-informed conclusions, and collaborate within a group setting. Regardless of the pedagogical approach employed, the teacher is invariably driven by a specific objective: ensuring the student not only comprehends the subject matter thoroughly but also can adeptly apply it in practical scenarios. Simultaneously, the student must strive to meet the expectations set by the teacher, thereby ensuring the effectiveness and evolution of the educational process.

In our current times, educators are tasked with the responsibility of nurturing well-rounded, intellectually mature, and broadly informed youth. Within this context, the significance of literature classes in educational institutions is unparalleled. As we aspire to mold the forthcoming generation into individuals of excellence, it's imperative to acknowledge that the subjects covered in literature classes play a pivotal role in their holistic education, enhancing their cognitive capacities and honing their skill sets.

The diverse methods and techniques employed by teachers play a crucial role in swiftly and effectively conveying the scientific and theoretical aspects of art analysis to the student's understanding. Moreover, within the realm of modern pedagogy, a primary objective when dissecting a work of art is to discern elements that positively impact a student's spiritual development, thereby guiding them towards leveraging these insights for their intended enrichment.

In the educational process, the teacher takes on the responsibility of structuring and advancing the student's engagement with theoretical and didactic concepts linked to artistic works and literary texts. Our educational system, in alignment with state directives, mandates the incorporation, examination, and dissemination of international best practices. It also emphasizes the integration of contemporary pedagogical technologies, the enhancement of students' oral and written communication skills, and the cultivation of their proficiency in articulating their thoughts freely.

Let us now delve into the annals of our indigenous pedagogy. From the inception of oral and written literature worldwide, a paramount challenge has been to elevate it to a point where it wields significant influence over the human psyche.²

The roots of teaching literature in our country stretch back to ancient times, finding echoes in the works of O'run-Enasov. Understanding the core of literature and artistic

expression has always held profound social and spiritual significance for the peoples of the East, including the Uzbek people. For instance, the eminent Central Asian philosopher, Abu Nasr Farabi, in his treatise "The Origin of Science" ("Ikhsa ul-Ulum"), placed special emphasis on the educational value of voice, speech, and the expressive recitation of literary works. He regarded this as a grand art. According to Farabi, those proficient in the art of storytelling were dubbed "judges," elevating them to the status of philosophers and sages. Another encyclopedist, Abu Ali Ibn Sina, expounded on the impact of artistic creativity on the human psyche. He noted that listening to a ghazal could sway people towards joy, laughter, or sorrow and tears, particularly in cases of separation and longing. Abu Rayhan Beruni undertook extensive analyses and comparisons of works spanning the Avesta, Arabic literature, Kalila and Dimna, and Indian literature. He urged readers to follow these examples. In the work "Devon Lugotit Turk" by M. Kashgari, one encounters discussions on various forms of reading, whether individual or collective. Yusuf Khos Hajib also placed profound significance on the spoken word and its meanings. He regarded the artistic word as a "sacred occurrence." To truly grasp a word and the ideas it conveys, Hajib believed that guidance from a mentor was essential.³

Yusuf Khos Hajib perceives language as a medium for translating concepts and knowledge. In the chapter regarding ambassadors, he delves into the nuances of the word, considering its internal and external, personal and figurative meanings. Hajib underscores that true intelligence lies in the ability to discern these distinctions. The guidance of someone well-versed in these matters becomes indispensable. This indicates a prevalent necessity for such elucidation and interpretation of word meanings during those times. In the annals of scholarship, it's well-documented that such pedagogy constituted a paramount domain of madrasah education.⁴

² Husanboyeva Qunduzxon, Niyozmetova Roza Adabiyot o'qitish metodikasi/o'quv qo'llanma/Toshkent: "Innovatsiya-Ziyo", 2020,10-bet

³ Husanboyeva Qunduzxon, Niyozmetova Roza Adabiyot o'qitish metodikasi/o'quv qo'llanma/Toshkent: "Innovatsiya-Ziyo", 2020,10-bet

⁴ B. To'xliyev. Adabiyot o'qitish metodikasi.Toshkent-2010-yil.24-bet.

Islam places special emphasis on science. We can see this in many hadiths: "They strive for knowledge from the cradle to the grave", "Learning is obligatory for every Muslim", "An hour of learning is better than a night of prayer", "Although in China they strive for knowledge, because every believer is obliged to try to acquire knowledge", "There is magic in words, and wisdom in poetry", "Knowledge acquired in youth is like a pattern carved on stone".⁵

In bygone eras, educational institutions, including both schools and madrasahs, imparted not only religious teachings but also engaged in exercises focused on expressive recitations of literary texts, comprehensive comprehension of their meanings, and meticulous study of individual words.

Alisher Navoi, our eminent thinker and poet, transcended the realms of poetry and statesmanship to articulate significant viewpoints in education. He offered theoretical insights and undertook substantial practical endeavors in this domain. Notably, in his work "Mahbub ul-Kulub," Navoi metaphorically likens an individual lacking the capacity for self-directed learning and independent observation to "a donkey carrying a load of books," labeling them as "ignorant."

Our modern pedagogical framework took root in the early part of the last century, thanks to visionaries like Mahmudhoja Behbudi, A. Shukuri, Saidrasul Saidazizov, Munavvarkori Abdurashidkhanov, Abdullah Avloni, Fitrat, Hamza Hakimzadeh, Abdullah Kadiri, Cholpon, S. Siddiqui, Tavollo, and Ishakhan Ibrat. This paradigm was forged upon the foundational contributions of our educators, poets, and writers, including luminaries like So'fizoda, who spearheaded "The Usuli Savtiya" schools and authored the textbooks integral to their curriculum.

In particular, in the textbooks created for schools by Mahmudhoja Behbudi "Risalai Azresi Savod", "Mukhtasar Geography and Umroni", Abdullah Avloni "The First Teacher", "The Second Teacher", "Turkish Gulistan or Ahud Akhlak", "Maktab Gulistani"⁶, Mirza Khukandi called on the younger generation for enlightenment in his textbooks, such as "Gulshani Mirza", "Gulshani Miam", Hamza Hakimzadeh "Light Literature", "Book for Reading", "Reading a Book"⁷, and Abdullah Avloni wrote "The Gulistan School", in The textbook directly addresses literary education and provides information on ways to expressively read works of art, read alone and in groups, read internally, and read dramatic works.

⁵ Hadislar bolalarga. G'oya muallifi Ozod Sharifiddinov. O'zbekiston Respublikasi Adliya vazirligi huzuridagi "Adolat" nashriyoti. 2004-yil, 11-12-betlar.

⁶ Husanboyeva Qunduzxon, Niyozmetova Roza Adabiyot o'qitish metodikasi/o'quv qo'llanma/Toshkent: "Innovatsiya-Ziyo", 2020,13-bet

⁷ B.To'xliyev Adabiyot o'qitish metodikasi Toshkent-2010-yil. 31-32-betlar.

In the post-Soviet era, luminaries like S. Dolimov, G. Karimov, N. Mallaev, Kh. Ubaydullaev, G. Akhmedov, A. Zunnunov, and S. Ismatov made significant strides in advancing the pedagogy of teaching Uzbek literature as a distinct discipline. They were instrumental in crafting comprehensive programs, textbooks, and educational resources tailored for secondary education.

Askar Zunnunov, a distinguished methodologist, notably penned a seminal work on the in-depth study and analysis of original Uzbek literature. Among his remarkable contributions, his book "Studying the life and work of Gafur Ghulam at school" stands as a paramount achievement, accomplished during the 1970s, towards the end of the last century, in the realm of education.

Following our nation's attainment of independence, there were significant transformations in the education system. Alongside conventional schools, academic lyceums and colleges were established, ushering in new prospects for literary education.

Figures like Marguba Mirgosimova, Kazogboy Yoldashov, Safo Matjon, Baqijon Tokhliyev, O. Madayev, R. Niyozmetova, Q. Husanboyeva, and B. Kadirov have been instrumental in modernizing the literary education system, aligning it with the demands of the contemporary era. Many of our scholars are actively engaged in research work focused on the theoretical underpinnings of literature teaching. For instance, in her book "Fundamentals of Scaling and Enhancing Students' Literary Analysis Skills,"⁸ Marguba Mirgosimova cogently argues, supported by robust evidence, that the teaching of literary analysis of fiction is a multi-stage process. She contends that optimal effectiveness can only be attained when approached with a principle of coherence and continuity. A noteworthy aspect of this book is its pioneering analysis of the challenges in literary education within the academic lyceum setting.

Analysis and results

Absolutely, nurturing students' ability to comprehend and analyze artistic works is vital in academic lyceums. Instilling a habit of reading from an early age is equally crucial, as it fosters curiosity and a deeper understanding of the world. This early foundation sets the stage for a seamless educational journey. Safo Matjon, a distinguished professor, has made significant contributions to the field of literature education. His extensive body of work, which includes notable titles like "Lyric Hero in Children's Poetry", "Reality of Life and Artistic Reality", "The Tale of Hard Years", and "The Power of the Hero", stands as a testament to his unwavering dedication to advancing the pedagogy of literature. Furthermore, his numerous articles and monographs on subjects ranging from reading techniques to the cultivation of a well-rounded individual underscore the depth and breadth of his scholarly endeavors.

⁸ M.Mirgosimova. O'quvchilarda adabiy tahlil malakasini shakllantirish va takomillashtirish asoslari.-Toshkent, Fan,2006-yil.

One of his noteworthy works, "Do you know how to read a book", delves into contemporary perspectives on reading, emphasizing the profound impact it has on individuals. Matjon eloquently articulates that while textbooks impart knowledge through the intellect, literary works evoke a more visceral response. They have the power to stir emotions, inspire, provoke thought, and even elicit feelings of indignation. This is because literature is born from the depths of human experience, and its potency lies in its ability to resonate deeply with the reader.⁹

As the adage goes, the past is the foundation upon which the future is built; this axiom holds true for every sphere, including education. "Because in the creation of the bulk of truly artistic works, Tajalli served as the cornerstone. Literary education based on this theory contributes to the formation of spiritual qualities in students, as well as in children amazed at the power of the Creator, fearing his wrath and enjoying his beauty, imparted character formation is of great importance. He pays attention to nurturing the hearts of his students, refining their feelings and emotions. Literary education, which works on the basis of Tajalli, believes that the goal is to produce an ideal person." – says Methodist scientist

Kazogboy Yoldoshev¹⁰. The scientist underscores that prioritizing pedagogical analysis of works is crucial in shaping students' spirituality. This encompasses providing profound knowledge to the younger generation, nurturing their diverse talents and abilities. A system has been devised to identify and admit well-rounded and gifted students into academic lyceums. This entails creating the necessary infrastructure to support them, fostering an appetite for knowledge, harnessing their intellectual and creative potential, and enhancing the overall quality of education. Additionally, modern pedagogical methods, information and communication technologies, electronic educational resources, and multimedia have been integrated into the educational process, aiming to facilitate comprehensive learning experiences. This forward-looking approach, as stipulated in the resolution PQ-49/10¹¹ enacted by the President of the Republic of Uzbekistan on December 3, 2020, demonstrates a concerted effort to nurture and empower the youth of the nation.

In order to cultivate a comprehensive perspective, bolster intellectual capacities, and foster both creative and analytical thinking among students, it is imperative to kindle their enthusiasm for academic inquiry. Furthermore, promoting active engagement in science Olympiads will serve to broaden their horizons and refine their problem-solving skills.

⁹ Safo Matjon. Kitob o'qishni bilasizmi? -T .: "O'qituvchi" 1993.11-bet.

¹⁰ Yo'ldoshev Q. Adabiyot o'qitishning ilmiy-nazariy asoslari. - T.: O'qituvchi, 1996.81-bet.

¹¹ O'zbekiston Respublikasi Prezidentining 2020-yil 3-dekabrda PQ-4910-son [qarori](#)

Encouraging students to actively partake in ongoing reforms is essential. This can be achieved by instilling in them a sense of patriotism, along with nurturing their curiosity and creativity. This holistic approach not only empowers them as individuals but also contributes to the betterment of society as a whole.

Enhancing the quality of education in academic lyceums is paramount. This involves seamlessly integrating contemporary information and communication technologies into the educational process. It also entails elevating students' proficiency in information technologies, linking them with accomplished experts through a mentorship framework, thus fostering a dynamic learning environment. This comprehensive approach sets the stage for a well-rounded education that prepares students for the challenges of the modern world.

Enhancing the competence of educators is paramount, necessitating a reform in the system of both material and moral incentives. This is crucial for orchestrating an educational process that is not only purposeful but also highly effective.

In line with the requisites of contemporary educational infrastructure, there has been an imperative to fortify the current material and technical resources within academic lyceums¹². This entails broadening the scope of conditions and avenues for autonomous knowledge acquisition. This meticulous two-stage examination process for student selection in academic lyceums has notably elevated the educational standards within these institutions, culminating in an augmentation of their scientific potential. In academic lyceums, alongside specialized subjects, there is a dedicated emphasis on providing high-

caliber instruction in general education subjects, meticulously tailored to meet contemporary requisites. This approach aids in nurturing individuals who possess a comprehensive knowledge base, astute logical thinking, and a liberated, expansive worldview, underscored by creative and artistic cognition. The core tenet and underlying essence of each subject integrated into the educational framework is to instill foundational knowledge within students, thereby fostering a rich inner world. Literature, akin to other disciplines, is profoundly committed to broadening the spiritual horizons and perspectives of the younger generation. It stands as an unrivaled force in influencing both the individual and the collective society. Artistic creations serve as an unparalleled catalyst in self-reflection for members of society, contributing significantly to its humanization. This is underscored by the fact that the artistic realm of any given culture acts as a guiding light, transmitting moral and spiritual values, aspirations, culture, and traditions across centuries and generations. Within this context, fiction, as an art form, molds aesthetic, moral, and philosophical values within the hearts of students.

¹² O‘zbekiston Respublikasi Prezidentining 2020-yil 3-dekabrdagi PQ-4910-son [qarori](#)

Conclusion/Recommendations

Absolutely, literature classes should never feel like an oppressive weight for students. Instead, a work of art should spark independent contemplation, plant seeds of aesthetic delight in their hearts, and nurture a sense of appreciating beauty. Reading books, in turn, should sow the seeds of goodness within their hearts.

Indeed, a contemporary perspective forms the cornerstone of organizing literature education in academic lyceums. Consequently, to undergo a profound transformation in lyceum education, enhance its caliber, and integrate it into the global educational framework, a fresh approach towards modern pedagogical technologies is imperative. These approaches, in turn, bring about specific beneficial shifts in the organizational and methodological facets of the educational process, many of which are intricately entwined with pedagogical techniques and expertise.

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