

PECULIARITIES OF THE ANALYSIS OF A WORK OF ART IN LITERARY EDUCATION

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Annotation: In this article, the development of knowledge, skills, competencies and scientific competence in the analysis of the specific methods of Abdurauf Fitrat's novels in the process of teaching a competent approach to the subject of literature in general education in 11th grade students are achieved. Recommendations on specific methods of analysis of this work are also given.

Keywords: Literature, student, school, genre, work, analysis, method, originality, knowledge, skill, ability, competence, improvement

ADABIY TA'LIMDA BADIY ASAR TAHLILINING O'ZIGA XOS XUSUSIYATLARI

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Annotatsiya: Mazkur maqolada umumiy o'rta ta'lim maktabi adabiyot o'quv fanidan 11 sinf o'quvchilarida kompetensiyaviy yondashuvga yo'naltirilgan ta'lim jarayonida Abdurauf Fitrat romanlarini o'ziga xos usullar tahlili yuzasidan bilim, ko'nikma, malaka hamda fanga oid kompetensiyani rivojlantirishga erishiladi. Shuningdek, ushbu asar tahlilining o'ziga xos usullari bo'yicha tavsiyalar berilgan.

Kalit So'Zlar: adabiyot, o'quvchi, maktab, janr, asar, tahlil, usul, o'ziga xoslik, bilim, malaka, ko'nikma, kompetensiya, takomillashtirish

In the process of studying art in school, it is important for high school students to work on art and develop their literary analysis skills. One of the constant challenges in literary education has been for students to independently grasp the ideological and aesthetic meaning of a work while analyzing it, to develop their artistic thinking, and to achieve creative change. We know that fiction has moral-spiritual, artistic-aesthetic, enlightenment opportunities, which can have a great impact on the formation, perfection and maturity of the student's personality. The use of different types of analysis in the process of teaching literature in general secondary schools provides in-depth and comprehensive coverage of works of art, full comprehension, new disclosure of the studied material, acquaintance with the literary process, the connection of the work with life. helps to reveal Literary analysis helps students understand the different tasks they face, develop an interest in the work, create positive motivation, develop an active approach to learning, and encourage positive approaches. In high school, artistic analysis methods are effective in studying the various works of writers, in determining the style of writing, and in defining their skills.¹ While literature lessons are based on the analysis of a work of art, the results of its student activities help to determine the methodological improvement, the development of creative thinking,

¹ State educational standard and curriculum in the subject of mother tongue of general secondary education. Tashkent-2017

and the intensification of the study of the subject in general. The main purpose of studying literature in school is to direct the student's impression to the purpose of the work. School analysis, as a rule, when choosing an image, always seeks to cover all areas of the work in relation to the general meaning of the literary object. The teacher can limit the scope of his analysis to one layer (style, rhythm, composition), but this layer is studied in full and extensive comparisons with other works. Basically, in school, the teacher organizes the process of understanding the work of art. The pedagogical tasks of school analysis motivate the teacher to emphasize certain aspects of the work in it. Therefore, school analysis is considered to be more goal-oriented than literary analysis. School analysis includes the task of developing a student's reading qualities: imagination, emotional sensitivity to aesthetic feelings, the ability to recognize their own impressions, and their mental and emotional expression.

Also, school analysis is not the translation of a new formation, but the birth of a unique organism. In the process of analyzing a literary work, students also develop the student's intuition, that is, a quick and accurate understanding of the important, hidden features of the subject, based on their artistic perception and knowledge experience. Based on the analysis of Abdurauf Fitrat's works, we can draw conclusions about the explosion of conflicting emotions in their works, which arise from the perception of the work of art. Every work of art, for example, a novella, a tragedy - of course, leads to an effective conflict. A synergistic approach to school literature can only be properly organized based on the study of students' perceptions of works of art. It is important that students identify the level of complexity of the literary analysis at an early stage. Based on this, the teacher decides how to create a motivational situation. A more effective analysis of works of art in secondary schools can contribute to a problematic education system. M.I.Makhmutov² suggests the following ways to create problem situations: 1) to encourage students to theoretically explain the events, facts and external inconsistencies between them; 2) use of educational and life situations that arise in the performance of practical tasks; 3) identification of applications of theoretical knowledge, problem tasks at the stage of search; 4) Analyze students' facts and events of reality, causing contradictions between everyday ideas and scientific concepts about these facts; 5) making hypotheses and testing them; 6) Involve students in comparing, contrasting, and working with contrasting facts 7) Encourage students to initialize new evidence; 8) introduce students to the relationship; 9) events, rules, actions; 10) change of the problem, correction of the question

Creating a problem situation requires first finding a problem question that is the beginning of a problem-solving approach. In order for a problematic question to become a problematic situation, it is necessary to find different aspects of its solution, to compare different answers³ (Marantsman V. G. 177, 49). At the same time, the topical issue should be an interesting task for the student to meet his needs, to fall within the scope of his interests and to fit into the nature of the original, the logic of the science of literature. The essential quality of a problem question is that it must be able to cover not only one fact but also a wide range of material. It more clearly expresses the prospects, the ability to achieve other issues, to communicate with them (Maransman V. G. 177,). Of course, the highest level of creative independence is the ability of the student to identify and formulate a problem in a particular situation, set a new problem and develop a plan to solve it, identify ways to find a solution, create a hypothesis for that solution. In the context of problem-based learning, students need

² Maxmutov M.I. Organization problemnogo obucheniya v shkole: Kniga dlya uchiteley. - M.: Prosveshchenie, 1977. - 176 p.

³ Maxmutov M.I. Organization problemnogo obucheniya v shkole: Kniga dlya uchiteley. - M.: Prosveshchenie, 1977. - 240 p.

to make a conscious choice, enter into a dialogical relationship in different situations, and begin the process of self-study as real life, not just start it, but implement it.

Abdurauf Fitrat's life and work are defined in the curriculum as follows. Abdurauf Fitrat's life and work in the 11th grade literature textbook is divided into 2 hours to study the life and work of Abdurauf Fitrat. Included in the section of Uzbek literature. During the study of this topic, students will gain the following knowledge: Information about the life and work of Fitrat. Fitrat is a talented scientist, a well-known playwright and a sensitive poet. It contains an excerpt from the life of Fitrat and the drama "Abulfayzkhan". We will use this method of analysis to organize the study of the tragedy of Abdurauf Fitrat "Abulfayzkhan" in the 11th grade. 20th Century Uzbek Literature Abdurauf Fitrat. There is time (2 hours) to study the drama "Abulfayzkhan". Life and creative activity of Abdurauf Fitrat. Abdurauf Fitrat is an enlightener. His efforts to develop the national theatrical art. Abulfayzkhan is the first Uzbek realistic drama. Interpretation of the main characters in the drama. Ideological and artistic features and educational significance of the work. First and second lessons. Course Title: Abdurauf Fitrat - Enlightener. The relationship of generations in the novel. The question is: Does Abdurauf Fitrat believe in the possibility of harmonious relations between different generations? Areas of analysis: socio-historical aspects of the topic (ideological confrontation between Rahimbi and Ibrahimbi);

the moral and philosophical aspect of the subject (Abulfayzkhan and his brother, Rahimbiy and his son). Another model of the study of the work is the analysis of the type of "chain reaction" of problematic issues, the relationship of related problem situations. In this case, the problem situation is not limited to a single lesson. The problem situations of each lesson are the development of a common, initial problem situation”(178, p.).

This study of the work can be clearly stated: in this case, each lesson is a stage in the movement of the plot type, which helps students to understand the work of art. In other words, the analysis must have a syntagmatic structure - a sequence of elements that do not allow permutations.

What are the challenges for a teacher who chooses this way of studying literature?

1. A general (strategic) problem question may prevent students from understanding a work of art as a complex, multidimensional structure because the analysis itself is limited to the logical scope of a particular concept. Therefore, when thinking about the system of lessons on the topic, find a strategic question that causes tactical questions that affect the artistic idea of the work,⁴ and at the same time aims to understand different aspects of its content and form. should.

2. The teacher may formulate incorrect, tactical questions incorrectly, the answers of which deviate from the main, strategic question, so that the goal cannot be achieved: the strategic question disappears from the students' point of view or is answered formally, superficially.

3. The last tactical question requires special attention because answering it directly leads the students to answer the strategic question. An unsuccessful topic requires an artificial transition to the main topic.

4. There may be uncertainty, logical ambiguity, or stickiness in the process of answering a strategic question. As demonstrated by pedagogical practice, a detailed answer to a key question of a topic at the final stage of work analysis often requires a special lesson that can be significantly expanded to understand the artistic material. ⁵The main character is not the episodes that occur, but the comparison of the protagonist with other characters.

⁴ To'xliov B. Karimov. B. B. Usmonova. K. Usmanova Literature. Textbook for 11th grade of general secondary education. - T.: 2017. - 1-31 p

⁵ Abdurauf Fitrat Selected works The tragedy of "Abulfayzkhan" T.: Manaviyat - 2000

Let us now analyze the logic of open analysis using the example of the study of the Abulfayzkhan tragedy.

It is known that Abdurauf Fitrat called the main character of the drama "Abulfayzkhan" a tragic face. Consequently, the strategic question of the subject is formulated as follows: Can Abulfayzkhan be called a tragic hero? This question should be raised in the introductory lesson and the characteristics of the tragic hero should be revealed.

An analysis of the material presented (the portrait of the protagonist at the beginning of the drama, i.e., if there are no contradictions in his inner world; the psychological state of death expressed in the monologue; the author's philosophical views on man and nature) can lead students to a strategic issue of analysis.

Now let's formulate tactical questions:

1. Who is right in the conversation between Abulfayzkhan and Rahimbi?
2. Is it possible to agree with the following statement: Is he the only one to blame for the tragic fate of Abulfayzkhan?"
3. Can Rahimbi be a true friend?
4. Is the drama a tragic ending?

It should be noted that the system of tactical questions proposed above does not disrupt the sequence of events and situations in Abdurauf Fitrat's drama, but nevertheless directs the teacher to a problematic approach to the study of its structure.

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