

APPROACHES TO TEACHING LITERATURE

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Abstract: This article provides some information on how to teach students in the modern education system. Approaches to teaching literature are also presented and described.

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The full connection of education with life requires coherence between the organizational aspects and methods of teaching. It is necessary not to introduce various artificial methods and methods into the practice of the educational system, but to achieve their connection with the existing natural laws in life. Let the student apply the knowledge he has learned in the lesson in life or make a scientific conclusion based on what he has seen in life. Only then, the knowledge given will settle not only in the student's memory, but also in his thinking and psyche, becoming his property. A student who hears one thing in school and sees something else in life loses faith in the truths taught in lessons. The most correct way is to educate based on the realities of life. The truth, no matter how bitter, complicated and unpleasant it is, is useful. It ultimately reveals the true nature of life to the emerging individual. It allows him to choose the right way to overcome life's difficulties.

- giving tasks to the student for independent activity.

In this principle of organizing literary education, asking for homework is carried out by performing various independent works in a collective or group manner. Pupils also achieve mastery of a new subject during independent completion of tasks, that is, by working on their own. Independent works are presented creatively or semi-creatively. Short-term independent work done in 3-4 minutes also activates students.

- individualization of education.

Individualization of the process of school literature lessons consists in maximum individual work with each of the students in order to avoid gaps in knowledge acquisition. When working with each student separately, his individual characteristics, uniqueness in learning, memory, level of learning, character and interests must be taken into account.

- foresight.

The essence of this principle is manifested in the ability of the teacher to foresee the results of the student's activity. This quality of the teacher is of great importance in the selection of educational material and preparation for the lesson. In literary education, in order to ensure the spiritual maturity of students, their discovery and assimilation of new knowledge is of special importance. Pupils' activities in this process are distinguished by their objective-subjective characteristics. The objective peculiarity of this process is that, while the student discovers and assimilates knowledge, he does not introduce any new things to the science, to the subject of study, or to the methods of education. He recreates knowledge for himself, discovers existing

scientific and life truths for himself. The subjective uniqueness is that the student learns new things that he has not encountered before, using new methods that he has not used so far. Such ways of acquiring knowledge deserve attention from the point of view of seeing new aspects of learned knowledge, deepening them independently. Encountering surprising, unexpected events in the process of learning creates a sense of self-confidence in the student. In today's educational process, two things must be taken into account in order to ensure the spiritual maturity of students. First, to determine how well the laws of science and their interrelation are perfectly reflected in the minds of students. Secondly, at the same time, by arousing the desire to acquire knowledge, to support and strengthen it. The formation of students' independent thinking and interest in learning independently is greatly influenced by the interaction between the teacher and the students, as well as between the children in the class. The teacher should go deeper into the inner world of his students, learn the motives of interest that are unique to each of them. The teacher's confidence in the student's intellectual power is a motive that arouses the student's interest in independent thinking and learning. Knowing how to open up the possibilities of the student is to encourage him to demonstrate his life experience, mental and physical strength, and abilities in a timely manner, convincingly, knowing the features, needs and interests of the student. If the teacher approaches his work creatively, it will certainly be reflected in the students' work and will serve to make them mature individuals. The teacher's work done with indifference under the obligation is bound to provoke negative feelings in the student and extinguish his desire to learn. One of the conditions that stop or weaken the student's desire to learn independently is the uniformity of the lesson process. The same actions, feelings, thoughts make the human mind empty. The human nervous system and thinking work in partnership. Without activity, the nervous system of a person does not develop to the required level. The development of the nervous system takes place only through its continuous movement. Intellect develops only when its components are working. Unfortunately, even today, in the educational process, there is not enough effort to ensure the active functioning of students' thinking and independent assimilation of knowledge. In many cases, such work is focused not on children's and teenagers' independent thinking and creative work, but on their memory, recalling the knowledge they have already received. The process of getting rid of it and adapting to today's pedagogical demands is very slow. In the process of modern literary education, there are also the following principles in guiding students to acquire knowledge voluntarily, which any specialist involved in educational practice is required to be aware of:

- raising the personality of the student to a priority position.

For today's national pedagogy, it is important for the students to grow up to be pure volunteers, inclined to good deeds. This, in turn, is a guarantee that they will become good specialists. It is the need of the time for the growing generation to be educated and qualified specialists, and to have a healthy spirituality. It is known that every student in the class is a unique creature with his own nature, talents, abilities, desires and possibilities. None of them duplicates the other. That is why it is appropriate to assign tasks and ask for knowledge individually, taking into account the

unique abilities and opportunities of each student. So that the great talent given to some student is not wasted, and the second student with average talent does not lose confidence by not being able to perform a task beyond his ability;

- ensuring the priority of spirituality.

It is known that more than twenty academic subjects are taught at the school. Most of them provide knowledge to the child (language, mathematics, physics, etc.). Some of them are aimed at professions (work, drawing classes), some are aimed at the development of the student's body (physical education classes), and some are aimed at forming a clean mind in students (literature, visual arts, music). lessons) are taught. In front of these educational subjects, it is necessary to form good moral qualities in students, which is the main goal of national pedagogy. By teaching the student to be affected by the word, to feel it and enjoy it, it is possible to cultivate beautiful qualities and positive qualities in the human personality with the help of artistic words in literature classes. It is understood through literature that the words and deeds of good-natured, healthy spiritual people are worthy of themselves, and the owner of a pure heart is always worthy of encouragement and blessings. These works are carried out directly by studying works of art, analyzing texts;

- to ensure the student's participation in education and learning.

In order to ensure the spiritual maturity of the reader, in the process of analyzing the work of art, they are encouraged to express their opinion, support or condemn a view or activity in discussions about the events, personality, actions, sufferings and joys of the characters reflected in the text. This work is carried out with the help of questions presented on the text of the work, with the help of problem situations. While answering the questions, the student refers to the text of the work, searches, listens to his peers, expresses his views, compares them with others, controls, draws conclusions. In the course of this activity, the student works on the formation of his spirituality and self-education.

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