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**DESIGNING LESSONS AIMED AT TEACHING STUDENTS TO
 CRITICALLY EVALUATE THE PERSONALITY OF THE HEROES OF
 THE WORK OF FICTION**

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ABSTRACT

This article examines the conceivable outcomes of designing lessons aimed at teaching students to fundamentally evaluate the personalities of the protagonists of a fiction, at the side the formation of critical thinking and critical thinking skills of the heroes, the examination and translation of literary texts, as well as numerous positive qualities.

KEYWORDS: *Critical Thinking, Critical Evaluation, Heroes Of The Fictionage, Methods And Techniques, Analysis, Fiction.*

INTRODUCTION

Under the concept of critical evaluation is understood a free, elective, well-thought-out point of view. As a result of forming such an attitude in students, the quality and effectiveness of literature instruction will increment essentially. Because such a point of see is a point of view with conscious, analytical power, it serves to develop understudies 'ability to communicate with the heroes of a fiction.

Students with basic thinking skills will pick up experience in independently interpreting and analyzing data, evidence, and knowledge. They can easily distinguish the opposite-minded characters in a specific work. Such students think coherently and articulate their sees clearly. They also clearly understand the suppositions of their questioners and later individuals of the community, assess them, draw the necessary conclusions, and find the right path in social situations.

THE MAIN FINDINGS AND RESULTS

In literature classes, a critical assessment of the personality of the heroes of a fiction starts with the study of the work itself, the actions performed by the heroes, and their character traits. This process requires a comprehensive investigation of the work of craftsmanship that needs to be studied. Only then will we start to select the evidence described within the events of the fiction and to analyze the diverse alternatives for considering. At the end of the process, the students' attention is drawn to the evidence that shapes the premise for a critical assessment of the heroes of the fiction. Students compare the distinguished prove and the judgments made. Hence, a set of thoughts is formed, which is the basis for a basic assessment of the identity of the heroes. In this case, the teacher must clearly define the purpose of the lesson.

The teacher should arrange in advance which work to teach students and which characters to basically evaluate. This process must be clearly outlined by the teacher. In order to educate students to basically assess the heroes of a work of craftsmanship, the teacher must design a lesson on the subject; clearly define the questions and assignments to be given to the understudies, before presenting a particular work to their attention. These questions and assignments ought to serve to identify the character and personality traits of the protagonists of the work being studied. For example, the differences between the protagonists of the work, the contradictory aspects of their character, the similarities ought to be revealed using the same questions.

Of particular importance is the intentional design of lessons aimed at teaching students to fundamentally evaluate the personalities of the heroes of the fiction.

Areas to be considered within the pre-class period. In doing so, the teacher ought to consider: what the essence of the lesson is; to what extent it is related to what students have learned within the lesson and what they need to learn; to what degree this lesson can instruct students to fundamentally evaluate the personalities of the heroes of a work of craftsmanship; the degree to which this course is related to other subjects; the significance of the lesson subject to the skills procured by the understudies; the degree to which the lessons are connected to individual encounters and interests, and the data that the lesson materials contain; the lesson ought to be organized in such a way that it gives students with a natural interest in critically evaluating the personalities of the heroes of the fiction.

Not all materials in the textbook always allow fully achieving the goal set for the lesson. Therefore, in order to achieve the set goal, teachers are required to enrich them at the expense of various scientific sources, materials from journals, in addition to the materials in the textbook.

The teacher should design the solution of the following tasks in the lesson: such as, What knowledge and skills should students acquire in order to critically evaluate the heroes of a fiction in the lesson? To what extent can students apply their knowledge to critically evaluate the personalities of the protagonists?

To activate students' thinking processes, they can be asked the following questions:

- Find a work that is close to the topic of the work covered in the lesson?
- What is the reality of the work that corresponds to the reality of the work covered in the lesson?
- Compare the peculiarities of the two heroes whose character traits match each other?

- Justify your opinion about the heroes of the fiction?
- Defend your point of view during the debate?
- Express the same idea differently?
- What else do you need to know about this work?

The teacher ought to continuously answer the question of what else they need to know and be able to do in order to benefit the learning process during the lesson plan handle. The question of how to assess students' mastery levels in a lesson ought to moreover be cross-referenced to the teacher amid the plan handle. The teacher has to have a great understanding of what his or her grade indicates. In this case: a) students have a profound understanding of the substance of the fiction in the classroom; b) the degree to which students have gained experience in critically evaluating each of the protagonists of a fiction.

When designing a lesson, the teacher should think profoundly approximately assessing students' ability to critically evaluate the heroes of a work. Such an assessment should be made throughout the process, not at the end of the lesson. The instructor is required to write on the board a measure of the students' assessment of the activities of critical evaluation of the heroes of the fiction. In this case, the teacher ought to act as follows:

Students will receive a grade of "5" ("4", "3"):

- 1) Express a natural opinion about the heroes of the work;
- 2) Be able to clearly prove their point;
- 3) Pay attention to the evidence to the contrary;
- 4) Be able to express a planned, consistent opinion;
- 5) Be able to express their written opinions without spelling and methodological errors. Written texts should be created in the size specified by the teacher.

The teacher should also be able to accurately determine the amount of time spent at each stage of the lesson when designing it.

Lesson.

1. Motivation phase. In the process, students need to understand why the author chose such a theme for the work and what it serves to reveal.

The methods used at this stage are:

- to tell, to give brief information;
- questions that arouse students' interest in the work being studied;
- to take into account certain aspects of the studied work for students;
- classification and grouping of students' opinions about the work;
- listen to students' opinions on how to divide the work into parts and how the events will continue;
- clearly identify the key words and phrases described in the play;

- ensuring that each group of participants works according to the plan in the process of group work;

- to write creative texts and essays in order to find out what students think about the work and what information they have before starting to study the work.

2. The stage of thinking almost the fiction being studied. Students effectively read and analyze the fiction being examined based on the goal they have set for themselves. It is imperative how students understand the text of the fiction and how they control their understanding.

The methodological methods used at this stage are:

- I.N.Z.E.R.T. method;
- way of thinking while reading;
- daily method;
- question-answer method;
- method of joint education;
- co-educational group;
- method of presentation and discussion;
- auxiliary manuals, etc.

3. The stage of analysis of a fiction. In the first normal reading of a fiction, one detail requires another. As it were at the conclusion of the method will the text have its claim scale? The evidence made up of words takes on a holistic appearance. The text, which consists of many parts, reflects its main idea and substance. Understudies have the opportunity to lock in in a discussion and try to compare this work with other works they have read. In doing so, they go beyond the scope of the work and start to think of a few works that have similar aspects to each other. On this basis, students explore the construction of a work. Colorful methods can be used in this process. In choosing them, it is prudent for the teacher to rely on time and the level of mastery of the students.

For example:

- ask questions within the work;
- discussion based on joint research;
- the last word to me;
- attractive discussion;
- class discussion;
- writing a 10-minute essay;
- I know - like I want to know and learn.

4. The concluding part of the lesson.

What conclusions did you draw at the conclusion of the lesson? Should the lesson issue have a total solution in each way? How should a lesson aimed at teaching students to critically evaluate

the personalities of the protagonists of a fiction end? What is important for this work? Based on the consider of this work, what principles and situations did the understudies get a handle on? What else do students got to learn in order to give a genuinely critical assessment of the heroes of a fiction? What information and aptitudes do students have to discover solutions to this issue?, the educator ought to ask himself and find answers to these questions in the next stages of his activity.

The use of the Internet in teaching students to critically evaluate the heroes of a fiction is a unique technology that can be used in this process. As a promising tool, it allows you to create new opportunities in the field, to establish specific forms of cooperation and communication with students. However, in this process, working with the Internet should be consistent. Only then can we think about the effectiveness of this technology in teaching students to critically evaluate the heroes of a fiction.

One of the tasks in ensuring the effectiveness of the use of information technology is the methodological development of educational technologies. In the handle of teaching students to basically evaluate the heroes of fiction, it is vital to study the methods of using data technology. Approaches in this range are at the level of starting proposals. In connection with the proactive approach, teaching literature lessons in writing to educate students to basically evaluate the heroes of a fiction and to prepare them for the method isn't through the transmission of information. It should be done on the premise of activities pointed at studying the content of the fiction.

The teacher can present the knowledge in them only when the students accept it. To do this, students need to perform a specific activity. In order for students to actively participate in the process of critical evaluation of the protagonists of the work, they are required to direct and monitor their own activities in this process. The educational process aimed at engaging students in cognitive activities is based on their inclinations. Only then this process allows students to learn independently, to acquire knowledge independently, to organize their activities independently.

In the educational process aimed at teaching students to critically evaluate the heroes of the fiction, the stratification of their activities makes great opportunities and conveniences. In this process, the organization of group and person shapes of work of students via the Internet features special didactic value. In the process of learning new materials on the Web with an individual approach to students, it is advisable to organize the following exercises:

- explain the materials by the teacher to all students in the class;
- divide students into groups based on their abilities;
- give creative tasks to group members;
- selection of leading methods and ways of activity for each member of the group;
- summarizing the results on the basis of tasks and final work;
- evaluation of the results of the group members on the basis of the analysis.

The use of information technology in the work experience of literature teachers includes:

- The use of information technology to tell a story about themselves, to give others the opportunity to self-assess;
- striving for originality;
- Satisfaction of curiosity;
- to be demanding of oneself.

The certification of one's own opinion by others creates a favorable environment for teachers to express themselves. It ought to be noted that data technology and mixed media give a unique opportunity to teach students to critically evaluate the heroes of fiction amid practical experiments.

CONCLUSION

In brief, designing lessons in the over way is of great importance in teaching students to be competent young people who are able to give accurate and objective assessments to members of the community, increasing their critical assessment capacity.

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