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## DEVELOPMENT OF STUDENT ARTISTIC THINKING IN THE TEACHING OF LITERATURE WITH SOCIAL SCIENCES IN HORIZONTAL(SYNCHRONIC), VERTICAL (ASYNCHRONIC) FORM, METHOD AND MEANS

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### ABSTRACT

*This article describes the development of students' artistic thinking in the teaching of literary studies in the horizontal and vertical connection with the social sciences: the form, methods and means are logically consistent, consistent and scientifically described.*

**KEYWORDS:** Teaching, Process, Cognition, Mastery, Management, Activity, Knowledge, Skill, Competence, Competence, Form, Method, Tool, System, Goal, Task, Theory, Idea, Concept, Exercise, Statement, Thinking, Problem.

### INTRODUCTION

The teaching process is a process in which the learning objectives are achieved through the interaction of the student's learning activities aimed at mastering a particular teaching material, learning methods and pedagogical activities of the teacher based on the organization and management of this process.

The development of students' artistic thinking in the horizontal and vertical connection of literature with the social sciences requires the use of various innovative forms of teaching. A course that is a form of teaching that fulfills the requirements of the program, in connection with which excursions, homework, extracurricular and extracurricular activities should be used in a

timely and effective manner. These forms of teaching form a system of teaching literature by connecting the social sciences horizontally and vertically.

In-class, out-of-class, out-of-class, and out-of-school activities, combined with the horizontal and vertical linking of literature with the social sciences, provide general learning objectives as well as the development of student artistic thinking. Mastering the learning material by the student serves to analyze the results obtained. In the teaching of literature in the horizontal and vertical connection with the social sciences, certain methods and tools are used, depending on the selected educational content, purpose, task in different forms of organizing the process of developing students' artistic thinking.

Therefore, the choice of forms of teaching by the teacher in this process is important. The content of education should take into account the purpose, tasks, role of these forms in the educational process, their relevance to specific goals. For example, if the subject is related to teaching aids, as well as artistic content, theory, ideas, laws, exercises, essays, essays, then it is necessary to choose a course that is the main form of teaching.

In addition to the lesson, extracurricular and extracurricular activities play an important role in the development of concepts related to artistic thinking. With regard to the problems of artistic thinking, the use of laws is important.

Pedagogical experience - the preparation of didactic and handout materials with the correct understanding of the goals and objectives of the forms of teaching by students involved in the experimental work, based on the principle of demonstration of didactics. Thus, the forms of development of students' artistic thinking in teaching literature, social sciences horizontally and vertically: lessons, excursions, homework, extracurricular and extracurricular activities form a certain system, they acquire knowledge, skills, competencies and competencies defined by the student, the scientific worldview. expansion, the formation of a conscious attitude towards nature and society through the development of artistic thinking, the acquisition of methods of cognitive activity and the increase of the effectiveness of teaching.

Textbook is the main form of teaching, its structure, organization, in which the organization, management and activation of the student's cognitive activity is the main problem of the methodology of teaching literature. Ensuring continuity and continuity of education in accordance with the requirements of the curriculum, expanding the student's scientific outlook through the effective use of teaching methods and tools in this process, developing artistic thinking, the formation of educational content and its components, inculcating national ideas in students is increased. The quality and effectiveness of teaching and learning depends on the organization of the lesson, the organization, management and activation of the student's learning activities. In order to study the content standardized by the curriculum, literature is organized in the classroom on the basis of a strict schedule, within a specified time in groups (classes) of students of the same age, level of preparation, with a permanent content.

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Depending on the content of the topic being studied, lessons can be organized in literature museums. The content of education in the literature curriculum is given taking into account the age and psychological characteristics of the student, the knowledge base. The content of the study of literature is divided into separate parts, chapters, topics in a logical sequence and sequence. As the study of the content of each topic is done in the lessons, the lessons also form a specific system and are logically connected.

Teaching in the classroom is organized on the basis of a curriculum that is common to the student. The teacher carries out pedagogical activities aimed at organizing, managing and activating students' learning activities in accordance with the content of the studied topic, educational, pedagogical and developmental goals. Thus, the student's activity in the classroom is his educational activity, and the teacher's activity is a pedagogical activity aimed at organizing, managing and activating this activity. Educational goals can be achieved in the classroom only when the student's learning activities are organized in accordance with the student's pedagogical activities.

Each lesson serves to build a conscious attitude to the environment through the acquisition of knowledge, skills, abilities and competencies of the student on the subject, broadening his scientific outlook, intellectual development, upbringing as a person, the development of artistic thinking. The teacher contributes to the fulfillment of the general goals and objectives set forth in the teaching of literature.

The following didactic requirements are set in the course of teaching literature synchronously and asynchronously with the social sciences:

- Clearly define the educational, pedagogical, developmental goals of each lesson and their place in the system of lessons;
- The level of preparation of students, the objectives of teaching, the optimal choice of educational content in accordance with the didactic requirements of the curriculum;
- To identify ways to develop artistic thinking on the basis of the concepts of general and formed fiction, which are developed in the course, the knowledge, skills, abilities and competencies;
- Activation of student learning through the identification and coordination of effective teaching aids, tools, methods of control and motivation for the implementation of each stage of the lesson;
- To set clear educational goals, taking into account the knowledge of the student, the expansion of the scientific worldview of the subject, the possibility of spiritual, moral, intellectual, hygienic, physical, sexual, economic education, aesthetic sense, diligence, artistic culture;
- to meet the needs of students for independent acquisition of knowledge, skills, competencies and competencies, the study of literature, synchronous and asynchronous connection with the social sciences, the development of interest, encourage creative activity and initiative in student activities;
- Development of a scientifically-methodical design of the subject on the basis of the plan;
- creation of handouts and didactic materials in the context of the development of artistic thinking, educational tasks for monitoring and evaluation of student knowledge, a set of differential tasks;

-create a technological map of the lesson to ensure the efficient use of time.

Lessons are studied systematically in the development of students' artistic thinking in the teaching of literature in synchronous and asynchronous connection with the social sciences. Therefore, the teacher must know the types and types of lessons, the specifics of modern educational technologies used in them.

It is necessary to know the peculiarities of modern educational technologies used in the classroom in the teaching of literature in the horizontal and vertical connection with the social sciences.

Modern educational technologies used in the horizontal and vertical connection of literature with the social sciences are organized on the basis of questions and assignments in the context of artistic thinking.

1. The use of conference creative game, game exercises of didactic game technology in cases where the tasks of artistic thinking are of a reproductive and productive nature:
2. The use of problem-based learning technology brainstorming, conflict of ideas in cases where the tasks of artistic thinking are productive and creative in nature:
3. The use of individual modular curricula of modular educational technology in cases where the tasks of artistic thinking are of a reproductive, productive and partially exploratory nature.
4. The use of methods of collaborative learning technology, such as team teaching, when the learning tasks in the context of artistic thinking are reproductive, productive, partially exploratory and practical in nature.

Homework is inextricably linked with the lesson, which is a logical continuation of the topic studied in the lesson and a factor in the independent learning of students.

According to the teacher's assignment and instructions, students do exercises, dictation, narration, study of additional literature in essay writing, preparation of lectures or abstracts on specific topics, do their work. The student prepares the ground for mastering the methods of cognitive activity by completing learning tasks.

In the lesson, the teacher implies teaching through a combination of educational content, teaching methods and tools that prepare the ground for the interdisciplinary development of students' artistic thinking. However, not all topics can be studied in class, for example, dictation, essays, essays are used in extracurricular activities.

Extracurricular activities are a form of compulsory education performed by a student under the guidance of a teacher. According to the requirements of the program, the student must perform extracurricular activities individually or in small groups. The student's extracurricular activities are, by their very nature, a means of thinking and reasoning. Because the information received in extracurricular activities is perceived, processed. On this basis, new knowledge is created. The student engages in extracurricular activities and engages in certain interactions with different learners. They face different situations. Therefore, the more diverse the student's extracurricular activities, the wider the range of his or her attitudes and the more effective his or her spiritual growth will be.

Extracurricular activities include discussion nights, art evenings on specific topics, teaching aids, and preparation of visual aids. Depending on the content of extracurricular activities, poetry readings, various competitions can be held in the literature classroom.

The summer assignments on the subject of literature include questions and assignments on artistic thinking, the results of which will be used in the future in the form of visual materials. It is an important form of excursion-educational process for the development of artistic thinking, which allows students to get acquainted with the objects, phenomena, laws, basic theoretical ideas of social life, to apply theoretical knowledge in practice, to master the methods of knowing and understanding the art world. During the excursion on the development of artistic thinking, the knowledge acquired by students is used to connect the acquired knowledge from the literature, to consolidate, complete, systematize and generalize the knowledge in the process of learning a new topic.

Excursions also provide an opportunity to activate and develop students' independent learning activities. During the excursion, students acquire new knowledge through the use of previously acquired knowledge, skills, competencies and competencies in the process of completing learning tasks individually or in small groups.

The above-mentioned forms of developing students' artistic thinking in the teaching of literature in the horizontal and vertical connection with the social sciences: there is a constant consistency, continuity, coherence and connection between lessons, lessons and extracurricular activities, which ensure the integrity of the educational process.

In the horizontal and vertical connection of literature with the social sciences, the control of students' educational and creative activity in accordance with the requirements of the State Educational Standards (SES) focuses on the protection of students' attention and personal views, if their opinions are evaluated and encouraged. As a result, new ideas are put forward. Only in the case of a positive approach to these issues in the teaching of general subjects, the problem of forming a conscious attitude of students to fiction will be solved.

The results of pedagogical experiments conducted in general secondary schools for 2019-2021 confirmed that the organization of the lesson in such a way has a positive character.

Comprehensive development of students mentally, spiritually, physically and practically, it is desirable to use a complex of interactive methods in the process of interdisciplinary teaching of literature. In the educational process organized in this way, there was an opportunity to increase the interest of students in fiction, to teach them to work mentally, to direct them to the profession and to prevent stress.

The results of pedagogical experiments confirm that in order to activate the cognitive activity of the student during the lesson, a gradual transition from one source of knowledge to another, from one type of activity to another is envisaged. For example, the quality and effectiveness of education is high in lessons organized on the basis of independent practice of listening to the lecture, dictation, narration, writing an essay, then discussing the results of the experiment, listening to the teacher's brief opinion, and then choosing practical exercises and their independent implementation. will be.

The use of commentary, etc. is an acceptable way. These methods serve to motivate the student, to show his interest and ability to learn. The main purpose of the integration of education is to give students a good idea of nature and society at school and to form their own attitudes to the laws of development. The study of literature and social sciences and the establishment of interdisciplinary links are the methodological basis of the approach to the integration of education. This can be achieved by going back many times to the concepts of different lessons, deepening and enriching them, identifying important signs that are understandable at this age.

Thus, any lesson that includes a well-formed group of concepts should be based on integration.

The article divides the integration of sciences into the following components:

- object integration - an object is included in a topic, section or course in different disciplines;
- Integration of theory is studied in the literature in general;
- methodological integration - the implementation of integration of specific methods of scientific knowledge;
- problematic integration - interdisciplinary problems are covered and solutions are developed;
- Integration of activities - discussion of problem solving, work in small groups, development of interdisciplinary action plans, preparation of projects, etc .;
- creation of technical products on the basis of processes that are important in practical integration.

In the process of teaching literature horizontally and vertically by connecting it with the social sciences, connections in form, content, object, concept, problem, activity, and practical connections were used. Educational integration is a high level of interdisciplinary communication, a tool that allows you to create a whole integrated knowledge. Definitions of the concept of integration are different. The common denominator of these definitions is that integration is about achieving a holistic view of the being around us. The basis of integration is interdisciplinary connection and finds its development in the idea of integration. The study of disciplines with integrative content is considered as the knowledge of future professionals, the employment factor.

## LITERATURE

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