

BINAR LECTURE METHOD IN DIFFERENTIATED LITERATURE EDUCATION

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ABSTRACT

I am broken, my heart is broken, the house of my patience is low on the ground, I don't know, I'm hurt, I've never seen such pain, -wrote Alisher Navoi. Literary beauty of the emotional experiences of grief, sorrow, joy, and consolation in Navoi's interpretation is unlikely to affect the reader who is not armed with certain literary knowledge. The purification of the human soul (catharsis), one of the highest goals of great literature, is achieved through the influence of words, amazement, and involvement in beauty. Literary critics, the author himself, and teachers often talk about such a difficult process as comprehending a literary text. For some, reading a work of art is interpreted as a process of rediscovering an event, and for others, as a source of reflection. In any case, communication with the book, the work of art, in general, has its own laws.

KEYWORDS: *Literature, Method, Dialogue, Author, Speech, Literary Text.*

INTRODUCTION

Literary-artistic dialogue means that the author's opinion expressed in artistic speech is reflected in the reader's thinking. It is a process of personalization of content based on what is read.

The issue of literary-artistic communication in methodology is a problem with a long history. Russian Methodist scholar E.V. Perevoznaya, citing the ten basic conditions for engaging the reader in reading a literary text, acknowledges that communication with art helps the reader to discover the peculiarities of the work of art as a word art, while providing spiritual freedom, a sense of superiority.

There is no doubt that the implementation of these tasks in teaching literature has leading position. To what extent are these tasks achieved in a competency-based learning process? Is this possible in the age of education technology? How to technologicalize the process of teaching literature without losing the essence and power of the artistic word?

MATERIALS AND METHODS

Modern educational standards in the condition of a competency-based approach require a literature teacher to be effective in a variety of learning situations. This requires the literature teacher to master a certain range of specialty questions as well as "activity algorithms".

The scientific-practical solution of this problem will help literature teachers to find answers to a certain range of theoretical questions in the context of the priority of modern technologies of the methodology of teaching literature, to enter the communicative field of connection with the future of the methodology through its history, current status and forecasting. One of the important conditions for achieving effectiveness in literature teaching is the correct modeling of the teacher's own activities. Along with mastering the basics of literature and linguistics, the main problem is the correct and consistent transfer of knowledge to a pupil.

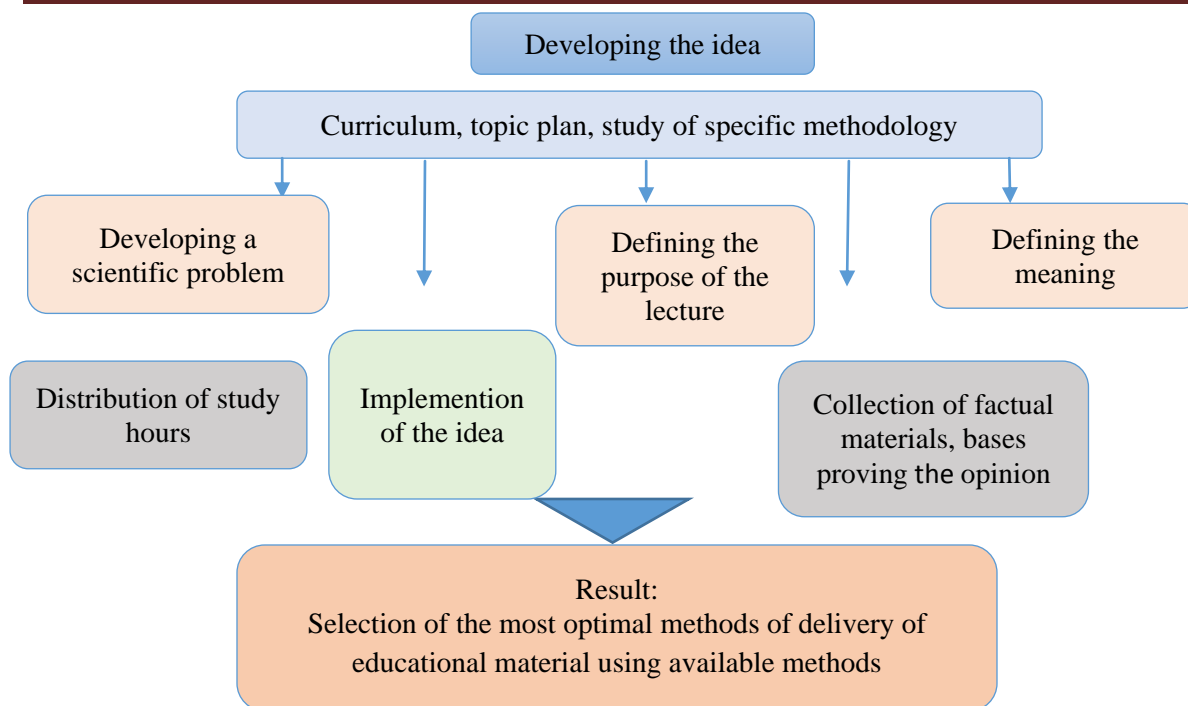
It is known that literature lessons require the development of activity algorithms of the teacher according to the nature of the material studied. Following the principles of teaching, with the development of activity algorithms in the context of communicative technologies it will be able not only to skillfully model the literature lessons, but also to guarantee the expected results with high probability. This is greatly facilitated by the binary presentation method, which can be found in a literature teacher's creative laboratory.

RESULTS AND DISCUSSION

Differentiated literature education poses the problem of working with a truly creative person, rather than with a student with simple skills and abilities. With its multifacetedness, the problem requires in-depth knowledge and a high level of professionalism from the teacher. Organizing binary lectures can be seen as a solution to this problem.

It is recommended to use the debate method, which is a part of active learning methods (ALM), in the organization of binary lectures. This method reflects the analysis of problems that are free and focused on a certain topic, the exchange of views of experts, controversial and contradictory events. The binary lecture is organized based on the interaction of the speakers - the presenter - the pupils. In this case, the presenter plays the role of the passive participant as the organizer of the interaction, the exchange of ideas, and, if necessary, the leader of the group's decision-making process.

In the methodology it is recommended to prepare for the binary lecture according to the following activity algorithm (Picture 1):



Picture 1. Teacher's lecture preparation algorithm

The process of preparing a binary lecture applies to both speakers. In our opinion, the first speaker (lesson supervisor), literature teacher himself, forms the methodological side of the topic, the second speaker (invited expert) is responsible for shaping the scientific aspects of the topic. The proposed activity algorithm assumes that tasks such as formulating a scientific problem, defining the content, gathering factual material, bases to prove the opinion are performed by the expert invited to the lecture, setting the objectives of the lecture, and allocating study hours by the literature teacher.

The problems associated with the teaching of classical literature in school literary education are one of the problems that have not lost the relevance in the methodology of teaching literature. This problem is acute in the process of teaching literature in schools specializing in philological sciences and creativity. The solution to the problem can be found by organizing literature lessons on the basis of a binary lecture.

In arts schools on the subject of "Special Literature" in the 7th grade 8 hours are allocated for Alisher Navoi's epics "Hayrat ul-abror" and "Sab'ai sayyar" and the story "Muqbil and Mudbir".

According to the program, first of all, it is appointed to provide information about the reflection of Alisher Navoi's personality in the legends of the collection "El desa Navoi", to get acquainted with such legends as "Wise merchant", "History of a matla", "Wise Alisher", "Power of the point".

In the following hours, poet's poems rose to the level of wisdom and their commentary (based on the verses from "Hayrat ul-abror" and "Sab'ai sayyar") are introduced.

Giving information on the structure of the epic "Hayrat ul-abror" the activities such as reading and analysis of articles and stories in the epic are realized. Pupils learn the content and structure of the story of Job.

Giving information about the epic "Sab'ai Sayyar" comparative analysis of the epic with the epics of the predecessors, the general content of the epic is studied. During the lesson, the story of the stranger from the Sixth Climate Road "Muqbil and Mudbir", its general content, the glorification of the feelings of courage, nobility, honesty in the story are discussed.

It is obvious that the lessons on Alisher Navoi's oeuvre are wide-ranging and complex. The organization of binary lectures in the implementation of the tasks set in the program facilitates the work of both the literature teacher and the mastery of students.

The expert invited to the binary lecture should be a Navoi scholar who has conducted research on the works of Alisher Navoi. If not a Navoi scholar, he can be a scholar of classical literature, the science of aruz. It is recommended that the binary lecture be organized to study the most complex topic of Navoi's work or a generalization lesson.

In preparation for the binary lecture, the speakers are also required to carry out work aimed at giving students a certain idea about the researchers of Alisher Navoi's work. In this case, although the information provided by the expert invited to the lecture is general in nature, it is especially important that it contains scientifically based facts. At the end of the lesson, the explanation of the study of the Alisher Navoi phenomenon as a great science, the presence of many problems to be solved despite its long history, and their stimulation of generations for scientific research, is interpreted as a motivation for students.

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