

# The Functional Education In The Process Of Literary Education

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## Abstract

The article describes the ways to apply the research method in the literary educational process. In particular, it discusses experiments that reflect an integrative approach to studying a learning topic, creative tasks, working on questions and answers, the fate of heroes, comparison of character traits, creating problem situations, and the relationship of a topic with real life.

**Keywords:-** teaching methods, research methods, literary education, analysis, problem, integration, toponyms, hydronyms.

## INTRODUCTION

In recent years, following the development of social society, high attention is paid to the integration of educational technologies and methods. Teaching methods, education content, and a didactic object are selected according to the age and individual characteristics of students in relation to pedagogical ability. Definitely, these standards are of a dynamic character directly based on the joint activities of teachers and students. In the process of literary education, it is important to research the writer's creative laboratory, the artistic and aesthetic value of the work, and its educational significance in relation to the approach to learning strategies.

According to the famous Russian scholar M.N. Skatkin, teaching methods “differ from each other in the nature of the cognitive activity of students in mastering the educational content and the state of the teacher, who organizes the various activities of students” [1, 207].

Teaching methods are classified according to the explanatory-illustrative, reproductive, problem-analyzing, partially inquisitive (heuristic), theoretically understandable research methods that at the same time improve each other (N.I.Kudryashev).

The following methods of studying Uzbek literature as a subject have been noted in practice:

- a method of creative reading, which directs to master the content of the fiction, and understand the literature on a scientific basis;
- a heuristic (learning) method, aimed at identifying the problems posed by the author, determining ways to solve them, understanding and analyzing the integral relationship of the work components;
- a research method, which is oriented to reveal the essence of the fiction through independent work, to develop the ability to assess the ideological and artistic significance of the work;
- a reproductive method, which plays an important role in ensuring the retention of knowledge and its processing [2, 65-71].

In continuing literary education, in most cases, one of the effective methods to apply in the upper grades in terms of possessing certain life observations and experiences is the research method. An important feature of the research method can be noted in the fact that in the process of independent study of daily household problems as well as social and ideological problems put forward in the fiction, several ideas for its solution and comparison with other options are suggested.

## THE MAIN PART

Methodist scholars such as N.I. Kudryashev, O.Yu. Bogdanova, M.A. Zaldiner, A. Zunnunov, K. Khasanbaeva, R. Niyozmetova, Z.K. Kudashev admit that though the research method is partially close to the heuristic method, at the

core it is believed to solve complex theoretical problems, representing the ability of students to independently perform practical work on the problem, such as collecting, analyzing, systematizing, generalizing and reaching scientific conclusions.

In our opinion, the content of research assignments on a particular topic in the literature education should cover such principles as the direction chosen in promoting the ideology of the work, the artistic and aesthetic expression of the author's goal of each event, image, or landscape, the reflection of the compositional tools in a coherent image; a philosophical-psychological analysis of the inner world of the characters, etc.

Recently, the different activities on application of the research method by teachers are organized in the system of continuous literary education: identification of specific goals and objectives within the topic; identification of the learning problem; discussion of the research topic with students; correct formulation of research content; discussion of the process of bringing the author closer to the reader; correct formulation of research content; bringing the author closer to the reader and posing questions on the analysis of the text essence; regular monitoring of students' activities and the development of guidelines for them and questions related to the analysis of the text content; regular monitoring of students' activities and providing them with appropriate guidance; selection of analytical methods for the study of educational material; evaluating the content of research work in a certain form and content and so on.

Students' activities in this area are reflected in the performance of the following activities:

- a) collection, comparison, systematization, and generalization of the arguments substantiating the ideas in the context of identifying the problem posed in the fiction;
- b) activity and research in the process of artistic and aesthetic analysis;
- c) discussion of ideas and perspectives on problem-solving;
- g) identification of research issues, familiarization with guidelines;
- d) preparation of independent creative works, such as a portfolio, abstract, dictionary, map, or presentation in the form of a report on the conducted research, etc.

As stated in the explanatory note of the curriculum for the subject "Literature" for 10-11 grades of general secondary education, "the formation of students' moral world and literary-aesthetic taste, as well as formation and development of knowledge, skills, abilities of independent and figurative thinking through teaching unique works of national and the world literature" [3, 33], requires the use of effective forms and methods of teaching.

It is known that the creative effect of applying the research method when students reach the level of being able to work independently has already been confirmed in practice. From this point of view, in the 10th grade of general secondary schools, it is expedient to study "Love of Life" based on the research method, which is the story of Jack London, a great representative of American literature, that vividly expresses qualities such as will, perseverance, struggle for survival, To do this, the followings are done: the teacher determines the type and form of teaching; topics for discussion are recommended; the whole class is given an analytical problem within the principles of the plot, and composition of the work; the participation method as a team or individual is identified. Depending on the level of interest and abilities of students, as well as the genre and nature of the work, the following tasks are assigned:

- to look for additional information on Jack London's biography and work;
- to study articles covering common aspects of the works of English and Uzbek writers;
- to find places in the text of the fiction related to the personality of the writer;
- to identify keywords in the text and evaluate their function;
- to identify the details that serve to reveal the aspects of the passenger's character and define their task in the context;
- to compare the moral characteristics of protagonists as individuals;
- to determine whether the toponyms (place names) and hydronyms (names of rivers and water basins) in the text are real or fictitious as well as determine in the territory of which state they are today if there is any;
- to create a map of the places described in the story or the travel route of the protagonists;
- to explain the tools that give the passenger the desire to live;
- to combine the uniqueness of the nature of our country with the image of the climate, flora, and fauna of the places

where the events took place;

- to produce a drawing on the events described in the work;
- to create a dictionary of explanatory words.

**The examples of the expected outcomes from the assignments related to the text of the story are as follows:**

**Assignments related to the identification of keywords:** It is known that keyword identification assignments are one of the components of work on a text. Selecting keywords from the text, and defining their meaning and function in the work plays an important role in students' research of theoretical issues. Activities like the collection of data on the subject, their independent analysis, and the application of theory in practice are important aspects of the research

method. At the same time, the difficulties faced by students in the process of acquiring knowledge on the topic should be the focus of the teacher.

In identifying keywords in the text of a work, one can first assign the task of revealing the psyche and character traits of the protagonist or identifying words related to the events that are assigned certain tasks in the plotline and interpreting their meaning. For example, by giving a definition of the main words such as a rifle, a watch, a bag, a matchstick, ember (fire), a blanket, a kettle, boiling water, a bag made of deerskin, the pain of hunger, swamp fruits, reed, fish, partridges, sick wolves, etc. and evaluating their importance in the plot, students can perceive the intended purpose from the qualities of the will or aspirations of the passenger.

Students refer to certain episodes in the text in the process of expressing their opinions on the use of these words and substantiating their opinions. They express their opinion on the author's description style and skill, access to the essence of the word meaning, and, most importantly, try to understand the personality at the center of the work. By focusing on finding keywords, students develop awareness and emotional skills related to mastering the topic. For example, if the coincidences of life from the episodes are sometimes turned into luck, sometimes cruelty and material preference can be the cause of unexpected misfortunes or the end of life, so students may be given the task of finding the words embedding these ideas and determining their place in the plot.

“The man stared at the bright reddish bones that were being cleaned. The color of the bones was red because life in it had not been over yet. Going into the evening, perhaps his fate would be the same. Life is like that, unreliable and timeless. But life is painful, and death is not. To die is to sleep, to die is to rest. Otherwise, why doesn't he want to die? But he didn't think long. Soon he sank and began to gnaw at the bones, sucking on the last signs of life that gave the bones a reddish tinge. The faint taste of the meat, like a memory from the past, excited him to the point of losing himself. He took the bone between his teeth and began to squirm. Sometimes bones would break, and sometimes his teeth would break. Then he crushed the bone with a stone and began to swallow it greedily. He hurriedly hit the stone on his fingers, but no matter how much he shouted, he wondered why he didn't feel pain ”[4, 161].

It should be noted that the passenger is accompanied by *a bag made of deerskin* during his adventures. The author does not tell the reader what is in the bag. It is also impossible for the discerning reader not to grasp the meaning of this silence, as he senses something about the inclusion of this detail in the course of events. At the end of the work, the mystery and its function become clear:

“He was following in the footsteps of another man who had crawled. Soon he reached the destination of the man before him. On the wet grass, he saw traces of gnawing bones and a wolf. On the floor lay a sack made of deerskin, just like his own, with sharp teeth. Although he could not bear to lift such a heavy load, he lifted the bag from the ground with his weak fingers. Bill did not throw gold until the last minute ... ” [5, 163]

In the process of working with the text, it is expedient to direct students' activities to determine whether the idea of love for life, self-awareness, human struggle against the forces of nature, gratitude, and devotion to a friend are chosen in accordance with the requirements of the composition center.

In the evaluation of fiction in terms of subject, ideology, image principles, and interpretation of images, it is also required to perform the task of uniting the common points in the plot of some works. In Uzbek literature, the comparison of some episodes of the story “Love for Life” with works such as N. Norkobilov's “Whiteneck” (“Oqbo'yin”), N. Fozilov's “Kokyo'l”, P. Kadyrov's “Dangerous Encounter” (“Xatarli uchrashuv”) has a positive effect on the development of students' logical thinking. In particular, the depiction of signs of intelligent behavior of a person persecuted by predators can be taken as an example:

“... The gray creatures that were watching me were not dogs. When I realized that they were wolves, my hair stood on end. I lost myself for a moment. Then I regained consciousness and my legs seemed to be moving on their own. I don't dare to stop, accelerate, change my mood, or even look at the wolves again. To be honest, I'm still walking, and I'm listening to the wolves with my whole body ... ”

If it senses a fear of man, even a timid dog will also attack, I knew that. Therefore, even though my heart was pounding with panic, I was walking as fast as before, as if I had never seen wolves ...” [6, 139] (P. Kadyrov. “Dangerous encounter”)

“... There was a hissing sound from behind and it was impossible to identify whether it was a sigh or a cough. Slowly overcoming extreme weakness and numbness, he rolled to his second side. Nothing was seen in the close distance. He waited patiently. There was another wheezing and coughing. Twenty paces away, the gray head of a wolf appeared behind two sharp-edged stones...

... He understood that it was a sick wolf that was following him, hoping that the sick man would die first” [7, 161-162] (J. London. “Love of Life”).

Tasks with a comparative content serve to identify the logical connection between the programs of continuous literary education stages, as well as to provide information about the creative direction and the commonality of image styles of writers living in different times and spaces, thus having considerable effectiveness.

**Tasks on interdisciplinary integration.** Tasks aimed at studying literature with other disciplines on the basis of an integrated approach facilitate the development of the ability of students to process information such as using available sources of information (books, media, Internet, dictionaries, reference books (audio-video recordings), computers, e-mail, etc.) for educational purposes, consciously responding to the materials in them, drawing conclusions, learning from them and applying them in their work” [8, 35].

A basis for comparisons of changes in the world map since the creation of the fiction is provided by the task of finding toponyms (Canadian Desert, North Pole, etc.) and hydronyms (Big Bear Lake, Tichinichili (“Little Woodland”) Lake, Coppermine River, Dez River, Mackenzie River; Hudson’s Bay; Arctic Ocean) that fulfill certain functions in the plot in a map and placing them on the table. Interdisciplinary integration is also effective in terms of bringing the plot events closer to reality. Indeed, experiments have shown that realness is more effective than fiction. For example:

Hydronyms			
Lake	River	Bay	Ocean
Big Bear Lake	Dez river	Hudson’s Bay	Arctic Ocean

The purpose of the encyclopedias is to achieve the development of certain knowledge, such as geographical poles, topography, and climate of different countries in the world, based on the study of information about the places mentioned in the story. Also, the landscape in the story is more vividly embodied in the imagination of the students. For example, the North Pole is the point in the Northern Hemisphere where the hypothetical axis of the Earth’s rotation intersects with the Earth’s surface, which is located deep in the Arctic Ocean’s central part of 4000 m. The average temperature in the north is 40°, which is 0° in summer and 1-2° on some days. The polar day lasts 186 days and 10 hours, whereas the polar night lasts 178 days and 14 hours [9, 153], and so on.

Integration with the subject of the native language is provided through the assignments on the topic “Collection and classification”. In this case, the task of grouping the following words under specific namings can be assigned: Desert, rain, deers, snow, valley, swamp, night, reed, wolves, worm, fog, hooves, hill, dawn, spruce, partridges, bear, fish, stream, frog, sand, coast, bush, etc. For example:

Places	Natural phenomena	Plants	Animals	Birds
Coast	Rain	Spruce	Bear	Partridge

#### Creating an explanatory dictionary of words whose meaning is unknown

Word	Definition	Examples
Chalchiqzor (slush)	Mire; dirty muddy water	If a camel walks on the muddy ground, it will get tired. “Yusuf and Akhmad” [10, 452]
Mil (mile)	I. [arab. stick for spreading kohl; make-up pen; an instrument with a thin and sharp tip] 1. A tubular part of a firearm, such as a rifle or a pistol. 2. The tubular part of a tool or object. II. Head, flat and pointed part, indicating the amount of object being measured by rotating around its axis of various measuring and control instruments. III. Mile. Through mountains, and oceans he went. IV. An iron tool with a thin and sharp tip. (in history: used to heat and blind a person). V. A tool that is used to spread usma and kohl, stick for spreading kohl [11, 592].	

#### Work on questions and assignments.

1. Identify episodes from the story that reflect a person’s mental state and analyze them according to the study of images.
2. What name would you give to the passenger? What do you think are the reasons the author did not name it?
3. What are the reasons for Bill’s crash?
4. Compare wolf and human behavior. What conclusions did you make from it?
5. What works have you read that embody the image of people who left their companions in difficult situations on a trip? Have you had a similar experience yourself?
6. Based on your observations answer on the negative consequences of indulging in ingratitude or lust.

#### DISCUSSION ON PROBLEMATIC QUESTIONS (SITUATIONS)

1. If a passenger and Bill had been together (how could the events have ended?) ...
2. The cry of a passenger is his (weakness, fear of death, or lack of will) ...
3. He might not have survived if he hadn’t (drawn conclusions from the wolf’s pursuit, seen Bill’s bones) ...

4. If there are no cruel trials, man (does not feel the value of life, does not reach self-awareness, etc.) ...

## CONCLUSION

In conclusion, the use of research methods in the process of literary education develops students' intellectual activity, improves their artistic and aesthetic thinking, expands their worldview, directs the content of educational material in the scientific-logical study, and serves as a prelude to small scientific researches. It also serves to motivate to get acquainted with the culture of the peoples of the world on the basis of the study of the interrelationship of Uzbek and world literature. This, in turn, helps students become aware of information of both a national and a universal character.

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