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THE ROLE OF QUESTIONS AND ASSIGNMENTS IN WORKING ON A LITERARY TEXT

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ABSTRACT

The article discusses the issues of teaching students to work with literary texts, interest in reading aesthetic perception of a work of art in general, the use of questions and tasks in mastering the content of the work in the Uzbek language lessons for Russian groups. The reader begins to observe the intention of the author of the work, his attitude to the protagonist, the causes and consequences of events and happenings. This process takes place in connection with the study of the realities of life. Readers who see fictional text are always intimidated by the thought that they need to study literature. On the other hand, a literary work is of great interest to students with its content and life experience.

KEYWORDS: *Work Of Art, Artistic Perception, Visual Medium, Tradition, Custom, Independent, Creative, Problematic, Questions And Assignments, Methods And Techniques.*

INTRODUCTION

Young people are at the center of all reforms in Uzbekistan. Therefore, the upbringing of a harmoniously developed generation is one of the main tasks of our state. "First of all, we are talking about promoting the rich history of our country, its unique culture, creating the necessary environment and conditions for broadcasting the achievements of world science and literature among young people and the population" [1].

The problem of teaching students to read a work of art is not only the basis for the formation of readers, but also creates wide opportunities for enriching their spiritual world. Based on this, students will be able to perceive the work of art as a whole. The study of the literary text in the Uzbek language classes in Russian groups serves not only to educate the reader who can enjoy

the aesthetics of the work of art, but also to absorb the oriental spiritual wealth that makes up the content of fiction. Working in the Uzbek language helps to understand the psyche, lifestyle, customs and traditions of the Uzbek people. Accordingly, pedagogically and methodologically correct organization of work on a literary text is important in all respects.

In adolescence, there is a need for self-awareness, knowledge and assessment of the moral and spiritual qualities of others, an understanding of one's own feelings and experiences, which leads to the desire to read and study literary texts that can satisfy this need. The reader begins to observe the intention of the author of the work, his attitude to the protagonist, the causes and consequences of events and happenings. This process takes place in connection with the study of the realities of life. Only when his independent research goes in the right direction and leads to the right solution will he be satisfied with his work, inspired to continue this work. All that is needed in these studies is the motivation that gives the reader the right direction, that sometimes leads to the choice of one of two paths, that encourages deep observation. Questions and assignments about the text should serve such a motivating function.

The Main Findings and Results

Some teachers of the Uzbek language take an excerpt from a literary work or even a poem as a simple educational text and use methods of working with the text according to the method of the second language: teach the text, learn words and some grammatical materials to explain the content, translate the text into Russian in order to master the content, get answers to questions, retell the content of the text and other similar activities. It is true that it is difficult for a Russian-speaking reader to read and understand a text in Uzbek, and sometimes it becomes the most difficult task for him. But the main goal of reading and studying a literary work is not to assimilate its content, but to understand it artistically. In the process of working on the artistic perception of the work, a deep penetration into the content spontaneously occurs. This is the only way to correctly select and implement the system of methods and techniques. Carefully designed questions and tasks should point to this system of methods and techniques.

Readers who see fictional text are always intimidated by the thought that they need to study literature. On the other hand, a literary work is of great interest to students with its content and life experience. Observations show that there are students in the class who have not read the lesson, and who want to read the rest of the passage to the end, even after the call. This is also the advantage of such texts over insensitive reading texts of the scientific article type.

After reviewing the terms of the assignment, a Russian-speaking student should feel that his hadith is unfounded. Indeed, it is desirable that the questions and tasks do not contain clear signs of studying the theory of literature. Works on the literary text in the Uzbek language represent the work in the context of transferring the knowledge, skills and abilities acquired by the student in the lessons of Russian literature, their use, application to the work in the Uzbek language. It is true that sometimes it is necessary to remember the theoretical information given in the lessons of Russian literature, but still, it should not take the form of a theoretical lesson - a form.

The above is the basis for creating a system of questions and tasks on the literary text, which serves to educate national spirituality in the lessons of the Uzbek language. This can be expressed in terms of the following principles:

- 1) not to focus on mastering the content of the work on the work of art, to focus it only on artistic perception;
- 2) to rely on the knowledge, skills and abilities acquired by students in the lessons of Russian literature;
- 3) to formulate questions and assignments in a way that does not arouse the imagination of studying the theory of literature;
- 4) directing questions and tasks to the understanding of the behavior of the characters, the visual means used in the text, the aesthetic value, the charm of the genre of the work.

An excerpt from a work of fiction can cause aesthetic pleasure in a Russian-speaking reader with a certain literary background (which is formed in the lessons of Russian literature). But for this, first of all, it is necessary to read the text and then understand the content. So, to prepare the student for this, it is necessary to start lexical and grammatical exercises a few lessons before.

Work on a work is aimed at determining whether the emblems that provide an aesthetic perception of the work of art are perceived correctly and to deepen the perception. In organizing this work, the teacher of the Uzbek language will be helped by the first expressive reading of the text, as well as questions and tasks related to the first analytical work. H. Suyunov's research work "Methods of teaching students to work on questions in literature classes" [2] describes in detail what should be the questions and assignments on the work of art in Uzbek schools.

Of course, it is not possible to use these recommendations in the Uzbek language classes of academic lyceums and professional colleges where education is conducted in Russian.

For both the teacher and the student, who becomes the subject of instruction, a task, a creative question that allows solving problems, serves as the key to defining independent, purposeful activity in work. Pedagogical management of the educational process is manifested in the indication of the correct path to the goal, which involves the organization of students' activities in an orderly manner, consistently at the level of new pedagogical technologies. The results of reading and studying each literary material are also taken into account.

Questions and assignments are divided into two types according to their placement in relation to the text:

1. Assignments before reading a literary text.
2. Questions and assignments after the literary text.

In most cases in the textbooks "Uzbek language" before the text "Read the text", "Read the text". Answer the questions ", "Read the story, retell its content in your own words ", "Read and memorize the poem expressively ", "Read the poem expressively and tell us what impressions you made ", "Read the passage".

Researcher K. Jalilov notes that "one of the strategies developed to work with literary texts and help to understand the text in literature lessons is to activate the existing scheme in the reader before reading the text. There are several ways to activate the scheme: to set specific goals for the reader, to ask questions about the essence of the work being read, to memorize knowledge that helps to understand the text, to pre-teach words that are difficult to understand in the text "[3].

Reading a literary text begins with an assignment immediately after the teacher's brief introduction. The assignment refers to the scope of the work to be done in the lesson. For example, "Read the text" means that the work on the text should be limited to the level of reading comprehension.

The methodology uses different approaches to whether students should be asked questions and assignments before reading work on their own: assignments focus students' attention on some important aspects of the work that they may not notice independently, but, on the other hand, on questions and assignments, especially if there are several of them. In this case, it interferes with the direct perception of the work, reducing their interest. This is confirmed by observations.

According to S. Kambarova, a methodologist, "reading any text in its entirety in many cases can lead to a superficial understanding of its content. Naturally, the questions and tasks asked while reading the text enrich the reader's feelings with aspects that were not understood in the previous acquaintance." [4].

Post-text questions and assignments should focus on the mental and emotional development of students, as well as create an appropriate speaking environment for comfortable communication in the Uzbek language in the process of studying the literary text.

In some Uzbek language textbooks [5], the questions and assignments given after the literary text are aimed only at mastering its content. For example, the following assignments are suggested for a passage from the novel "Riding the Yellow Giant": *Read the text carefully. Tell us about how the magic cap helped Hashimjan. Read the text in roles. Explain that a child who is not well educated in school cannot have a profession.* Questions and assignments on some texts also reflected the idea of the work, its connection with life. But these are by no means sufficient for a deep and complete understanding of the literary text.

We consider it expedient to formulate questions and tasks in the context of the sequence in which the activities of the teacher and students are carried out in the study of a literary work. for instance:

- 1) questions and assignments related to lexical and grammatical exercises performed before reading an excerpt from a work of art;
- 2) questions and assignments asked before reading the literary text;
- 3) questions and assignments in the process of expressive reading and during the initial analysis;
- 4) questions and assignments after reading the passage;
- 5) questions and assignments as homework;
- 6) Questions and assignments related to the repetition of what was taught in the next lesson.

In the methodical literature the classification and typology of questions and tasks according to a method of performance, methodical descriptions are various. The manual "Methods of teaching literature in SPTU" offers the following types of questions and assignments: individual, group (for several people), general, ie general questions; questions and assignments for homework and classroom activities; questions and assignments that organize and summarize observations on the text during reading; a wide range of questions and, if necessary, additional questions and assignments indicating where to look; questions on the selection and collection of material, as

well as questions that organize the comprehension of the text; a system of questions for the teacher to talk to students and for independent work; a system of questions aimed at analyzing a single event or a set of events, as well as comparing works, emblems [6].

The above classification includes questions and assignments based on the text read.

Today's demand is based on a compensatory approach, taking into account the talent of the student in education. Such education requires gifted students to be given individual or group tasks. Accordingly, there are three types of question and assignment preparation:

1. Questions and assignments for students.
2. Group questions and assignments.
3. Questions and assignments for individual students.

Naturally, the tasks set for the student differ from the tasks set for the group. Because there are several people working in a group, most of them have to solve problems. Student options will be limited. But in general, it is natural that the task that the gifted student will take on will be more difficult and complex than the questions and tasks that are given to the whole class.

Questions and assignments for the whole class on the study of the work are usually given to students who are well versed. But based on questions and assignments, everyone prepares to the best of their ability. Not giving additional or complicated questions and assignments to gifted students has a negative impact on the activity of the students in the class. When 3-4 students are always asked, they feel that other students do not have enough opportunities and do not take interest in the lesson. It is preferable to have written assignments in mind when assigning homework. The student has to find written answers to several questions and so on. But the fact that these tasks should not take much time from the student stems from the general didactic requirements. Questions and tasks that organize and summarize the work of observing the text while reading are one of the most important types of work done in the classroom. For example, identifying details that help reveal the character of the character, etc.

In Uzbek lessons, detailed questions are rarely used, as well as additional questions and assignments indicating where to look if necessary. This is due to the fact that it takes a certain effort for the Russian-speaking reader to find the word to answer in the text instead of the question word in the creative question and answer creatively (and not the sentence used in the text), but this is not an easy task. A student who does not have practical speaking skills in Uzbek will not be able to give a satisfactory answer to a wide-ranging question in which he will be able to express his thoughts in a few sentences (he can only read a passage from the text).

Questions that focus on the selection and collection of material, as well as questions that organize its understanding, can search for, highlight or articulate visual aids, symbols, words that express the position of the author, and other similar aspects of the text. These materials serve as a basis for describing the protagonist of the work. The system of questions for the teacher to talk to students and for independent work, as mentioned above, should consist of creative questions.

A system of questions aimed at analyzing an individual event or a set of events, as well as comparing works, symbols, is useful when working with gifted students who know the Uzbek language in practice.

CONCLUSION:

In short, the study of literary texts that serve to perceive the spiritual wealth of the East in the lessons of the Uzbek language in Russian groups, the correct use of the system of questions and tasks is of great pedagogical and methodological importance in instilling in the reader aesthetic enjoyment of a work of art.

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