
The Role Of Literary Education Methods In Teaching Creative Life And Creativity

OYISTAKHON USMONOVA¹, NARGIS KUDRATKHODJAEVA¹, ZULKHUMOR USMONOVA¹, NIGORA GIYASOVA¹

The Tashkent State Technical University, University street Tashkent city; Uzbekistan;
Email: tstu_info@tdtu.uz;

Abstract: In Uzbekistan, the experience of teaching literary sciences has existed for several hundred years. Our people, who pay great attention to the teaching of language and literature, have always been interested in the teaching and learning of these areas. The main reason for this is that the Uzbek people have been paying special attention to fiction for centuries and are very interested in art. At different stages of education, not only the age characteristics of the student but also the genre and style of the work require specific approaches to teaching and learning. There are also specific methods of literary education in higher education. Teaching methods in philological education today are based on traditional and non-traditional methods.

Keywords: language, method, teacher, learning, technology, speech, process, word, intonation, discussion.

INTRODUCTION

Methods of analysis and interpretation have a special value in literary education. The study of the specific style of the creator is one of the leading problems not only of literary criticism but also of the science of methods of teaching literature.

The study of the specific style of the creator is not only one of the leading problems of literary criticism but also of the science of methods of teaching literature. The use of literary analysis and interpretation in teaching the unique features of the artist as a creative person, talent, skill, unique style, to identify ways to enhance the aesthetic taste of the student, to express the essence of the writer's psyche, to revive his feelings in the student's heart. and thought, perspective, observation-discussion, can form a relationship. The role of methods of analysis and interpretation in literary education, the study of the specific style of the artist on the basis of his works, also plays an important role in understanding the essence of literary criticism, literature as a word art. Because creative individuality is the main criterion that determines the artistry of an artist's work. In addition, the guiding principles of development in the literary process are manifested as the product of individual creativity. At the same time, the writer's creative individuality cannot live apart from the general aesthetic principles in literature. The development of literature is also inseparable from the individualities that are vividly manifested.

MATERIALS AND METHODS

Coverage of such features of artistic creation in literary education is becoming an important educational necessity. The method of literary analysis and interpretation, widely used in higher education literature teaching, is an effective way to embody the image of the artist in the eyes of the student in the process of studying the works created by the artist. If it is possible to penetrate into the essence of the text through the analysis of literature, to study the layers of meaning, and to determine the artistic tasks assigned to words and tones, using the method of literary interpretation, the student animates the content of the work. Interpretation is a logical, coherent reflection on a work of art. In the process of interpreting the essence of the work, special attention is paid to its specific aspects. The more passionate, charming, warm the interpretation, the more impressive it becomes. The skill of a literature teacher in this regard is important in improving the content of education. Literary interpretation consists of three stages: in the first stage, the teacher directs the student-reader to read the text of the literary work, to understand its meaning.

In the second stage, with its warm speech, it helps the student to feel the artistic charm of the work more deeply, even bringing the work of art to the level of an attractive spectacle performed on the stage of the heart. In this way, the situation in which the teacher is in the spirit of the writer is able to revive the feelings in the heart of the student. Volunteering the student to the artist is done through literary interpretation. The warmth of the creative feelings is absorbed into the text. That is why it is very important for the student to feel the writer's heartbeat and warmth in the text. This situation provides a deep understanding of the work of art as a unique world,

creating a certain feeling, thought, and attitude in the student. Accordingly, literary interpretation can be said to consist of a vivid reflection on the assimilated text, the feeling felt, the content manifested in the student's eyes. It's all about the teacher's interpretive skills with that vivid observation. When a work of art is perfectly mastered, there is a harmony in the student's feelings with the writer's experiences. Only then can we move on to the third stage of interpretation of the work. Interpretation is done through targeted and large-scale analysis. At this stage, it is important to rely on students' feelings, experiences, and feedback. In conducting targeted analysis from the perspective of a specific problem in a work of art, students' attention is drawn to its importance. There is a work of art that is a product of the artist's creativity. The creator is always a unique figure, a unique person, a force capable of creating his own world within the universe. The work of art reflects the contradictions between the artist's psyche, condition, environment, and himself. A perfect, mature work of art is a reflection of the unique world of the writer in a certain sense: it can be studied both superficially and deeply. Only through in-depth artistic analysis is it possible to study the aesthetic features of a work of art. This unique art of the work is illuminated through literary interpretation. A work of art is a unique composition. The work of art has strong and fragile rings, the center, the leading points, and it is natural for the teacher to focus the student's attention on them. In structural or structural analysis, points with multiple meanings are highlighted. Through the methods of literary analysis, access to the essence of the text is achieved; the artistic features of the work, the meanings attached to the words and melodies are studied, certain conclusions are drawn about the artist's style and skill, thereby teaching the student to introduce the unique artistic world of each artist. As a result, students will have certain ideas, their own views about each artist.

Using literary interpretation, the teacher can bring the content of the work of art to life in front of the student's eyes. Through mastering the skills of literary interpretation, the teacher is able to direct students to reasoned, logical, coherent thinking about the work. With the help of passionate and influential interpretation, the teacher helps the student: a) to gain a deeper understanding of the content of the work; b) helps the writer to feel the psyche, his feelings by drawing the student's attention to the factors that ensure the attractiveness of the work; c) The teacher acts as an interpreter, motivating students' feelings and opinions, directing them to analysis. In interpretation, the teacher works on the basis of methodological analysis, which provides an opportunity to learn the image of the artist, his point of view, his artistic skills, as a result, the student can fully animate the image of the artist.

The poet, who skillfully uses the poetic arts, even creates the spiritual world of the lyrical hero, who can give his heart a homeland of beauty from the placement of sounds, the structure of the bands, the predominance of melody. A comprehensive analysis of the poem requires the mastery of the artistic elements inherent in lyrical poetry, the concepts of the structure of the poem. The analysis of epic or dramatic works also creates a need to master theoretical concepts related to the genre. If students understand the structure of a literary work, the nature of conflict, language, or metaphors, such as migration, they will understand the appeal of a particular work and become lifelong fans of art.

Today, every lesson is organized on the basis of the teacher's creative ability, which means that traditional approaches are replaced by non-traditional teaching methods. This approach provides ample opportunity to organize teacher-student collaboration in the educational process based on creative dialogue or discussion. The role of the teacher as the interrogator and the student as the "interlocutor" who narrates the ready-made ideas in the textbook was abandoned. Now both the teacher and the student learn creatively, master the same learning material, and engage in live communication based on their personal observations. It is also natural to resort to different methods of analysis in the teaching of literary works. Therefore, the literary education of the independence period requires frequent reference to the method of problem-based learning, the use of forms of lessons such as discussion, debate, seminar lessons, conference lessons, travel lessons to the writer's laboratory. Indeed, the effectiveness of such lessons is recognized by both Methodist scholars and advanced teachers.

Thus, the use of advanced scientific and theoretical views, advanced teaching methods with clearly demonstrated effectiveness, to further improve the content of teaching the life and work of the writer in literary education has a positive effect.

In the current education system, there are several teaching methods, such as problem-based learning, scenario teaching, aimed at increasing student activity.

He argues that the expected result can be achieved only when the teacher and the student interact. In later times, the essence of the views called collaborative pedagogy was formed by trust in the student's personality. In collaborative pedagogy, which is one of the most productive, modern methods of the traditional teaching system, the main occupation of the teacher is the same orienting activity.

It involves treating the student's personality with confidence and respect, developing each child's ability to identify themselves, identify interests, and understand the arts. Unlike the methods of teaching in the current system, which are aimed only at imparting knowledge to the student, collaborative pedagogy considers knowledge and education as an integral part, aimed at shaping the student's personality, his acquisition of noble human qualities. This pedagogy does not mechanically repeat the knowledge given by the teacher to the students like a parrot but directs each young person to think and reason from his point of view. In this way, the student

mobilizes all available opportunities for the formation of human qualities in the personality. It envisages directing all means to this basis on the basis of science. The traditional approach to education has a great deal of experience, and it must be studied in detail by pedagogical scientists, scientifically and methodologically analyzed, and advanced experience must be mastered. Today, this direction in education requires further improvement in all respects. Tasks such as the rapidly growing demands of science and technology, reforms in the education system, training of competitive personnel, the formation of a harmoniously developed personality increase the need for new, non-traditional methods of education in this regard. Classes in a new form and content, non-traditional style, such as seminar lessons, discussion lessons, conference lessons, poetry lessons, have entered the literary education in accordance with the requirements of the time, the needs of students. Such forms of teaching are also used to teach the life and work of the writer.

In the system of higher education in the field of literary criticism, it is important to classify the methods of interpreting works of art. A literary scholar uses a variety of methods to analyze and interpret a work of art. There are many ways to approach a work of art in world literature. The theoretical foundations, founders, and individual aspects of the interpretation of each method differ. The methodology provides direction to the researcher. This field is formed and stabilized during the period of the scientist's personal research. The result shows which aspects of the object should be performed on which method. Methods can also remain relatively neutral, meaning that a scientist with a different worldview has used a particular method in the interpretation of a work of art based on his or her creative intent.

It is known from the "Literary Theory" that the creative method is a concept of the creator's worldview, which determines the relationship of being, man, events. Literary methods are a system of scientific concepts directly related to the knowledge, understanding, and interpretation of a literary-scientific text by a literary scholar.

There are different names and classifications of literary methods in science as "method", "approach". Naturally, the study of the whole phenomenon in parts, classifying it on a particular basis, helps to understand reality. One of the methods of literature can lead the research process. Based on this principle, it is determined in which method the research work is written.

It should be noted that the methods of literature are mutually reinforcing it would be neither correct to limit the issue nor to place the issue in such a way that one method of research does not overlap with another. In the process of revealing the essence of a work of art, the creative skill, it is possible to take part in several processes at the same time, or one method may be the priority in research. Importantly, the world of the artist, the poetic beauty of the work of art and is to show aesthetic value.

RESULTS AND DISCUSSION

The introduction and mastery of advanced pedagogical technologies have become a necessity today. It is the systemic approach that is the main feature that distinguishes pedagogical technology from other approaches. The design of learning objectives, its content, teaching and learning methods, monitoring, and evaluation of results in an interrelated and interrelated way is the basis of pedagogical technology.

The pedagogical system includes didactic tasks and educational technology. Pedagogical technology is a systematic method of education. In the same way, this method gives the teacher a new opportunity in literary education. Important features of pedagogical technology are as follows:

- Pre-design of the educational process and its re-development in the classroom with students (lessons aimed at teaching the life and work of the writer can also be designed on the basis of a systematic approach);
- Development of a project of the educational process, including the student's learning activities on the basis of a systematic approach;
- Clear definition of educational goals and objective assessment of the quality of student learning;
- Simplification of forms of education;
- Identify and correct errors in the development process;
- Formative and summative assessment;
- Perform test tasks in accordance with the established criteria;
- Guaranteed achievement of the planned educational outcome;
- High efficiency of education.

Pedagogical technology is the principle of determining the pedagogical goal, which implies an objective assessment of the quality of diagnostic expression, knowledge, and mastery of the educational goal.

The principle of the exploratory systematic approach to education in pedagogy is to organize students' independent study of the subject based on the ability to search and creativity, to develop the ability to create new methods of reproductive methods, to develop personal perception. An approach to problem-solving creates a unique creative environment for learning activities. For this approach to be effective, students must be familiar with the topic in advance. Only then can they approach the subject freely.

Technological methods of organizing the same process in teaching the life and work of the writer are:

- to raise an interesting problem related to the creative biography of students;

- on the basis of creative works, to arouse controversial ideas, to exaggerate contradictions, to give ample space for critical thinking;
- creative organization of education based on the problem.

In cooperation with teachers and students, not only new knowledge is acquired, but also the conditions are created for the student to make their own discoveries. Such activity has a special personal value for the student and he, therefore, strives for creativity, feels a passion for creativity.

The modern principle of literary education requires an approach to both technological and problem-solving research. But they must be used in their place, on the basis of a clear purpose. It should be noted that in certain circumstances it is convenient to master one topic in the method of problem-based learning, and the other in the method of research.

CONCLUSION

Thus, the mastery of pedagogical technology in the productive learning stage is a solid foundation for the transition to pedagogical technology based on the problem-based research method.

Large-scale educational reforms have raised the introduction of advanced technologies in the learning and educational process to the level of modern requirements. This, in turn, requires teachers to apply a technological approach to education and apply the method of pedagogical technology, taking into account the national, spiritual, cultural features, and historical traditions of Uzbekistan. If this approach is applied in its place, in accordance with the purpose, the effectiveness of educational work will be much higher. Ensuring students' independent thinking, in-depth analysis of the essence of the work and a creative approach to the study of educational materials on the basis of the creation of problematic situations is of particular importance in increasing the effectiveness of the literary education process. The effectiveness of literary education is an indicator of the strict, consistent, and thorough mastering by students of the minimum levels of knowledge, skills, and abilities set out in the State Education Standard in this area of knowledge. It is known that its effectiveness in carrying out a particular activity is ensured by certain factors. Pedagogical technologies serve this purpose.

In addition to our extensive experience in teaching literature, we need to constantly learn from the experience and new achievements of the system of teaching these areas in the world. At present, in world science, great attention is paid to social anthropology, that is, social anthropology, the study of the place of man in society and putting man at the center of it. Foreign examples of the study and teaching of philological sciences are also in the same direction. We also need to pay special attention to this aspect. At the same time, the widespread use of interactive teaching methods, modern methods of computer and Internet technologies in the teaching of these areas is specific to foreign science, and we must use their necessary aspects.

REFERENCES

1. Niyozmetova R. Methods of studying Uzbek literature in the system of continuing education. –T.: Fan, 2007 y.
2. Qozoqboy Yo'ldosh, Muhayyo Yoldosh. Fundamentals of artistic analysis.–T.: Kamalak, 2016 y.
3. Karimov. I.A. "High spirituality – an invincible force" Tashkent, "Ma'naviyat", 2008 y.
4. Nurmonov A. and others. "Current literary of Uzbek language" Tashkent, 2003 y.
5. Kudratkhodjaeva, N. A., Usmonova, O. Y., & Usmonova, Z. N. (2020). Issue Of External Sema In Uzbek Language. *The American Journal of Social Science and Education Innovations*, 2(10), 297-302.
6. Yuldashevna, U. O., & Akbarovna, K. N. MODERN INNOVATIVE METHODS OF TEACHING RUSSIAN.
7. Умарова, Н. З., & Гиясова, Н. Н. (2019). Современные методы обучения русскому языку для иностранных учащихся. *European science*, (3 (45)).
8. Yuldashevna, P. S. INNOVATIVE WAYS OF TEACHING RESEARCH FOR ESL.
9. Yuldashevna, R. N. (2020). THE ROLE OF THE FAMILY SOCIAL INSTITUTE IN THE DEVELOPMENT OF SOCIETY. *European science review*, (3-4).
10. Yuldashevna, A. S. (2019). IMPORTANCE OF INTERACTIVE TEACHING METHODS IN PROFESSIONAL EDUCATION. *European Journal of Research and Reflection in Educational Sciences* Vol, 7(12).