



PEDAGOGICAL-PSYCHOLOGICAL BASIS OF THE USE OF THEORETICAL INFORMATION IN LITERARY EDUCATION

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ABSTRACT

This article provides a comprehensive analysis of psychological and pedagogical approaches aimed at effectively organizing and developing students' learning processes in teaching literary knowledge in literature lessons. Theoretical and practical principles necessary to support students' intellectual and emotional development are developed.

KEY WORDS

Literary education,
pedagogical basis, didactic
principle, individual
approach, psychological
basis, work of art, practical
approach.

INTRODUCTION

The pedagogical and psychological foundations of the use of theoretical information in literary education are of great importance. They help not only to deepen students' literary knowledge, but also to develop their thinking and creative abilities.

As an important part of literary literacy and a deep understanding of the content of a work of art, the effectiveness of education will increase if students are provided with the necessary amount of theoretical concepts in literature lessons. Today, as in native language education, the issue of sharply reducing and abandoning theoretical information is being put on the agenda in literary education. This indicates the need for scientific study of how correct this is from a pedagogical and psychological point of view.

As the methodologist K. Husanboyeva noted, “In the science of literature teaching methodology, understanding the unique spiritual world and moral qualities of a literary hero as a person is one of the important didactic requirements set before the student... During the lesson, the student himself actively enters life based on the analysis of the personality and life of the literary hero. He is formed as a person by studying others. It is not far from the truth that the student's personality can be determined based on his attitude to the heroes of the work.” True, the analysis of a literary work is extremely important, but when discussing a novel, story or epic, the teacher or scientist, or rather the author, uses literary and scientific terms in his speech. In such a situation, the student should also be aware of theoretical concepts related to the science of literature.

Therefore, it is appropriate to study psychological and pedagogical approaches aimed at effectively organizing and developing students' learning processes in teaching literary knowledge. Below, we will

consider the theoretical and practical principles necessary to support the intellectual and emotional development of students in the educational process:

1. Pedagogical principle.

The pedagogical principle determines the organizational and methodological aspects of the use of theoretical information in literary education. These foundations are as follows:

a) The goals and objectives of education: The main goal of literary education is to develop students' interest in literature, aesthetic taste, and creative thinking. With the help of theoretical information, students are given an understanding of the principles, genres, styles, and historical development of literature.

b) Didactic principles: Didactic principles in teaching theoretical information, that is, visual aids prepared to make the educational process interesting and effective, methodological approaches, that is, tasks aimed at developing speaking and writing skills and supporting the student's independent thinking.

c) Individual approach: Choosing methods that suit the individual characteristics of each student by taking into account their unique abilities and interests

2. Psychological principle.

The psychological principle is based on the character of students, how they develop and master the process of learning. In this process, it is important to adhere to the following psychological principles:

a) Development of cognitive processes: focuses on developing students' thinking, memory, interest in science, attention to the lesson, and imagination.

In literary education, theoretical information helps shape the student's thinking. For example, in the process of analyzing and interpreting literary works, the student thinks logically and develops speech skills.

b) Emotional development: Literature not only provides knowledge, but also helps the emotional and aesthetic development of the reader. Psychologically, literature develops empathy, creativity, and emotional intelligence in readers. Theoretical information, on the other hand, helps to understand the deep and multifaceted aspects of literature.

c) Self-awareness and self-management: In the process of literary education, the student has the opportunity to understand himself by comparing himself with the characters in literature. This process has a great impact on the psychological and emotional development of the student.

g) Motivation: To increase students' interest in reading, to show the positive aspects of the characters in the work of art, and to explain ways to overcome depression using the examples of the characters in the work

3. The principle of practical approaches.

Applying theoretical knowledge to practice, that is, applying the knowledge learned in real life, is also an important aspect of literary education. This includes the following:

a) Practical training: Reading and analyzing literary works, performing creative tasks, and using questions and tasks to express personal thoughts.

b) Interactive methods: This method ensures active participation of students in the lesson and develops their creative, thinking, and communication skills. The use of the following methods in the lesson helps to make the lesson lively, meaningful, and creative:

1. Group discussion: Divide students into small groups and ask them questions about a work, article, or character. Each group shares their thoughts and comes to a common conclusion. For example, ask students to think through questions like, "So, what is the main idea of the story?" or "What did we learn from the character's decisions?" or "Is what our character did right?"

2. Acting as characters in a work of fiction: Students gain a deeper understanding of literary works by acting out the roles of characters. For example, allow students to role-play by asking questions such as, "Which character would you like to play and why?" or "What decision would you make if you were in their shoes?"

3. Create other versions: Give students the opportunity to create alternative versions of a literary work or story. For example, ask questions like, "What would have happened if the story had ended differently?" or "What steps would you have taken if you were the character in the work?" and encourage students to use their imaginations.

4. "Exchanging ideas": Divide students into pairs of two and ask them a question (for example, "What is the main idea of the story?"). Each student shares their thoughts first with their partner, then presents their overall thoughts to the entire class.

5. Peer review: Exchange ideas through peer assessment. Students can read each other's written work, provide critical feedback, and discuss how they can improve.

6. "Venn diagram" method: Help students create a Venn diagram to compare two or more literary works. This technique allows students to analyze the similarities and differences between the works. These techniques allow students to not only absorb information, but also to express their ideas freely, communicate, and develop critical thinking.

In our opinion, identifying the features of creating a psychological climate in literature lessons that contribute to the personal growth of the student paves the way for the moderation of interactions in education. The content, nature and features determine the uniqueness of literature as a subject of study. Many texts can be used that help to fully understand the work being studied in context. These texts include biographical studies, journalistic and critical articles, memoirs, epistolary heritage, diary entries, etc. Without familiarizing yourself with them, it is impossible to have a sufficient idea of \u200bworks of art.

It should be noted that it is advisable to provide teachers with practical assistance in using textbooks, provide necessary guidance on analyzing works of art, and teach the work planned to be studied by a specific class for the specified period of time.

The pedagogical and psychological foundations of the use of theoretical information in literary education play an important role in the formation of students' knowledge and skills. These principles serve to organize the educational process effectively and interestingly, as well as to support the emotional, intellectual and creative development of students.

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