

A New Approach to Education

Yelmuratov Tursinbek Tilegen uli

Nukus State Pedagogical Institute, Student of the Faculty of Fine Arts and Labor Education

Abstract: *The effectiveness of the organization and implementation of work on the literary text in the Uzbek language classes of Russian-language schools, academic lyceums and professional colleges depends on the correct choice of teaching methods.*

Keywords—education, textbooks, approach.

INTRODUCTION

Distinguish the most appropriate and unique among the various district methods, not to mention the new pedagogical technology. But in practice, this work poses certain difficulties. As a result of the theoretical analysis of the problems of students' perception of works of art and the identification of conditions for the development of creative ideas of young people, we drew a number of important methodological conclusions, identified the psychological basis of cognition.

MAIN PART

We have assessed the current state of work on the literary material from the point of view of these psychological foundations.

Textbooks in Uzbek language classes serve two purposes:

1) to teach students to read, that is, to read the text in Uzbek and get information from it;

2) increase speech. While the Uzbek language teacher teaches the literary text to a Russian-speaking student, he makes the main goal of working on the text the acquisition of information in the text.

Literary material is not just academic text. Therefore, the goal of teaching flow is not the main goal of reading a literary work. Today, there is a sharp contradiction between the goal of the teacher and the goal of the literary text. Therefore, the principle of distinguishing between the educational text and the literary text and following the principle of organization opens the way to overcoming this contradiction.

Hence, the main direction of the work on the literary material depends directly on how the main purpose is determined. The main goal is to organize and introduce a literary flow.

This, from the very first step of focusing on principles, we came across general pedagogical and specific methodological principles. According to the methodological literature, there is a hierarchy of certain laws and principles and solutions based on them:

1) general pedagogical (the relationship between education and upbringing, a comprehensive approach to education, the definition of general and specific goals for the subject, etc.);

2) general methodological laws and principles (definition of specific goals of teaching literature, principles of school analysis, system of methods, ratio of sources of literary knowledge, etc.);

3) special methodical (organizational features of some genres, organizational features of the author's biography, construction features of classes on large sections of the course, etc.);

4) concrete methodical (organizational features of the given work, the nature of this lesson in the system of lessons, etc.). All these laws and principles apply together in a concrete activity, integrating into the process of teaching and educating students through literature, which is inseparable from the literature. In the process of reading a work of art, the culture of speech is refined, aesthetic enjoyment occurs, artistic taste develops. At the heart of the main goals of the flow of literary materials is a set of specific goals.

CONCLUSION

There are also specific goals of literary education in Uzbek language classes. These include preparing Russian-speaking students to understand and achieve a full and deep understanding of the literary text, to arouse aesthetic pleasure in them on the basis of a short piece, to teach young people to read a literary text expressively, to analyze it in order to increase the educational impact of the work.