

## Technological Bases of The Process of Organizing Literature Lessons

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### ABSTRACT

This article describes a number of didactic principles and laws in the design and organization of literature lessons, ie defining the main purpose of the lesson, designing the lesson, developing its model, identifying the main ways to achieve the goal, engaging students in reading, engaging them in this activity. and explanatory work.

**Keywords:** lesson, discussion, seminar, excursion, game, press conference, composition, construction, structure of works of art.

Today, many scientific approaches to the modernization of school education and teacher activity are emerging. Teaching is a goal-oriented activity. His daily work is a creative search for solutions to emerging problems. Therefore, in modern didactic approaches, the teaching profession, especially the work of a literature teacher, is compared to acting. Because a teacher, like an actor, communicates with his students, engages them.

Just as there are no monotonous scenes in life, there are no monotonous lessons. Relying on the advice of advanced teachers, a literature teacher should not be afraid to act as an actor. It does not manifest itself, but provides students with its own knowledge and social experience of the Uzbek people.

Lessons are an important didactic process that builds intellectual capacity in students. In the lessons, an independent thinking person is formed who serves the future of the society. Therefore, the teaching profession is not only a source of

pride, but also a great responsibility. The President of the Republic of Uzbekistan Sh.M. Mirziyoyev in his book "Critical analysis, strict discipline - discipline, and personal responsibility - should be the daily rule of every leader" emphasizes: not. It is necessary to carry out serious selection work on the selection and upbringing of talented teenagers and girls.

Curricula for literature clearly state the purpose of teaching each subject. The purpose of the literature teaching process is also clearly stated. If the teacher is unable to properly assess a particular situation or existing reality, students will not listen to it, stop reading the book, and memorize the poems given.

In the new socio-cultural environment of the Uzbek society, the flow of new information has increased and the sources of students' knowledge have increased. The previous goals and ideas were renewed and the moral directions began to manifest themselves in a different way. Tools have emerged that affect students to varying degrees. Under the influence of such means, in most cases, students are unable to clearly distinguish between good and evil, beauty and imperfection, high morality, and the power of beauty.

They interpret the unique values that shine in the guise of popular culture as beauty. "First of all, it is important to create the necessary environment and conditions for the promotion of the rich history of our country, its unique culture, the achievements of world science and literature among young people and the population."

Therefore, in literature classes, first of all, students should be formed the ability to critically evaluate different situations, situations and people. Many educators believe that it is difficult to engage students in reading today. They approach reading primarily as part of a literature lesson or as a means of recreation.

A legitimate question arises as to what pedagogical measures should be taken to prevent such a negative situation, and how to involve students in reading. It is necessary to draw the attention of students to reading, to engage them in this activity, to carry out explanatory work with them for this purpose.

Students need to understand that they cannot be formed as a mature person without reading skills. One of the important tasks of a literature teacher is to teach students to understand the thoughts, experiences and thoughts of writers, to sympathize with the heroes of the work, to critically evaluate their work, and on this basis to form their own views.

This is especially important given that literature undoubtedly plays an important role in shaping personality. Because literature is an important tool that composes the spiritual world, morals, speech, creative powers, aesthetic qualities of a person. Therefore, the main purpose of literature lessons is to form the student's personality spiritually, morally, intellectually, aesthetically. Because the cultivation of a culturally-spiritually, morally-intellectually developed person through literature expands the possibility of a person's perfection in general.

Unusual, creative, non-traditional lessons play an important role in literature education. These include discussions, seminars, excursions, games, press conferences, compositions, ie lessons aimed at determining the structure of works of art. Any naturally organized learning process is considered a non-standard course. Achieving such

non-standardization is becoming a major task for every teacher today.

Literature lessons are designed and organized based on specific didactic bases. Today's pedagogical reality requires educators and creative teachers to work creatively to ensure the quality of education. They aim to achieve the goal of literature education by improving the class-lesson system. At the same time, it is necessary to rely on the achievements of the pedagogical heritage. This requires relying primarily on the didactic principles and laws of the person-centered learning process.

The lesson should be designed and implemented primarily as a learning process based on the laws of human cognitive activity. A number of didactic principles and laws should be relied upon in designing and organizing a lesson based on the laws of student learning activities and connections. Including:

- determine the main purpose of the lesson;
- Designing a lesson, developing its model;
- identify the main ways to achieve the goal.

Designing a lesson, creating a model of it is extremely important in achieving the goal. It is a good idea to start the lesson by reviewing the material covered. To this end, it is necessary to follow a certain procedure. The teacher should address the students, encourage them to express their opinions. Students who master blanks on a regular basis should be the focus of the teacher.

The didactic conditions of designing and organizing the lesson as successfully as possible should be followed. These conditions, in turn, form the didactic basis of the lesson. They are: 1) educational goals; 2) the nature of the training material provided; 3) psychological bases of development of students' critical thinking; 4) the use of visual aids; 5) opportunities for individual approach to students; 6) situations in which

students carry out independent work; 7) the personality of the literature teacher.

In determining the theoretical basis of the lesson, special attention should be paid to the issue of informing students about the realities of life of the Uzbek people. Didactic ideas on the design and organization of literature lessons reflect the specificity of the pedagogical methods used in this process, the pedagogical skills of the teacher, the specifics of an effectively organized lesson. All this as a whole forms the didactic system of the lesson.

The lesson should be organized primarily on the basis of interesting, specific didactic requirements for students, to ensure that students learn the material as fully as possible, to create conditions for the material to be processed in the minds of students, and to achieve clear expression of this knowledge. The exercises provided to the students should serve not only to develop them mentally but also to grow their will.

There is a growing need to develop and put into practice a non-traditional, coherent lesson model in the person-centered learning process. This requires more attention to the design and conduct of lessons, which allows students to organize a variety of activities. In such lessons 1) the previous topic is asked of students, 2) a new topic is explained, 3) new material is reinforced, 4) students are given creative assignments, 5) minutes of independent work are organized, 6) homework is given mainly creative tasks. These assignments should encourage students to work independently on a work of art and develop their critical thinking and critical appraisal skills.

The lesson should always be manifested as a lively, regularly changing process. The form of educational work in such classes should be constantly changing and evolving. Such a learning process needs to be seen as a goal-oriented, active, creative thinking process. In the process of

education, students' logical cognitive activity is rapidly developed, methods of teaching literature should be independent work of students, and the teacher should organize this process in a rational, entrepreneurial way.

One of the didactic factors that plays an important role in shaping students' critical assessment skills is to focus their logical thinking activities on a specific goal. The learning process of the learner consists of certain stages. In the educational process, these stages are intertwined and interdependent. This process takes place through the students' perception of artistic reality. Students' thinking activities and their acquisition of knowledge about literature are tested through their practical activities.

The didactic basis of literature lessons and its coherent system largely depend on the professional skills of the literature teacher. This situation should be reflected in the modern didactic system. These include person-centered education, teaching students through the workload, teaching students using discussion and seminar methods, and introducing a system of lessons on a specific topic.

The content, structure, typology, effectiveness of literature lessons, the interrelationship of methods used in the lesson, the role of the teacher in this process, the improvement of teaching and critical assessment activities of students should be aimed at this goal. Research has been conducted on the solution: modern requirements for the lesson, the interrelation of lesson parts, the choice of teaching methods and organization of student activities, determining the effectiveness of the lesson, optimizing the learning process, lesson typology, developing student personality, increasing the moral capacity of the lesson, the content and forms of independent work to improve students' skills and abilities, the tasks and objectives of the

lesson, the organization and selection of teaching materials, the relationship behind the collective, group, individual work of students, the role of the teacher at different stages of the lesson, forms of lesson organization.

Specialists paid special attention to the study of lesson content. It mainly explores the differences and peculiarities between traditional lessons and non-traditional lessons.

Under the concept of lesson content, didactologists understand that different variants of lesson elements are related, rather than its structural system. This includes the objectives of the lesson, the stages of students' learning activities, the internal and external structure of the lesson.

The external structure of literature lessons can be problematic as well as unproblematic. It focuses on the solution of three didactic tasks: 1) activation of existing knowledge in students; 2) formation of new concepts and methods of movement; 3) the formation of mental and practical skills and competencies.

The internal structure of the course is as follows:

1. Emergence of problem situations and problem statement.
2. Make assumptions and find effective ways to solve problems.
3. Prove hypotheses and substantiate the correctness of problem solving.

Based on the conditions created in a traditional lesson, the position of the teacher increases. Students' creative and independent activities are limited to a certain extent. Therefore, in the process of regular use of traditional lesson forms, students' independent thinking and critical thinking are not sufficiently developed. Starting a person-centered learning process with independent, creative work based on collaboration, rather than asking about past topics,

allows students to achieve the expected effectiveness.

Teacher explanation is always the most effective, natural way to present knowledge to students. To ensure the development of critical thinking in students, it is necessary to choose a method of consolidating their knowledge in new situations. Therefore, experts are constantly striving to improve the structure of the lesson. For example, B. Adizov puts forward the idea of creative organization of each lesson.

It should be noted that experts do not completely deny that the course should have a traditional structure. They are the only ones who are in favor of directing such lessons to the development of the student's independent thinking, decision-making, collaboration, habituation to the correct assessment of situations.

The creation of lesson typology is also becoming a leading issue of modern didactics. In addition to classifying lessons based on their primary didactic purpose, there is also the experience of grouping lessons based on key links in the learning process. In addition, didactologists have suggested classification according to the methods and techniques of organizing lessons. In particular, lessons based on various assignments, lessons based on the method of conversation, excursion lessons, lessons based on films, lessons based on independent lessons, lessons in the form of practical lessons.

In short, a lesson should always be manifested as a lively, regularly changing process. Only then will the learning process manifest itself as a goal-oriented, active, creative thinking process.

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