

Study methods of literature education in abroad

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Annotation: the article focuses on the study of methods of literary education in foreign countries, scientists who studied them, types of methods of literary education abroad, practical importance of these methods of literary education, their introduction into the Uzbek educational process.

Keywords: audiolingual teaching method, audiovisual teaching method, bilingual method , methodology, methods of teaching literature, level of literary development.

The market economy, the breadth of the information scale, the increase in the demands of society on the personal development, necessitates a radical change in the attitude to the reader's personality. The relevance of the existing issues of literature education in the system of continuing education is also based on the factors recognized above.

Today in the education system of the United States, too, many literary teaching techniques are used productively:

1. Audiolingual teaching method (learning through audio-word). This method is one of the important techniques for language learning and was first used in the 1940s in the United States. And in 1960 year this method was practiced as a very popular method. This method is a practical method and has a good effect on language learning. In this method, the words will be written on the audio tape. Audio is heard on the readers. Through it, learners will both memorize words and show the effective result of the correct pronunciation of words. Repetitive training is the basis of this. The method of Audiolingual teaching (learning through audio-speech) is a method that brings practice together along with mathematics. The same method is widely used in the educational system of Uzbekistan. In the lessons of literature, linguistics, speeches written excerpts from an artistic work, tunes created on the basis of this work, songs, excerpts from motion pictures are broadcast to students in a state of audio, a natural and creative environment is formed in the course of the lesson.

2. Audiovisual teaching method (audio-visual study). This method is also used in various fields of science. The reason is that the use of firearms is considered the first tool that leads the reader to a good understanding of the subject, thinking. This method began to be used in the first place in France in 1960 year, and by 1970 year gained respect as the most basic and modern, highly effective method. Even between the 1970 years there was a tradition in England. This method is based on visualization. In this method teacher shows a visual picture to students. Students perform various tasks, depending on the type of training, science, the purpose of the training. In particular, depending on the pictures shown in the lessons of language learning, students can compose texts, organize mutual dialogues. This method is also used in our educational system. Drawing on the basis of the events of the work, which are passed in the lessons of literature, is brought to the reality of the work by presenting it to the reader.

3. Bilingual (bilingual method). This method was presented to science by Dodson in 1967 year, it was used in the Waltz. A distinctive feature of this method is that students in the classroom will have to be able to speak, understand both languages. Since the city of Vales was spoken in two languages, the same method was a tradition.

Since the second half of the twentieth century in Russia, it has been aimed at directing children of small school age to ensure their perception of literature as an art by applying an aesthetic approach to the study of artistic works in primary school. Psychological research carried out in this regard has proved theoretically and practically that the opportunities of Primary School students to perceive the work of art are very high in relation to the existing curricula and standard requirements for them. As a result, a new teaching manual, methodological recommendations,

which reflected a new principal approach to bringing small school-age children into the world of literature, began to be created.

L.V. In the laboratory of Zankov Z.I. The book "Живое слово", directed at the general development of children in the reading lessons of Romanovsky; N.N. The development of the theory of the development of svetlovskaya's independence of schoolchildren in the study of artistic works; Ye.A. Adamovich, M.S. Vasilyeva, V.G. Goretsky, M.I. Omorokova, T. G. Problems of unity of form and content in literary analysis in scientific articles of Ramzayeva and others; also L.A. Gorbushina, O.V. Kubasov, L.N. Mali (German scientist), L.V. In the dissertation research of Nefedov and others, the issues of creative work on the text were widely studied. Especially M.G. Kachurin, M.P. Wow, A.V. The development of the methodology for the development of children's literature by Chmellar (English scientist) has acquired a specific scientific significance in the education of literature.

However, the prevailing ideology that existed at that time, the existence of single application requirements, the non-acceptance of personality-oriented education by society and barriers to innovative methodology led to the meeting of comprehensive resistance to the widespread dissemination of research ideas. As a result of the change in the socio-cultural and political situation in the 90s of the XX century, it made it possible to radically revise the issues of teaching literature in schools. Consequently, in general secondary education, the introduction of new content and techniques to the reading and literature disciplines aimed at the student's perception of artistic literature as an integral part of art and holistic culture has been defined.

Methodology is a practical science, therefore, the degree of its eligibility is determined by the practical effectiveness of the results obtained. Methodology of primary literature education Russian scientist V.V. Formed by Golubkov, he is asked to answer the following questions:

- why training? (Objective of the method of literature education);
- what training? (content of literature education in a way that fits the purpose);
- how to train? (methods chosen according to the age and educational content of the child, as well as goals);
- why is it so special? (Scientific justification of the chosen path). The scientist suggests that these questions are typical, but in a new literary educational environment these questions need to be looked at with the eyes of the child, and then we can have the following paradigm formula.
 - what do I read? (Awareness of the purpose of education by the child);
 - what am I reading? (The harmonization of the educational objectives of literature with the objectives of the individual, the transformation of the child into a goal);
 - how do I read? (What methods the child uses to master the essence of the content);
 - why am I learning exactly that way, not otherwise? (Which of the methods used are relatively more effective for each child individually taken and why).

From the literature education methodology built on such a foundation "how do I teach "with " how do I read";

- why do I teach exactly so, not otherwise? "with" Why am I learning exactly that, not otherwise?" it is natural to not always be in proportion to each other.

M. A. Robnikov argues that in the system of continuous education, the methodology of literary education is manifested in the embodiment of inspiration by calculations. It is impossible to imagine the teaching of literature without inspiration, but to say that it consists only of inspiration is absolutely wrong with professionalism, the scientist argues.

3.I. Romanovskaya, L.F. Klimanova, V.G. Goretsky, R.N. Buneev and Ye.V. Buneeva developed criteria for determining the level of literature development of the student. Bunda they took as a basis the following aspects:

- 1) level of knowledge of works of art not included in the school program;
- 2) level of knowledge of artistic works included in the school program;
- 3) the level of perception of lyrical works included in the school program;
- 4) the level of formation of literary language norms in the speech of students;
- 5) to examine the nature of motivations that arouse interest in reading.

Issues of work on the word directly in the education of literature in Russia G.I. Belenky, T.G. Braje, G.N. Ian, M.G. Kachurin, T.F. Gordyumave, V.G. Marantsman, Z.I. Problems of literary and artistic

development of Rez and others, schoolchildren V.G.Marantsman, N.D.Moldavskaya, studies related to the formation of reading abilities L.Eat it.Grishin, N.Eat it. Meheryakov, A.M.It is widely revealed in the scientific research of Safonov and others.

Well-known scientist V.No, it's not.As Krichevsky noted: "the main goal of Reading and literature lessons is not only to educate the growing younger generation in the spirit of artistic aesthetic taste, but also to fully understand the works of art, but also to implement programs in practice. If we want to be different, we will have to radically change the content of education, the methods of organizing literary education"

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