

On the question of literary research of schoolchildren

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Annotation

The article examines the history of the issue and the actual problems of literary research in the process of school study of Russian literature.

Keywords

Research, research activity, development of spirituality, the nature of human thinking, educational process, modeling of literature lesson.

In the context of the development of our society and the desire of all our people to bring the country to the level of world powers, school education is of great importance. However, modern requirements for the educational process strongly dictate the need to introduce new pedagogical technologies, a creative approach and research activities into teaching practice.

M.G. Kachurin was one of the first to develop the fundamentals of the methodological organization of students' research activities in Russia. The methodologist defends the idea of research in literature lessons, because "the research path of cognition is natural, corresponds to the nature of human thinking." M.G. Kachurin is convinced that "it is advisable to consider research work in literature lessons from two complementary points of view: as a method and as a level to which, ideally, many types of educational work of schoolchildren can rise."

Activity in general, according to the outstanding psychologist A.N. Leontiev, is a process of active interaction of the subject with the world, during which the subject satisfies any of his needs. Activity can be called any activity of a person to which he himself gives some meaning.

Research is a creative process of studying an object or phenomenon with a specific purpose, but with an initially unknown result. In human culture, special socio-cultural norms of activity have developed, which we now call research activity. It is based on research activity and research behavior, but unlike them it is conscious, purposeful, built by cultural means.

The analysis of pedagogical literature gives grounds to assert that some authors equate the concepts of "research activity" with "research activity" and "research behavior" identically. In their opinion, the differences consist only in the accentuation of one or another aspect: in the concept of "research activity", the need-motivational and energy aspects are more emphasized, in "research behavior" the aspect of interaction with the outside world, in "research activity" the aspect of purposefulness and purposefulness.

Research activity, as defined by I.A. Zimnaya and E.A. Shashenkova, is "a specific human activity that is regulated by the consciousness and activity of the individual, aimed at satisfying cognitive, intellectual needs, the product of which is new knowledge obtained in accordance with the set goal and in accordance with objective laws and available circumstances that determine reality and achievability goals".

The foundation of research behavior, as A.I. Savenkov emphasizes, is the mental need for search activity in an uncertain situation. He gives another definition: "Research activity should be considered as a special kind of intellectual and creative activity generated as a result of the functioning of search activity mechanisms and based on research behavior.

It logically includes motivating factors (search activity) of research behavior and mechanisms for its implementation." In addition, Savenkov says "the development of students' readiness and ability to explore the world around them, the formation and ability and skills of research behavior."

"Research training is a special approach to learning, built on the basis of a child's natural desire for independent study of the environment."

Mukhina V. puts it this way: "Research activity is a condition for the development of spirituality, for the development of the personal principle, that unique in us that presents us in life."

Poddyakov A.N. clarifies: "Research, research behavior is one of the fundamental forms of interaction of living beings with the real world, aimed at its study and cognition of this world. Human research activity is based on the most important need for new information, new impressions and knowledge, and new results of activity. This need is an integral part of the personality."

Selevko G.K. focuses on the age of the student: "In adolescence, the needs for creating their own world, in the pursuit of adulthood, there is a rapid development of imagination, fantasy."

Research activity is considered by Bogoyavlenskaya D.B. as "a way of developing creative abilities, subject to its acceptance."

Valeeva O.A. in her work concretizes the concept: "The idea of the need for research activities of students is as relevant in modern conditions as it is not new in the history of pedagogy."

M. Belfer argues that "the main thing to teach a student who has taken up research is to repeatedly reread the text. It is worth turning to literary works only at the last stage to clarify the results and conclusions. In any case, independent research work is more preferable for students of grades 6-8.

You can also refuse to draw up a detailed plan, since it is difficult for a young researcher to see in advance the whole path to the future result."

According to foreign supporters of research education, "the educational process should ideally simulate the process of scientific research, the search for new knowledge."

The following understanding of research training is now common in foreign pedagogy. "This is training in which the student is put in a situation where he himself masters concepts and approaches to solving problems in the process of cognition, more or less organized (directed) by the teacher. In the most complete, detailed form, research training assumes that the student identifies and poses a problem that needs to be solved; suggests possible solutions; checks these possible solutions; draws conclusions based on the data in accordance with the results of the test; applies conclusions to new data; makes generalizations."

Literature

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