

The Role of Educational Methods in Teaching Students to Think Independently in Literature Lessons

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Abstract. This article explains what the concept of "independent thinking" is and how important it is in forming a well-rounded person. Different methods and information about the thinking process, in particular, its type of independent thinking, are described

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In the pre-independence pedagogy, efforts were made to facilitate the educational process, to ease the learning activities of students as much as possible. This was a method aimed at reducing the amount of work that the child had to do. But with the passage of time, the main method of simplified education, the demonstration, began to show negative aspects. Difficulties related to the student's independent thinking were removed from education based on the principle of demonstrability. All knowledge presented to the child in this education should be experienced, easy to learn, easy to show and ready to deliver to the student. Such a requirement, first of all, blocked the direct relationship between the person who is the executor of education in well-equipped schools with great external opportunities. At every stage of the educational process, today's teachers should be given stories, conversations, lectures, problem-based exercises, work assignments, educational games, educational discussions, encouragement and reprimanding in the educational process, problem-based teaching of educational material, problem-based conversation, research, inductive and deductive discussions, independent work with books, use of modern machines in education, oral inquiry, written work, creativity, programmed methods such as education, independent control work are more or less understandable. But today's pedagogy requires the formation of not only a mature, educated specialist, but also a healthy spiritual person, a well-rounded person. For this, it is necessary to teach teachers how to educate a perfect person, to provide them with methodological manuals and pedagogical materials necessary for this purpose. When talking about the development of independent thought, which is the basis of the formation of a healthy spiritual person, directly in the process of literary education, it is necessary to awaken the student's thoughts, to create the necessary conditions for his active participation in educational work, to maintain the student's activity throughout the lesson, to direct the student's thinking towards a certain goal in solving moral and spiritual issues, to properly organize his mental activity, to encourage the child to think independently, to react, encouragement to draw conclusions is provided. It is intended to raise independent thinking and research to the level of internal need. In literature lessons, the student's understanding of the task and the purpose of study begins with the announcement of the purpose of the lesson by the teacher. That is, every literature lesson aimed at teaching students to think independently should begin with announcing its purpose to students.

In the classification of methods, special attention is paid to the fact that they take into account the possibilities of human thinking, and are based on facts and experience, rather than forcing ready knowledge to students with their help. A number of pedagogues and psychologists have emphasized that general didactic methods such as problem-based, conversational, heuristic, research, comparison, inductive, deductive, etc. are effective. The deeper the teacher's knowledge of educational methods and methods, the wider the opportunity to use them for a specific goal, the easier, productive, useful and lively the organization of each lesson will be. The mastery level of the lesson, in addition to its visibility and organizational perfection, requires the activation of students' independent thinking and their ability to apply theoretical knowledge in practice. "Educational methods," wrote M. Makhmutov, "must include all the information collected in the psychology of thinking at a new stage of the student's development, which will allow them to improve the management of the process of mastering knowledge and activities."

Among the methods that ensure students' independent thinking in literature classes, the method of problem-based education is of great importance. Below we will talk about conversation, heuristic, research, comparison, inductive, deductive types of logical methods used in teaching students to think independently and their features. The interview method is the main method after problem-based education in ensuring the independence of the student's thinking. There are many works devoted to conversation in methodological science. In particular, the role and importance of the interview method in ensuring the effectiveness of literary education is revealed in A. Tajiyev's manual "Conversation in Literature Classes".

The importance of a well-organized conversation in the lesson is that it satisfies the needs of the young reader to talk about what he has read, express his attitude to it, and share his thoughts. Everyone perceives a work of art in its own way, at its own level. Participating in the conversation, the student discusses his thoughts and formulates them in words. This ensures that the thought is directed to a clear and specific goal. During the conversation, the student needs to express his opinion and convince his interlocutors of its correctness. Based on the requirements of the teacher or peers, the ability to find evidence from the text of the work, to give examples is formed, the child gets used to making excuses and raising objections. During the conversation, the reader can express his views and opinions only when he clearly knows the facts in the work or about it. But often, in such situations, knowledge and evidence are lacking. The student should be able to independently analyze them, think, draw conclusions. Questions that encourage research should be made on the basis of the text of the work. A good question is relevant, comprehensive, makes you think, feel, search, makes discoveries, and inspires imagination. It was not for nothing that His Holiness Jalaluddin Rumi said: "A good question is half knowledge." The methods entering today's national pedagogy under the name of "interactive methods" imply the goal of achieving high results in a short time without spending too much mental and physical effort on the part of the student-teacher. Conveying certain theoretical knowledge to the student in a short period of time, creating skills and competence in certain activities, as well as their control and evaluation, requires high pedagogical skills and agility from the teacher. Some of the methods, such as "Brainstorming", "6x6x6", "Cluster", "Decision tree", which are used in many developed countries today, can be used in the analysis of artistic works in the process of literary education. In fact, the difference between these methods and logical methods in education is not so great.

At school, students should be taught different ways and methods of thinking. However, in traditional didactics, teaching independent thinking is considered not as an important goal of the school, but as an intermediate issue that serves the purpose of increasing students' knowledge and strengthening their memory. In addition, at that time, only psychologists were engaged in researching the problem of developing students' thinking. Even today, school teachers are not familiar with the theoretical and practical foundations of developing students' ability to think in general, and independent thinking in particular. It follows that the efforts of pedagogues and methodologists should be focused on mastering didactic requirements aimed at students' independent learning and development of their creative abilities. It is appropriate that one of the main tasks of today's university schools is to achieve the education of students' ability to think independently, acquire knowledge and be creative. Pedagogical scientists should also know that ensuring thinking and its independence at all stages of school education is the way to achieve the highest goal of forming a well-rounded person.

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