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Specific Characteristics of Scientific-Research Works in Literature Lessons

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Abstract:

It is widely used project-based activities in modern literature lessons, such as conducting reviews, literary-critical articles, lectures, abstracts, poetry classes, readers' conference, and literary-artistic evenings, which will direct students to creative activities. Students will carry on research project on literary study materials which combines the relevant topics of several subjects, work in the group to solve the problem and do practical activities. This article discusses specific characteristics of research-based activities in literature lessons.

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Introduction

It is crucial to use project-based approach on the literary text which contributes to the development of research competence of students in literature lessons. Since the text is the main component of the textbook structure, the educational, communicative and developmental goals of education are combined in it. Students analyze the artistic features of the work, the system of images, the language of the work, the composition and the elements of the plot.

Students will carry on research project on literary study materials which combines the relevant topics of several subjects, work in the group to solve the problem and do practical activities. In this regard, scholar M. Mirgosimova suggests such project based activities such as conducting reviews, literary-critical articles, lectures, abstracts, poetry classes, readers' conference, and literary-artistic evenings which will direct students to creative activities. She highlighted the project based activities to do research in her dissertation, including studying of the life and work of Chulpan, writing an abstract dedicated to the life and work of A. Oripov (p. 130–131), defining the topic of literary lectures on the independent study of Mirtemir's work (p. 132 p.), creating independent literary lectures on the life and

work of Usman Nasir (p. 133-138), the preparation of literary albums “Hello, Navruz!” (p. 128) was explained to enrich students' worldviews, develop their creative thinking, aesthetic tastes, and improve their reading skills along with analytical skills. In fact, the organization of activities of this content makes students interested in research and creates conditions for them to work independently.

Materials and Methods

The research competence formed as a result of the implementation of the projects includes the abilities of students consisting of universal educational activities. These are reflected in the table below:

Table 1

Research competences formed as a result of the implementation of projects

Competences	Formation criteria
Personal	Self-development, self-management and self-assessment.
Regulation	Components of organization of research activities.
Cognitive	Modeling, choosing optimal methods of problem solving, working with information.
Communicative	Communication rules, communicative implementation of speech activities.

Project method (pair, group projects), problem solving, discussion, training, game, portfolio, etc. are among the main methods of formation of research competences. But the inclusion of research activities in daily educational tasks creates certain difficulties for teachers, which requires the creation of special programs.

Despite the abundance of various literature, Internet opportunities or educational resources, schoolchildren do not have enough methodological bases for organizing project activities.

Students' unpreparedness for project activities poses a number of problems for parents and teachers. It is appropriate to express the technology of students' research competence formation in the following form (see Figure 1).

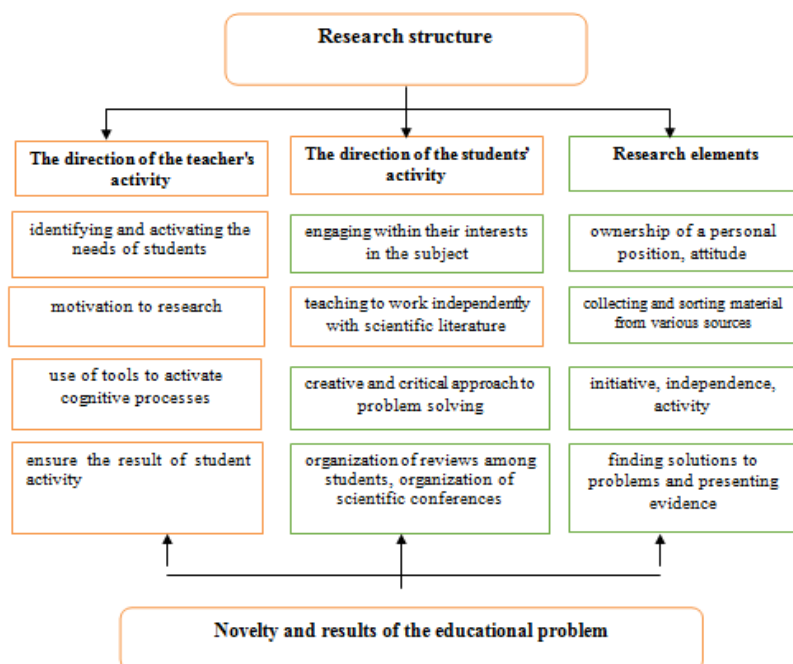


Figure: Technology of formation of students' research competence

One of these sources is the modern digital learning environment. The subject of this chapter is the possibilities of studying the GlobalLab network research environment in literature lessons in cooperation between school and family.

The software tools of the GlobalLearning environment enable the implementation of modern forms of work. Its main feature is to use the advantages of crowdsourcing.

"Crowdsourcing is derived from the English word "crowdsourcing" and means involving a wide range of individuals in order to use their creative abilities, knowledge and experience to solve one or another problem related to innovative production activities using information and communication technologies on a voluntary basis by the type of subcontracting work." Based on this, GlobalLab means using the resources of the "smart crowd" to solve large-scale problems. The work is carried out by a group of distributed participants. Each of them contributes to the research together to a certain extent.

Results and Discussions

The role of GlobalLab in the educational process depending on the task, students are given the opportunity to create different learning situations. GlobalLab projects can be a lesson element or framework. Short, medium or long-term homework options, project or research ("individual project") can be used as an element or basis of an extracurricular lesson. In addition, almost any proposed form of educational work can be built on any projects, and the work can be differentiated according to the educational needs of students. In fact, the laboratory is designed to study relatively complex topics in the curriculum, and such trainings are assigned an important place in establishing the relationship between theoretical and practical training (production training), independent observation and systematization of various laws, ... conclusions on the results of the work. In determining the algorithm of laboratory work, it will be necessary to rely on the "Literature" curriculum, to form specific topics on this basis, to prepare special rooms and equipment (computer technologies, literature) for

experiments, to instruct students on the procedure for performing the work, and for the teacher or coach to monitor their work. It is recommended to check the equipment settings, record the obtained data in a notebook, and record the results in a report.

Content of laboratory work:

Laboratory work: Mahmud Koshgari. The work “The Diwan Lughat al-Turk” (2 hours, B1+: 2 hours).

The purpose of the work: Information about Mahmud Koshgari’s “The Diwan Lughat al-Turk”. “The Diwan Lughat al-Turk” as an explanatory dictionary and encyclopedia. In it, artistic masterpieces are expressed in a unique way, their creation, genre, content, artistic features. Work and ritual songs. Information about the discussion genre. “Alp Er Tonga” march. “Devon” proverbs as an expression of folk wisdom. Studying and analyzing the topic coverage and artistry of proverbs. On this basis, to interest students in the scientific heritage of their ancestors and to educate them morally and aesthetically.

Tasks: the author's ability to interpret the dictionary meaning of Turkish words, to study the poetic features and language of the work; labor songs, heroic songs, ritual songs, seasonal songs, landscape lyrics; to analyze the structure, theme, content, alternatives and importance of proverbs today.

Equipment, references: multimedia tools, Tokhliyev B., Karimov B., Usmanova K. Literature for Grade 11: textbook-complex/ Part I. - Tashkent: “National Encyclopedia of Uzbekistan” State Scientific Publishing House, 2018. - pp. 66-69; Mallaev N. History of Uzbek literature. Songs and lyric poems. - Tashkent: 2021. - pp. 41-42.

Procedure:

- a) analysis of the creation, genre, content, and artistic features of the work “The Diwan Lughat al-Turk”;
- b) study of songs, discussion genre and “Alp Er Tonga” march;
- c) To determine the theme and art of proverbs in "Diwan", to research their alternatives and their educational significance.

Control questions:

1. Which songs in the work embody the lifestyle of our ancient ancestors?
2. Give examples of songs used in training young people to work. Do you think there are still songs like this today?
3. Identify the songs from the work that describe the military tactics of the opposing side and battle episodes, and remember examples of them.
4. Who are the people to whom the hymns are dedicated? What did you discover about them?
5. What factors do you think led to the creation of the songs of the season?
6. Give examples of how proverbs found in the work can be found today.
7. In what tone and mood might our ancient ancestors have sung songs? How can you perform them?

It is also possible to isolate laboratory work within a specific topic. For example, the work can be planned in terms of the structure, theme and importance of the proverbs in the study of Yusuf Khos Hajib's "Kutadgu Bilig". In the course of the research, an analysis of the phenomenon of the convergence of the author's thoughts with folk proverbs will be conducted.

The advantages of GlobalLab for the formation of research competence of students in the process of literary education can be indicated as follows:

- students acquire knowledge of basic concepts and ideas individually;
- make independent decisions on work methods;
- learn concepts quickly and easily;
- develop the skills of arguing by independently forming new ideas;
- have the skills to propose alternative ideas;
- the skills of creating educational materials that are used several times are developed;
- the opportunity to refer to educational materials at any time and repeatedly increases;
- conditions are created for real assessment of students' knowledge by means of interactive assignments;
- multimedia products aimed at easy and light understanding of the topic are prepared;
- creative use of information technologies and global network opportunities.

The advantages of GlobalLab for teachers are: systematic management of students' activities, time saving, interest in science, ability to enrich their knowledge using information resources.

A number of methods and forms of education, in particular, information-search classes, have a special place in the formation of students' skills of research, systematic and purposeful work on themselves. In this, the process of working with the various stages of the life and work of a particular writer, working with educational literature on the subject, and working on additional resources suggested by the teacher or interested in them is defined. These include research lesson, thinking lesson, reasoning, creation of creative works, synchronization, poems, fairy tales, continuation of unfinished fragments, solving language problems, creating a text based on experience.

The teacher should pay attention to the fact that research activities of students do not occupy the whole lesson. In this case, training should be combined with other methods and forms of teaching aimed at developing students' oral and written speech. After all, the combination of these types of forms is effective in organizing the process of literary education.

Scientific and research activities aimed at the effectiveness of personal intellectual development serve to increase students' logical and creative abilities, free thinking, activity and independence, in a word, cognitive activity. Conducting small research develops logical thinking in children, calmly solves wrong situations in the process of finding a reasonable answer. the ability to solve, forms the ability to approach the problem objectively. As a result, the qualities of attentiveness, accuracy, objective assessment of events in complex situations and creativity are developed in students.

Conclusion

In the process of literary education, there are a number of requirements for organizing students'

research activities based on modern pedagogical technologies. One of them is to solve an unfamiliar problem independently without the guidance of a teacher using research elements. In this case, it is appropriate to observe and independently analyze the facts, develop assumptions and check them, and form conclusions. There are various types of activities that involve the implementation of educational research or its elements by students: lesson-research, lesson-creative report, lesson project defense, lesson-open thoughts, lesson-role play, lesson-seminar, round discussion, debate, etc. Unconventional classes on the development of research competences require certain preparation in terms of their scale and result-basedness compared to other classes.

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