Publisher: Frontline Journals

Research Article

METHODOLOGICAL CONDITIONS FOR THE FORMATION OF RESEARCH COMPETENCE IN LITERARY EDUCATION

Rayhona Tillaeva

Independent researcher at Tashkent State University of Uzbek Language and Literature named after Alisher Navoi, Uzbekistan

ABSTRACT

The article deals with the issue of developing the research competencies of students by focusing on small research tasks at an early age. In particular, such approaches as "Moment of success", "Project method", the formation of assumptions and questions allow students to pose a problem on the merits of a particular object, promote new ideas, propose appropriate solutions on this basis, engage in creative search, analyze important aspects "nationalization".

KEYWORDS

Research, research activity, research problem, hypothesis, conjecture, hypothesis, productivity, questions, assignments.

INTRODUCTION

One of the urgent tasks has become the question of educating a person who thinks critically and creatively, who has his own point of view at the present stage of development of modern literary education. Therefore, it is important to take into account the cognitive needs of students in connection with their educational activities and effectively use specific research methods aimed at independent research.

There are a number of areas of scientific reflection in the research environment of the problem of the formation of research competence of students who in real life connect the human psyche, thoughts with the life of the heroes of a work of art, emotions with society and the nature of analysis in the context of relationships; develop meta-subject skills based on the established qualification requirements for literary criticism; helps to solve the problem of learning motivation when choosing effective methods.

MATERIALS AND METHODS

There is no universal approach to developing the research competencies of students in literature classes in high school. It is carried out at different stages of education, taking into account the age characteristics of students, the level of development of learning processes, needs and interests, as well as the creativity of the teacher based on the qualification requirements set out in the SNT and curricula. Research competence is one of the foundations of cultivating an independent thinker who is able to pose problems and find solutions to problems that may arise in life. As methodologist K. Khusanbaeva rightly points out, "The essence of independence of thinking is that the independence of students is limited only by the task, the search for a solution and checking the correctness of the conclusion. The need for knowledge, an independent approach to it, in addition to the development of the human mind in the presence of free thinking, also feeds his will and emotions. Thus, the student develops personality traits" [Khusanbayeva, 149].

In our opinion, it is important to conduct research at the subject level as a fundamental competence for the intellectual and spiritual development of students. In this regard, the following can be

considered important stages in the formation of research competence:

1) Theoretical stage;

2) Preparatory stage;

3) Formation stage;

4) Stage of generalization.

The first step is to create a situation of guaranteed success, which is one way to emotionally motivate students to develop their research competence. The most effective way to do this is to use the Moment of Success form to guide and encourage students to succeed.

And also to identify and eliminate gaps in their knowledge.

"Moment of Success" is based on the following:

- Identify problem areas in the knowledge of students;

- Give theoretical and practical tasks on the topic where there are gaps;

- Encourage students to independently explore and complete assignments based on thematic assignments within a set period of time;

- Joint work on the selection of errors and interpretations on the topic;

- Determination of the form of presentation and organization of speeches;

- Organization of one-minute events;

- Peer assessments and recognition in front of students.

The first level of work, as mentioned above, serves to ensure the success of the research activities of students, increase their self-confidence and sense of responsibility.

The second level of learning, which is a cognitive component, covers a set of knowledge about society, nature, thinking, technology and ways of doing things. The acquisition of knowledge in this area involves the formation in the minds of students of a scientific view of the world, a dialectical approach to cognitive and practical activities.

The third level takes into account the activity, practical component and creativity of preparing students for research activities. They are seen as reproductive, productive and exploratory mental operations. It will be necessary to find a solution

to existing problems, to ensure the systematic implementation of the process in order to creatively change reality.

RESULTS AND DISCUSSIONS

The ability of a person to see problems is an integral part of his/her thinking. It often changes over a long period of time. Successful communications lead to assumptions that lead to decisions. After checking the assumptions, if they are confirmed, the problem is solved. If the hypothesis is not confirmed, a new hypothesis goes forward and will continue until the new hypothesis is confirmed. Thus, the student will master the studied materials and gain the skills to apply them in practice" [Narzieva, 40].

We believe that developing student problem-solving and problem-solving skills also requires action to resolve difficulties and ambiguities within a particular topic. First of all, it is necessary to focus on the study of aspects of this problematic situation. Identifying problems is a complex process. In most cases, finding a problem is more difficult than solving it, and at the same time more instructive than attracting the attention of others. The next step in research with

students is adaptability. In this process, it is not necessary to clearly understand and formulate the problem, clearly define the goal. Therefore, it is sufficient to have a general and approximate description of the issues considered at this stage.

In order to bring students to a new level of research, the teacher must not only rely on existing knowledge, but also look for ways to enrich it, integrate it with other disciplines, determine the relevance and application of the topic. It is also recommended to create specific instructions at this stage.

Leadership is a form of student self-learning, which is seen as a technology for the creative application of knowledge. Forms and types of self-learning develop independently. As an educational creative product of independent work of students in the form of creative texts, maps, drawings, pictures, reflects their behavior, logic and sequence of tasks.

Another effective way to develop students' research competencies is the project method.

The teacher is the process by which students think as the driving force behind the learning process.

Clearly define the algorithm for the tasks of project activities, which will help develop research activities. This includes:

A) Identify and isolate problems, make assumptions about the formation of their solution, set tasks, identify existing conditions;

B) Put forward hypotheses about the causes and consequences of the phenomena of the material world, be able to substantiate them;

C) Compare the meaning of various events and works of art at the same time and observe on that basis.

The project method is a specially organized educational and cognitive activity in the design of an individual or group study of students, including:

1. The current educational tasks have been solved.

2. Research methods are planned.

3. Expected results and educational products will be defined.

4. Measures will be taken to solve educational problems.

5. An educational product of a certain form and content is created.

6. The results of the work are analyzed.

Based on the design method, at each stage of the research activity, it is planned to implement certain universal actions that will help students to independently conduct the learning process. The task assigned to students in literature lessons is to achieve the results set out in the state education standard. In order to see results, the teacher must be aware of the diagnostic methods as well as how to use them. The content of each of them is discussed below:

Motivation.

The first step in implementing the design method is to encourage student learning. At the same time, they should be involved in the achievement of goals, objectives and planned activities, and not in the organization of extracurricular activities or circles that complement the course. For example, in the Literature Research Circle, students are encouraged to think about this topic. They will be

made aware of their needs and interests in this regard. Including:
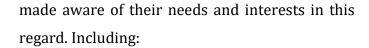
1. What qualities do you think a researcher should have?

2. Which ones do you think you have?

3. Which ones do you think need further improvement?

4. Describe the purpose of your entry into the circle. What do I need to do?

Refresh the knowledge base.

During this stage, students will be able to develop problem-solving skills and participate in research. For example, "Look at the world through the eyes of others."

To complete the task, students are given a piece of text from an unfinished work. "Go ahead as you please. Imagine for a second that you were transported to the karmic world of Earl. For example, at the beginning of the story "The Pledge" by the Russian writer A. Chekhov [State Educational Standards and the Curriculum of Secondary Education, 6], intended for study in the 10th grade of a general education school, they evaluate the reception and image of the problem

raised in it as an observer. How would you rate this situation? And so on.

The task "Create a story on behalf of another hero."

"Imagine that you are a young lawyer. Describe this day from your imaginary life. Tell the story in the language of another hero who was present at the feast."

This activity can be done in the form of a written presentation by having students write an essay, but oral storytelling is also effective in the process. At the same time, the most inventive student should be encouraged to come up with both original and non-standard answers.

Task "Make up a story using the indicated ending." students will be introduced to "In the eleventh year of captivity", "Gangster bail violation", "Banker goes in search of a lawyer", "Interview with a lawyer and a banker". The task of creating a story on topics such as the students is asked to think about what happened in the introduction, about the reasons why the young lawyer got into this situation, about the causes and consequences. In the process, the logic and

originality of their presentation on the assignment are evaluated.

During the course, students will be asked to identify and name the traits that they encountered in the images of a lawyer and a banker and found while reading. For example, a lawyer is young, curious, stubborn, eloquent, strong-willed, strong-willed, patient, and so on. The banker is greedy, careless, greedy for wealth, unproven, and so on.

The next task is called "One topic - many topics." Students will be asked to come up with more stories on the same topic and highlight important points in the plot. For example, being the author of this or that work, one can depict the characters at the end of the work in the form of a picture or episodes that reflect contradictions.

To develop the ability of students to put forward hypotheses (assumptions and hypotheses).

The Explanatory Dictionary of the Uzbek Language says that "a hypothesis is a scientific hypothesis, a hypothesis that has not yet been tested in practice" [Explanatory Dictionary of the Uzbek Language, 504]. Students often make different assumptions about what they saw,

heard, and felt. Many of their bizarre and interesting hypotheses are based on their attempts to answer questions. This problem is the first feature that amounts to guesswork. Hypotheses allow you to look at the problem from a different point of view, look at the situation from a different point of view. There are a number of ways to develop the ability to make hypotheses, and below we will focus on the content of the "Think Together" task:

What should the main character do in this situation?

Guessing, "Maybe", "Let's guess", "Let's", "What if ...?" keywords like

Tasks to develop the ability of students to ask questions.

Questions, like any knowledge, are important in the research process of students. Questions are often seen as a way of expressing a problem. The problem has a relatively complex structure than the question. Figuratively speaking, there are still gaps that need to be filled. Questions sharpens the thinking of students, directs them to search. Awakens the need for knowledge and prepares for mental work.

The questions are divided into two groups in the methodological literature. First, there are issues of content identification. For example, is it so (correct); for example, whether it is (should) be created. Defining questions can be simple or complex. More complex questions are actually multiple choice questions. Simple questions fall into two categories: conditional and unconditional. For example, in the 10th grade, O. Khoshimov's novel "Between two doors" "Who and who is black?" [Literature, 10th grade. 145] is a simple unconditional question. "Is it true that when Black asked Robia to marry her brother, she suffered mentally? The question is an example of a simple conditional question. There are also difficult questions that can be broken down into several simple questions. In particular, "Did the passenger decide to take the gold or survive?" (Grade 10. J. London. "Love of Life").

There are other types of questions in educational practice, especially supplementary questions. To them: where?, when?, how?, who?, what?, why? For example rhymes. Questions of this content have a simple or complex structure. For example, "When, where and by whom did the events take place?" and so on. Although the question is complex in structure, the answer to it is easy to determine from three separate answers.

The research ability is manifested in the process of searching, finding, observing, comparing, generalizing and applying a solution to a problem. Therefore, the typical elements of the research competence of students include:

- Defining the purpose of student activities;

- Implementation of the mechanism for achieving the goal: determining the subject and means of the planned actions;

- Reflect the compliance of the results with the tasks set, analyze the results.

CONCLUSION

To conclude, the research activities of students can be considered as an effective way of organizing the process of literary education. It is also aimed at developing competencies in the field of analysis of literary, rhetorical and artistic works, set out in the State Educational Standard for Literary Studies. One of the criteria is the creation of conditions for the transfer and application by future students of their research approach in various fields of activity.

REFERENCES

1. Khusanboeva G. (2009). Literature is a factor in the formation of spirituality and independent thinking. - Tashkent: Publishing house of the National Library of Uzbekistan named after Alisher Navoi. p.368

2. Narzieva N. (2017). The role of problem-based learning in the formation of research skills among students based on an integrative approach // National Education. – Tashkent. pp.37-42.

3. Tokhliev B., Karimov B., Usmanova K. (2017). Literature. Grade 10: textbook. Part II / B. Tokhliev and et.al,. Tashkent: State Scientific Publishing House "National Encyclopedia of Uzbekistan" p.184

4. State educational standard and curriculum of secondary education. Grades 10-11 // Collection of legislation of the Republic of Uzbekistan. - T .: No. 14 (774) 2017.

5. Annotated dictionary of the Uzbek language. Letter G. - Tashkent: State Scientific Publishing House "National Encyclopedia of Uzbekistan". p.533 www: ziyouz.com library

6. Turaboeva, M. (2021). The Methods of Exercises to Develop Thinking in Mother Tongue Classes. European Journal of Humanities and Educational Advancements, 2(5), 12-14.

7. Turaboeva, M. (2021, May). THE CONCEPT OF EXERCISE THAT DEVELOPS THINKING IN MOTHER TONGUE EDUCATION. In " ONLINE-CONFERENCES" PLATFORM (pp. 23-24).

8. Turaboeva, M. (2019). ALGORITHMIC EXERCISES AND THEIR SPECIAL FEATURES. Bulletin of Namangan State University: Vol, 1(2), 128.

9. Turaboeva, M. (2021). TECHNOLOGY OF USING THE METHOD OF" SWAP" IN MOTHER TONGUE LESSONS OF THE 5TH GRADE. In МОЛОДЁЖЬ, НАУКА, ИННОВАЦИИ: АКТУАЛЬНЫЕ ВОПРОСЫ СОВРЕМЕННОСТИ (pp. 107-109).

10. Yakubjanovna, Turaboeva Muqaddas. "Developing Linguistic Competence Through Algorithmic Exercises In 5th Grade Mother Tongue Lessons."