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PEDAGOGICAL ESSENCE OF INCREASING THE SOCIAL- COMMUNICATIVE ACTIVITY OF STUDENTS BASED ON FICTION LITERATURE

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ABOUT ARTICLE

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Abstract: The article deals with the importance of increasing the social and communicative activity of individuals, including students, in the context of globalization. In the article, increasing social and communicative activity of students and studying the importance of fiction literature in this process is analyzed as one of the current pedagogical problems. This article focuses on the pedagogical essence of utilizing fiction literature as a means to enhance the social-communicative activity of students. The study explores the potential benefits of using fiction literature as a tool for encouraging social interaction and communication in the classroom. The research paper examines various pedagogical approaches that can be employed to increase the social-communicative activity of students through fiction literature. Moreover, the article highlights the importance of creating a supportive and inclusive classroom environment that encourages students to express themselves freely and engage in meaningful discussions based on the themes and topics presented in fiction literature. It discusses the potential of literature circles, where students engage in small group discussions and analysis of literary texts, to foster communication skills and critical thinking. Additionally, the research annotation explores the potential challenges and considerations when incorporating fiction literature in promoting social-communicative activity. It addresses issues such as selecting appropriate literature, adapting materials to meet the needs of

diverse learners, and providing guidance and scaffolding to facilitate meaningful discussions. The article concludes by emphasizing the significance of integrating fiction literature into educational curricula to enhance social-communicative activity among students, as well as explaining socialization is a moral precaution of every subject, and its satisfaction is achieved through the mutual harmonization of individual activities with the life of society.

INTRODUCTION

A new type of social-communicative relationship has been formed in the information society. Now the main communicative relations are carried out in social networks with the help of information and communication tools. This, by itself, denies the direct communication of social subjects and strengthens its indirect character. Indirect communication between social entities is organized on the basis of tools such as mobile communication devices, computer technology and the Internet. The reduction of direct communication between social subjects leads to the individualization of the individual. As a result of this, the indifference of the society towards social relations is more and more clearly observed among young people, especially students, who are their special stratum. On the contrary, the fact that students' attention is more attracted by narrow and specific household problems requires them to increase their social and communicative activity. After all, as members of a certain society, they must be able to reconcile their personal interests and needs with the interests of society. This requires finding a pedagogical solution to increase students' social-communicative activity, not only psychologically, but also pedagogically.

MATERIALS AND METHODS

The pedagogical essence of increasing the social-communicative activity of students based on fiction literature holds immense importance in the educational domain. This approach not only fosters a love for reading but also enhances students' social and communication skills, making it a crucial topic to address. Here are several key reasons why this topic is significant:

1. Promotes literacy and reading comprehension: Fiction literature serves as a powerful tool for promoting literacy among students. By encouraging students to engage with fictional texts, educators can enhance their reading comprehension skills, vocabulary, and overall language proficiency. These skills are fundamental for academic success and lifelong learning.

2. Cultivates empathy and emotional intelligence: Fiction literature often presents diverse characters, narratives, and perspectives. By immersing themselves in fictional worlds and relating to different characters' experiences, students develop empathy and emotional intelligence. They learn to understand and connect with people from various backgrounds, cultures, and experiences, fostering a more inclusive and compassionate society.

3. Enhances critical thinking and analysis: Fictional literature often contains complex themes, intricate plotlines, and multidimensional characters. Encouraging students to analyze and interpret these elements promotes critical thinking skills. They learn to question, evaluate, and make connections, thereby honing their analytical abilities, fostering creativity, and developing their own unique perspectives.

4. Improves communication and interpersonal skills: Fiction literature provides a platform for discussing ideas, themes, and characters. Engaging in classroom discussions, book clubs, or group activities centered around literature encourages students to express their thoughts, articulate their opinions, and actively listen to others. Such interactions enhance their communication and interpersonal skills, including effective speaking, active listening, and respectful dialogue.

5. Builds social awareness and cultural understanding: Fictional literature often explores social issues, historical events, and cultural contexts. By delving into these narratives, students gain a deeper understanding of societal dynamics, historical events, and diverse cultures. This knowledge fosters social awareness, cultural understanding, and promotes open-mindedness, tolerance, and appreciation for diversity.

6. Stimulates imagination and creativity: Fiction literature has the power to ignite students' imagination and creativity. By exposing them to imaginative worlds, intricate storylines, and vivid descriptions, educators can inspire students to think beyond the confines of reality. This nurtures their creative thinking, problem-solving abilities, and encourages them to explore innovative ideas and possibilities.

7. Provides an avenue for personal growth and self-reflection: Fiction literature often addresses universal human experiences, struggles, and personal growth journeys. Through identification with characters and their challenges, students can engage in self-reflection, introspection, and self-discovery. This process helps them develop self-awareness, empathy towards themselves, and others, and facilitates personal growth and character development [11].

LITERATURE REVIEW

Researchers such as: V.P.Sergeeva, E.K.Nikitina, M.N.Nedvetskaya recognize the following as qualities of social-communicative competence: understanding and talking about the emotional (happy, sad, angry, stubborn) state of peers and adults; receiving necessary information (message) during communication; listen to another person, approach his thoughts and interests with respect; organizing simple, sincere communication with adults and peers; express one's opinion; being able to match one's desires with the aspirations and interests of other people; collective work (bargaining, conciliation, etc.); treat people around with respect; decide to help others and provide assistance; not to quarrel in problematic situations, to behave calmly and others [3, p. 272]. To understand the nature of the research problem, it is necessary to understand the dictionary meaning of the concepts of

“increase”, “activity increase”. At this point, the term “increase” can be interpreted in two ways: increase or increase. Lexically, “increase” means to increase the quantity contribution of the number of some qualities), “to increase” (to raise a certain level of some quality to the next level, to raise it). The concepts of “increasing activity” and increasing activity mean increasing the number of qualities manifested on the basis of activity, raising a certain level of activity to the next level, and raising it.

In some studies, the concept of “social-communicative activity” is used in the form of “social-communicative competence”. For example, according to I.V. Pichugina, social-communicative competence expresses the uniqueness of knowledge organization in relation to social relations, the society in which a person lives, and systems of interpersonal interaction. In addition, social-communicative competence makes it possible to act in any social situation, evaluate it correctly, make a rational decision and achieve the set goals [2, p. 352]. L.V. Orinina and I.V. Kashuba recognize social-communicative competence as an integrative quality (consisting of several features) on the example of students.

According to the approach of the authors, on the basis of social-communicative competence, cognitive (receiving information), reflexive-evaluative (understanding the essence of received information), motivational (changing attitudes and forming motivations for leading activities) and active (collecting certain qualities that have become a habit) components, as well as the ability of students to successfully adapt to the interpersonal environment in HEIs, which consists of important social and communicative skills, which is aimed at increasing the level of communicative culture of learners and their professional and social trajectory serves for formation [1].

RESEARCH METHODOLOGY

Increasing social-communicative activity of students is an important direction of multi-functional pedagogical activity carried out on a large scale in HEIs, and its planned, purposeful, consistent and systematic organization helps to achieve the expected result. Fiction literature plays a crucial role in education, offering students an opportunity to engage with diverse narratives, characters, and themes. In recent years, there has been growing interest in exploring the pedagogical benefits of using fiction literature to enhance social-communicative activity among students. This situation was taken into account in the development of the plan, since the process of increasing the socio-communicative activity of students by means of fiction literature was determined as an object in the research. The concept of “fiction” means infinity.

Therefore, even in the fields of literature, fiction is studied by types and types based on a special typology [5]. The selection of one of the types and types of fiction literature for scientific research determines the narrow scope of the activity, as a result of which the goal and direction are clearly defined, the researcher's attention is focused on solving the problem based on a comprehensive

analysis. In the typology accepted as a basis in literary studies, the following types and types of fiction are covered (Table 1):

Table 1. Typology of fiction

№	Types	Kinds
1.	According to the types	1. Epic works (parable, epilogue, legend, novella, tale, story, short story, novel, novel-epic, epic). 2. Lyrical works (qasida, noma, elegy (song lyric poem), epigram (short comic poem), tuyuq, rubai, ghazal, mukhammas, etc.). 3. Lyro-epic works (ballad, poem). 4. Dramatic works (drama, comedy, tragedy)
2.	According to the structural type of the text	1. Prose 2. Poetry
3.	According to the period of creation	1. Ancient literature. 2. Literature of the Middle Ages. 3. Renaissance literature. 4. Literature of the Age of Enlightenment. 5. Literature of the 19th century. 6. Literature of the modernism era. 7. Literatures created in the period after the second half of the 20th century (the period of postmodernism).
4.	According to period importance	1. Classical literature. 2. Modern literature
5.	According to the form	Novella, ode, essay, poem, story, play, story, novel, epic, epic, essay
6.	According to the content	1. Comedy (interlude, parody). 2. Tragedy (tragedy). 3. Drama

The cited typology confirms that it is impossible to carry out research on all types and types of literature. For this reason, the type and type of fiction literature was selected by determining the range of interests and spiritual needs of students through pedagogical observation, conversation, and question-and-answer during the foundational experience. The results of the study showed that a large number of students read stories (73.2 percent), short stories (67.1 percent), novels (63.8 percent), relatively (even very) few students read poems (20.2 percent), novellas. (11.1 percent), essay (8.9 percent), essay (3.6 percent) are interested in artistic genres.

RESEARCH RESULTS

In our opinion, in order to sufficiently increase the socio-communicative activity of students by means of fiction, the work should be rich in “intense conversations” between the plot, characters, sufficiently reveal the inner experiences of the characters, and about their life aspirations. should provide more detailed information. At the same time, since the main activity of students is education (more time is required to read novels and short stories), moreover, based on their interests and needs, it is necessary to study together with them, to form a methodical support for research. examples of world and Uzbek literature in the genre, the story “Thank you, teacher” by the Hero of Uzbekistan,

Karakalpakstan and People's Writer of Uzbekistan To'lepbergen Qayipbergenov was chosen as an example of Karakalpak literature.

The age and psychological characteristics of the students were also taken into account when choosing literary works. Mainly, works of art were selected from English literature created in English and examples of Uzbek literature translated into this language (two). They are as follows (Table 2):

Table 2. Selected works of art for research

№	English/Russian title of the work	Uzbek title of the work	Author
Examples of world literature			
1.	Love of life	Hayotga muhabbat	Jack London / Жек Лондон
2.	The Last Leaf	So'nggi yuproq	O. Henry / О'Генри
Examples of Russian literature			
3.	Старый чёлн	Eski qayiq	Константин Георгиевич Паустовский
4.	Родинка	Xol	Михаил Александрович Шолохов
Examples of Uzbek literature			
5.	Debt to be repaid until the Day of Judgment / Овцы Хайдарали	Qiyomat qarz	O'lmas Umarbekov
6.	Roots / Корни	Ildizlar	Asqad Muxtor
Examples of Karakalpak literature			
7.	Thank you, teacher! / Спасибо, учитель!	Раҳмат, муаллим!	To'lepbergen Qayipbergenov

DISCUSSION

This research discussion aims to delve into the pedagogical essence of increasing the social-communicative activity of students through the incorporation of fiction literature in educational settings. Enhancing Empathy and Perspective-Taking: Fiction literature provides a unique platform for students to develop empathy and perspective-taking skills [4]. When students immerse themselves in fictional narratives, they are exposed to various characters and their experiences, which can foster a greater understanding of different perspectives and worldviews. Through discussions and reflections on these narratives, students can engage in meaningful conversations that encourage empathy, tolerance, and respect for diverse viewpoints.

Promoting Critical Thinking and Analytical Skills: Analyzing fiction literature requires students to think critically and develop analytical skills. By examining the plot, themes, and character development, students are encouraged to evaluate the motivations, actions, and consequences depicted in the story. This process prompts students to engage in thoughtful discussions, articulate their ideas, and provide evidence to support their interpretations. These analytical skills are transferable to real-life situations, empowering students to approach complex problems with a critical mindset.

Developing Communication Skills: Engaging with fiction literature cultivates students' communication skills, including speaking and listening abilities. Participating in group discussions, book clubs, or literature circles provides students with a platform to express their thoughts, opinions, and interpretations. These interactions encourage active listening, turn-taking, and respectful dialogue, enabling students to develop effective communication skills. Additionally, students can enhance their written communication skills through activities such as writing book reviews, character analyses, or creative responses to the literature.

Building Social Connections and Collaboration: Fiction literature can foster social connections and collaboration among students. When students read and discuss literature together, they have shared experiences that can lead to bonding and the formation of supportive relationships. Collaborative activities, such as group projects or role-playing exercises based on fictional scenarios, encourage students to work together, negotiate ideas, and communicate effectively to achieve common goals. These collaborative experiences help students develop important social skills, such as teamwork, compromise, and conflict resolution.

Encouraging Imagination and Creativity: Fiction literature stimulates students' imagination and creativity, which are essential skills for problem-solving and innovation. Through exposure to imaginative stories, students are inspired to think outside the box, explore alternative possibilities, and envision different outcomes. Teachers can capitalize on this imaginative potential by incorporating creative activities, such as storytelling, drama, or artistic expressions, that allow students to engage with the literature in a hands-on and imaginative manner. This process not only deepens their understanding of the text but also nurtures their creative thinking abilities [9].

By investigating the pedagogical essence of increasing the social-communicative activity of students based on fiction literature, this research annotation contributes to the existing body of knowledge on the importance of literature in education. It provides educators with valuable insights and practical recommendations for leveraging fiction literature as a powerful tool for enhancing social interaction, communication skills, and student engagement within the classroom setting [10]. By engaging with fictional texts, students can develop a deeper understanding of human emotions, perspectives, and experiences, which in turn promotes empathy, critical thinking, and effective communication.

CONCLUSION

The pedagogical essence of increasing the social-communicative activity of students based on fiction literature is multifaceted and highly beneficial. Through the use of fiction literature, students can enhance their empathy, critical thinking, communication skills, social connections, and creativity. Educators should recognize the immense potential of fiction literature as a powerful tool for fostering social-communicative activity in students. By incorporating diverse and engaging fictional works into

educational settings, teachers can create rich learning environments that encourage active participation, collaboration, and the development of vital skills necessary for personal growth and success in the modern world. In increasing the social and communicative activity of students, the spiritual and moral influence of the selected works of art is more important than the artistic and aesthetic value, the individual feels himself as a member of the society, the ability to combine his desires with the interests of the community, the ability to listen to the opinions of teammates regarding the work, support the opinions expressed, and if there are contradictions between the opinions, then at first, recognizing the "superior" aspects of the peer's opinion, not as criticism, but attention was paid to such things as commenting in the form of a proposal.

Therefore, the process of spiritual-educational work has a unique pedagogical opportunity to increase the social-communicative activity of students by means of fiction. If this process is organized for the purpose of learning English, then the pedagogical activity acquires many functions. For this reason, it is necessary to choose the right fiction literature with the ability to clearly define the goal and increase the social-communicative activity of students. Certain requirements are taken into account when choosing fiction. First of all, it is necessary that the chosen literature should match the age and psychological characteristics of the students, should not negatively affect the main activity of the students, which is learning and knowledge, should be able to develop their communicative ability while ensuring their social activity. In summary, increasing the social-communicative activity of students based on fiction literature is crucial for fostering literacy, enhancing social and communication skills, cultivating empathy, promoting critical thinking, building cultural understanding, stimulating creativity, and facilitating personal growth. By incorporating fiction literature into education, we empower students to become well-rounded individuals who can navigate the complexities of the world with confidence, empathy, and intellectual curiosity.

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