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IMPROVING THE METHODOLOGY OF TEACHING LITERATURE ON THE BASIS OF AN INDIVIDUAL-ORIENTED APPROACH

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ABOUT ARTICLE

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Abstract: This article analyzes the issue of improving the methodology of teaching literature on the basis of modern pedagogical approaches, in particular, an individual-oriented approach. The attitude of the personality-oriented approach to international assessment research, the conditions for the application of international assessment research to literary education, and the understanding and awareness of international assessment research assignments have been discussed.

Introduction

Education is a major factor in the reform of society and its transformation into a more open and new technology and knowledge-oriented society for the outside world. Today, the development of the country, the socio-economic and cultural situation of society depend on the

strength and effectiveness of the national education system, which has become clearer on the example of the experience of developed countries and the analysis of studies of international assessment programs (next – XBD) that assess the quality of Education. The realities taking place in the world community, the dispersion of information flows and the activation of various social networks in the processes of globalization, the popularization of information attacks increase the needs for modern approaches to today's education. The freedom and instability of the information flow and its coverage of all aspects of society require that the educational process and content also be worthy of modern templates. Today, the main goal of the modern school educational concept is to competitively and actively socialize the student to the globalization process, as well as to educate a person with 21st century skills. The literary education taught in modern schools consists in the upbringing of a student who independently performs thought operations and has educational skills throughout his life, the demand for a developed society and the upbringing of a modern person capable of international templates. In the reform of the national education system, personality-oriented education, textbooks of a new generation, international assessment programs are considered criteria for a modern pedagogical approach.

Modern pedagogical approaches appear in the foundation of modern pedagogical paradigms. In the context of competition in education, various pedagogical traditions, principles or paradigms collide and struggle for priority between them. Paradigm is a leading idea that defines the educational system and the directions in perspective, and we can distinguish that the following paradigms are currently leading in the field of pedagogy:

1. The cognitive paradigm prioritizes the transfer of the maximum amount of knowledge to a child, his mental development. In this, the desire of the teacher to force leads, and the desire and interests of the student are not sufficiently taken into account

2. The personal paradigm prioritizes the emotional and social development of the child. In such an approach, great attention is paid to the interests, problems of students, and the norms imposed on students are not strictly defined.

3. The cultural paradigm prioritizes the upbringing of the student as a spiritually harmonious person. In such an educational paradigm, there are elements of coercion, since students who correctly perceive the need to assimilate cultural values do not constitute a majority.

4. The competence paradigm grows out of the cognitive-informational paradigm. Such an approach considers the unlimited transmission of information unacceptable and approves the targeted issuance of information to readers, aimed at the development of certain competencies.

When developing a strategy for the development of pedagogical education, all these paradigms must be taken into account. Therefore, the basis of the strategy for the development of modern education should be the harmonization of educational paradigms. Modern pedagogical approaches, which are widely used in Universal pedagogy today and have a high positive effect, are: personality-oriented approach; competency approach; acmeological approach; heuristic approach. On the basis of these approaches, the organization of the educational process is one of the dominant directions facing the national educational system and national Uzbek folk pedagogy. These modern approaches are phenomena of content and form of methodological importance in pedagogy, which include a specific innovative approach to important issues related to the comprehensive improvement of the personality of the student, their individual approach, increasing the practical importance of theoretical knowledge, methods of forming a certain competence in students, and the emergence of their talents.

One of the main criteria of the PISA program is to determine the student's ability to engage in interactive, meaning-making, communication with the text. It covers a complex cognitive process that involves not only the perception or re-expression of information, but also the creation of meaning, thoughtful reading, analysis, personal position reporting, and social awareness. Creating meaning means that the reader, on the basis of his personal worldview, experience and social understanding of the text, enriches and re-understands his own feeling,

forms his opinion through it. That is, the reader becomes a subject who “constructs creative meaning” rather than “receives information” from the text. Thoughtful reading is not only the reader's reading of the text from the surface, but also the process of choosing and understanding hidden meanings, ideas, the position of the hero, the attitude of the author and the opposite points of view on the subject. In the process, the reader asks " Why?" , "Why?" , “On which basis did this thought rely?” , deepening the analysis through questions such as Analysis is the ability of a reader to interpret the main idea to others, studying in a structural way the structure of the text, the order of heroes, events, the purpose of the author and the means of language. To do this, he relies partly on knowledge and partly on the mechanisms of thinking. Expressing a personal position is the ability to state a personal opinion and attitude formed in the reader on the basis of evidence, to openly state his point of view on events and ideas in the text. This, in turn, develops an independent thinking of the individual and a culture of decision-making.

Social awareness demonstrates the reader's ability to relate the knowledge and conclusions formed in the process of reading to events in society, moral choices, cultural problems, understanding society through the text and readiness to participate in it as a responsible person. The PISA criteria call for literary education not only to understand the artistic text, but also as a means to develop the personality of the reader, awaken his social consciousness and lead him to spiritual maturity. In modern education, reading activity is considered not only as a process of obtaining information or memorizing knowledge, but as a fundamental tool that shapes human thinking, expands the worldview and promotes intellectual independence. PISA assessment criteria perceive reading as such a broad-meaning pedagogical process. That is, the reader, not only understanding the text, realizes the point of view of the author in it, analyzes it, compares it with other points of view and forms his own personal position. In this place, reading activity becomes a process not of receiving information, but of entering into thought communication with it. Such an approach requires the reader to think critically and thoughtfully, work with texts with complex content, choose between several

points of view, and in some cases maintain a balance between these points of view. In this process, the reader is formed as a person with the ability to actively understand, process and bring his knowledge to life. Therefore, interactive work on texts corresponding to the requirements of PISA in Literature lessons, comparison of opposing opinions, personal reaction in forms such as debate and essay enrich not only literacy in the reader, but also spiritual worldview. In the end, reading is a thought process that serves the spiritual and mental growth of just as the PISA assessment program brings new requirements to educational content, it assumes a fundamental revision of teaching methods. In particular, in literary education, the need for methodological approaches has increased, which form not only the reading and understanding of the artistic text, but also the types of cognitive and communicative activities of a higher level, such as its analysis, creation of meaning, expression of a personal position and social awareness. This need made it a necessity to introduce educational technologies in teaching literature that met the criteria of PISA, structural-consistent and personality-oriented. Such methods are formed in modern education on the basis of the idea of “creating a personal meaning” and serve the development of competencies in the reader, such as independent thinking, multi-view analysis, social attitude. Now it is advisable to consider the theoretical and methodological foundations of these methods.

Research on the issues of modern pedagogical approaches in our Country X.A.Shaykhova, G.H.Tillaeva, B.Khodzhaev, L.G.Bobokhodjaeva, N.Indiaminov, B.Researchers like Babajanov; abroad I.S.Yakimanskaya. S.Morozov, D.Smolyakova, N.Meyer, A.Covered in the work of scientists such as Clapper.

The study found that modern pedagogical approaches are manifested in the educational process in the following areas: the transition of students from memory and recollection to the function of logic, criticism and creativity; the transition to the process of mental development, which allows you to use and practice learned and acquired knowledge; creating a student-oriented, differentiated and individualized educational environment of teaching; the regulation of the inner world and spiritual world by increasing the motivation of students. Improving the

quality of education and achieving its effectiveness occurs with the ability to use modern approaches in the educational process and classroom activities. The personality-oriented approach is to put the personality of a student who is a consumer of education, putting him at the center of the educational process the manifestation of his interests, spiritual world, inner beliefs. The personality-oriented approach is justified by the creation of all the amenities, pedagogical and psychological conditions necessary for students to develop their own inner capabilities and abilities. In this approach, the learner is the chief dominant of Education. An important factor in the personality-oriented approach is the individual approach of the educator to the learners as well as the identification of their inner potential and interest. In creating a personality-oriented educational environment, it is important to take into account the mental, physical and age characteristics of the person receiving education, his level of readiness for science. In the organization of the environment of personality – oriented education (next-ShYT), the principles of humanism are manifested as didactics is. It is important that the student is capable of creating a ShYT environment, as well as that the teacher has modern pedagogical activity. In creating a climate of ShYT, in contrast to classical approaches, the educational center is occupied by a student's personality with such qualities as striving to gain knowledge using its maximum capabilities, being able to receive new experiences, be able to independently decide in various situations, and non-standard fixation . Today's reader has a strong passion for studying works that prepare them for social life, help to realize their inner self, keep pace with the Times. In the International Assessment Research (next – XBT) assignments of PISA, selected texts are selected that not only assess the personal knowledge and experience of the reader, but also guide the reader through the texts. According to the XBT analysis, each student's choice of a profession based on their interests would cause them to actively socialize in the future. With this in mind, a person-oriented literary educational environment may not only educate a teacher of literature or representatives of professions close to the field of literature, that is, poets, writers, suhandons, artists. But the skills to articulate his opinion before the community in an influential, convincing, furtive manner are

the result of a person-oriented literary educational environment. Such qualities, on the other hand, are necessary for all those professions that operate in society, and this ensures the socialization of a person. In a person-oriented literary educational environment, literary works or informational texts are selected according to the principle of variability, depending on the interest, desire and need of students. National Center for the implementation of international research on the assessment of the quality of Education under the state inspectorate for quality control of education " in base schools aimed at preparing for international research the texts given under the project program" reading in the direction of literacy " form not only reading literacy of students, but also literary skills that are a requirement of the 21st century. The texts recommended by this center prepare for social life on the basis of critical thinking, creativity and communicativeness in students on the basis of personality-oriented literary education. On the basis of the principle of variability of personality-oriented literary education, critical thinking are formed in students. Person-oriented literary education educates a reader who can feel the pleasure of artistic reading from the reader who receives the text as information. Recommended by the National Center in preparation for PISA xbd, "teenage hackers", "unscrupulous attitude", "food for adults", "school children's expenses", "understanding man", "the smartest bird", 18 recommendations on "Nature Protection", "eternal engine", "cinema - Great Northern Road", "Olympic refugee team" form Reading Literacy in readers (3 annex).

"Did you know that in 1996, our spending on just chocolate in a year was equal to the amount the government spent on providing positive assistance to the poor who were abroad? Maybe there is a problem with our personality? How can you react to this situation? Yes, you. Arnold Yago, Mildyura". "An unscrupulous attitude" is a small informational text for students in grades 5-6. It doesn't look like the texts we refer to in class sessions. In general, the texts given for reading literacy in the XBD are characterized by such a nature – to encourage the reader to think, think, react, to reason. These texts are specially prepared and formed by a team of highly potential and experienced professionals who have a deep understanding of the

content and essence of the XBD. Unfortunately, we have not yet formed the experience of creating tasks for reading literacy.

Of great importance is the fact that the content of literary works, which the teacher of literature recommends in organizing extracurricular or independent educational work, is contemporary with the student, covers the period in which the student lives, and the work or text contains a novelty point. The present reader is inspired by the existing vices in society, the frustrating events caused by human beings from time immemorial, past times, events embodied by the language of space in which today's student does not live, evoke feelings alien to the reader. In the process of shaping the skills of the 21st century in students and activating the environment of personality-oriented literary education, the selection of variational works and texts with turfa forms and content is one of the requirements for modern literature lessons. The organization of the personality-oriented literary educational environment according to the level, potential and thinking of students ensures the qualitative implementation of the mechanism of individual work with the student. As a result of the step-by-step training of the student according to his mental abilities, level of potential, the active socialization of the student in society and the process of emotional assimilation of the laws of society and being are achieved. The personality-oriented literary educational environment arises as a result of the creation of socially significant needs and conditions, aimed at developing the personal characteristics and internal capabilities of the student.

At this point, we want to dwell on the difference in the environment of literary education directed at the individual from traditional education. In Literature lessons, which are conducted in the traditional order, the teacher must traditionally explain new topics according to established rules and structures. In the process of explaining the topic, it was obliged to fully follow the components of the lesson, to be assessed on the topic covered in the previous lesson, to fully introduce biographical and statistical information about the author of the work on the new topic, so that students remember this information. It was required that the author of the new work to be transferred memorize information about which organizations were engaged in

activities, which year stories and novels were published and even what period the events of the work cover. In addition, traditional lessons were conducted on the basis of traditional textbooks. Traditional textbooks provide valuable information that enriches the student's knowledge, events that evoke strong emotions, and problems typical of different periods: famine, oppression of the rich to the poor, fighting war and evil, and pandemics to goodness, hard work, correctness. Such parable and works of didactic content can give students educational knowledge. The issue has another open side. Are traditional literature textbooks kept up with the Times? Do traditional literature textbooks contain knowledge for today's student that promotes active socialization in society, teaches living skills? Or do these dasrites form the life skills of the student and allow him to exchange experiences throughout his life? To what extent do traditional literature textbooks shape the life skills of today's student? Textbooks of traditional literature with educational content and parable spirit, which today annoy the reader, or the fact that events of contemporary content are not given to the reader, will cause the reader to reduce his passion for reading these works there is a need for comparison. Traditional textbooks and textbooks of the new generation differ from each other in content, shape, tools. The new generation of textbooks differ in that they are oriented towards the individual, self-analysis, self-control, express an independent opinion, and are oriented towards self-awareness and opening up their own inner potential. These modern approaches have common features associated with the orientation of education to the personality of the student. Taken in this respect, we think it would be correct to combine competency, acmeological and euretic methods as approaches with distinct signs in the concept of "personality-oriented educational technology".

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