

INDEPENDENT WORK METHODS FOR FORMING STUDENTS' COGNITIVE COMPETENCE THROUGH LITERARY AND THEORETICAL CONCEPTS IN THE SYSTEM OF DIFFERENTIAL LITERARY EDUCATION

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Abstract:

The article talks about independent work methods for forming students' cognitive competence through literary-theoretical concepts in the system of differential literary education.

Keywords: literature, differential, cognitive competence, independent work, individual approach, homogeneous group.

Introduction

Today, in secondary schools, the issue of organizing the teaching of fiction in order to attract the attention of all students in the class to reading is one of the important tasks facing the pedagogue. It is appropriate to seek a solution to this problem from literary education organized on the basis of a differential and individual approach. The theoretical foundations of differential education are sufficiently explained in the educational and methodological manual "Ensiklopediya obrazovatel'nykh tekhnologiy" created under the editorship of the Russian linguist G.K.Selevko. According to the definition given by G.K.Selevko, differentiation in teaching (based on a differential approach to teaching).

In this:

- 1) creation of different educational conditions, taking into account the characteristics of classes, groups, school contingent;
- 2) to create a set of methodical, psycho-pedagogical, organizational activities that provide education in homogeneous groups. [2]

The method of differentiation of education is explained by the fact that it is a case of stratification of the pedagogical process. Education focused on the student's personality is considered one of the main directions of differentiation (classification), which includes individual work with the student, teaching him based on the level of knowledge of each student. Differentiated education, covering a specific educational process, is an educational technology characterized by a combination of organizational issues, methods and tools, differentiated educational technology. The formation of homogeneous groups of students of



the same type implies the education of a differential approach to the student. For high-achieving students, it is necessary to develop tasks corresponding to the level of their intellectual needs. High-achieving students come to class with a good grasp of the content of the work of art and are ready for the lesson.

After the traditional questions and answers on the work read in the previous lessons and the acquired knowledge based on the state educational standards are determined, the teacher has the task of helping the students to understand the work more deeply. It is appropriate to organize this exercise in pairs or groups depending on the students' interest in reading the work. In this circle established during the educational process, the activity of the teacher turns from the carrier of ready knowledge to the organizer of students' learning activities. The use of effective research and design methods in literature classes is of particular importance. The topics of collective and individual projects are recommended to teachers in the literature teaching methodology textbooks. For example, a comparative analysis of Anton Chekhov's "Chamelon" [3] and Said Ahmed's "Black-eyed Madman" can be carried out when organizing the work in formed groups with a strong knowledge of literature. In this, each member of the group reads the work of a certain author (one group members read the story "Chamelon", the other group read the work "The Black Eyed Madman"), then highlighted words and phrases in the fragment of the work describe the specific characteristics of the image. During the analysis, students identify the similarities and differences in the language of the works and draw conclusions. Readers will learn that the translation of the story was made by Abdulla Qahhor while reading the work. In the lesson project, as an additional source, Abdulla Qahhor, in writing his work and in translating Anton Chekhov's work, did not rely on his own abilities, but looked for the fact that he learned the image of a dog in world literature from the experiences of other writers. Providing information is an important factor in increasing students' activity. In the approbation of differential literary education, teachers face the problem of what stage of the lesson to implement the differential approach [5]. The solution to the problem depends on the complexity of the topic and the type of lesson. The differential approach can actually be implemented at any stage of the lesson. Initially, such an approach begins with the assignment of graded homework at the end of the year. For those who have not read the works assigned to study in the summer, familiarization with the work, and for students who are familiar with the plot and idea of the work, creative assignments and additional literature: literary dictionaries, critical articles, historical references. is interested. The teacher can be guided to choose such assignments first, and then the students can choose them themselves. Differentiated assignments can also be used to master a new subject. For example, students are asked to write an essay at home on a new topic. In order not to distract students with extra tasks, it is required to give additional assignments on a new topic only to those who express their desire. The main criterion for assessing the level of literary development of students is the direct perception of the work read (listened) by oneself, which can be determined during the conversation based on what is read.



The text of the questions should activate different aspects of the student's perception (emotions, imagination, thinking). Let's look at the questions for diagnostic work based on the above two stories:

1. Did you like the story? In what mood did you listen (read) it? (The accuracy of the emotional reaction, the ability to capture the dynamics of emotions is determined.)
2. Describe how you imagine a puppy (dog). (The adequacy of the image of the pupil recreated in the imagination is determined by its emotional coloring.)
3. Why do you think the author described the dog in such detail? (Understanding the role of the author as the creator of the artistic world, the level of awareness of the function of description in the text.)
4. What does the author think about the main character of the story? (The ability to understand the author's position.)
5. What did you think about when you read the stories? What does the author believe? (The ability to generalize at the idea level.)
6. What would you do if you were the main character of the stories?

Also, additional criteria can be taken into account when evaluating the literary development of students: the volume of literary knowledge; forming the skills of analyzing an artistic work; formation of skills related to literary creativity; knowledge, reader's outlook; study motives, directing student interests. Literary development, on the one hand, is an age-related process, which occurs in connection with the growth of the student, the expansion of his knowledge, the development of mental processes, the emotional-volitional sphere, and the accumulation of significant changes occur in the level of perception of a work of art: from the simple-realistic, piecemeal perception of a preschool child to the ability to intuitively perceive a work of art and understand it at the level of perception. A unique artistic image typical of most primary school graduates. Progress in significant literary development is associated with age-related growth of young and old schoolchildren, such as the transition to visual-figurative-verbal-logical thinking, intellectualization of perception and memory; the emergence of an inner life, the development of the ability to correct emotions.

Activities aimed at developing speech can also be organized on the basis of a differential approach. It is advisable to consider recommending several different topics for writing an essay [6]. According to the characteristics of the final training, writing essays aimed at reasoning for low learners of science will be assigned. Students with problem-solving skills are asked to write a review or perform a comparative analysis with previously studied works. It is also important to organize special work with those who are interested in the science of literature and those who want to study in the field of philology in the future. Owners of such talents participate in research-oriented examinations and science Olympiads. Such students need special attention not only in the course of the lesson, but also in the form of individual counseling in extracurricular activities. The teacher is required to prepare the student for the modern requirements of the Science Olympiad from literature with individual advice (one of the priority tasks is to perform a comprehensive analysis of the work) [7]. In conclusion, a literature teacher, who is not indifferent to the future of his country, tries to organize lessons based on an



individual and differential approach, which serves to increase the learning efficiency of each student in the class.

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