

**TEACHING LITERATURE IN MODERN PHILOLOGICAL EDUCATION**

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**Abstract:** This article explores the methods and challenges of teaching literature in modern philological education. It delves into the evolving landscape of literary instruction, considering the integration of digital tools, multicultural perspectives, and interdisciplinary approaches. The role of the educator in fostering critical thinking, cultural awareness, and empathy through literature is emphasized. Additionally, the article addresses the significance of adapting teaching strategies to engage diverse student populations and navigate the complexities of literary analysis in today's educational context.

**Keywords:** Literature education, philology, teaching methods, digital tools, multiculturalism, interdisciplinary approaches, critical thinking, cultural awareness, empathy, student engagement, literary analysis.

**Annotatsiya:** Ushbu maqola zamonaviy filologiya ta'limida adabiyotni o'qitish usullari va muammolarini o'rganadi. Raqamli vositalar, ko'p madaniyatli istiqbollar va fanlararo yondashuvlarni birlashtirishni hisobga olgan holda, adabiy ta'limning rivojlanayotgan manzarasini o'rganadi. Adabiyot orqali tanqidiy fikrlash, madaniy ong va hamdardlikni tarbiyalashda o'qituvchining roli ta'kidlangan. Bundan tashqari, maqolada turli xil talabalar populyatsiyasini jalb qilish va bugungi ta'lim sharoitida adabiy tahlilning murakkabliklarini boshqarish uchun o'qitish strategiyalarini moslashtirishning ahamiyati ko'rib chiqilgan.

**Kalit so'zlar:** Adabiy ta'lim, filologiya, o'qitish usullari, raqamli vositalar, multikulturalizm, fanlararo yondashuvlar, tanqidiy fikrlash, madaniy ong, empatiya, talabalarni jalb qilish, adabiy tahlil.

The field of education today plays a huge role in human development. General education, then secondary and higher education is a well-established cycle, which is gaining more and more advantages with each decade, from which the disadvantages then follow. Teaching is one of the most important components of learning, most often parents spend a little time checking teachers, more control is exercised over the child. Just imagine, a child or a student cannot understand a topic or even an entire discipline, all the persecution falls on the unfortunate, but is there any fault in this student. It is not always, far from always, that the explanation that is provided to him in educational institutions is suitable for the child, someone perceives stories well, the audio format of training for such is the most optimal. Some people memorize data only when visually examined, then tables, diagrams, drawings are their best assistants in getting an education, and there is a combination of these two types of perception when a person learns facts through video files, where there is both a sound type of memorization and a visual one.

In educational institutions, they cannot individually analyze the same material with each student, student, then Internet resources come to the rescue, and the learning processes become much more interesting. But the problem of this article is literature.

Uzbekistan, as a country with a very rich composition of talented writers, has the responsibility to nurture generations who should remember and honor the great classics. Unfortunately, everything is not as simple as it seems at first glance. The usual story about the author, with the writing of his detailed biography, does not interest students, students in further knowledge of the depth of his work. Huge disadvantages are very boring analyses of the historical epoch of the work, genre

features and typicality of the hero, of course, these procedures help to teach analysis, building a logical chain of thought of the unfortunate student, but behind all these methodological "auxiliary" programs they forget about the most important thing, that literature is subjective, that everyone in the audience and class has their own opinion, but he will never express it, because he will not even get to the reading, because he already knows about the analysis of all the "main things" that will be in the next lesson. Intimidation with a new complex big work does not entail anything good. All the same analysis, after some works, students, students should write an essay or essay, for example, with their opinion about the actions of the hero and his character, the work is finished with great diligence, but there are opinions that are not considered popular or even strange, in this case, the student gets a bad grade for his views, because that the work cannot be exposed in a negative way. In all this rotting of the educational system, people are being formed who are afraid to express their opinions on various topics, for them the main prospect is to please everyone. In such conditions, the most frightening statements can grow that only the classics have a place on the bookshelf, but everything else becomes "literary garbage". Teachers whose lives are devoted to their favorite business, present the study material in an easy and relaxed way, there are few of them, and they cannot alone foster a healthy reading culture in a multi-million country. The main objective of the change is a new training scheme. Not all the skills that people get in school or higher education will be needed in life, but it is necessary that they teach everything they need at the initial stages of the educational niche. Literature is the whole universe, which contains huge layers of interesting information, but you need to bring it competently. The ability of the student to express his opinion and back it up with arguments is much more important than the ability to compare the tragedy of Onegin and Pechorin as heroes with unnecessary talents. Everyone will have their own opinion, but the importance of considering this issue will still remain in the air.

To improve the quality of education and the training of truly qualified specialists with higher philological education, it is necessary to instill critical thinking skills in students, which is undoubtedly especially achievable when teaching literary disciplines. The teacher, having moved away from outdated scientific dogmas and paradigms, is simply obliged to look for relevance in every work of any era.

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