

**DEVELOPMENT OF INTELLECTUAL COMPETENCE OF STUDENTS ON
THE BASIS OF CONTINUITY AND CONTINUITY OF LITERARY
EDUCATION**

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Abstract: This article describes important systematic work that should be carried out in literature classes and the educational system to develop the intellectual potential of students based on the integrity and continuity of literary education.

Key words: Education, literature, potential, creative thinking, reader's perception, analysis of artistic works, pedagogical, psychological.

In the world pedagogy and in the process of literary education, in the general secondary education system, significant research is being done on the development of the intellectual potential of students, the introduction of strategies for the formation of relevant knowledge, skills and competencies in students through the use of new technologies and modern information media. . After all, education of a well-rounded personality, determining the level of independent thinking and ideological-aesthetic maturity of students, ensuring the integrity of literary education in developing their artistic-aesthetic thinking has a special place. Therefore, conducting research based on new approaches in the literary education system is one of the important factors that ensure the development of the field.

- In the developed countries of the world, improving the mechanism of developing the intellectual potential of students in the general secondary education system, developing the infrastructure for its implementation has become the demand of the time. Today, on a global scale, multi-parameter concepts of the mental-intellectual development of a student's personality based on humanity are being promoted. Most approaches in pedagogical and psychological research in this regard are focused on the self-development of a person, that is, on the problem of person-oriented education. Consequently, it is necessary to research the problem of integrity and continuity in the literary education system using the latest modern methods of world pedagogy and to inform the world scientific community about it.

- In our country, there have been many studies on the development of the artistic thinking of students, the development of their independent and creative thinking, and ensuring the integrity of literary education. However, the issues of introducing advanced pedagogical technologies and experiences based on international educational standards to literary education and ensuring the integrity of literature teaching in the continuous education system have not been studied separately. After all, in order to achieve "the independent thinking, high intellectual and spiritual potential of our youth, and the development and happiness of their peers on a global scale, they will be happy in any field". It is not without reason that special emphasis was placed on improving the quality of general secondary education, secondary special and higher education and implementing measures for their development. [Mirziyoev Sh, 2016, p. 14]

- The idea of integrity of education in pedagogy goes back centuries. For example, while Plato, Socrates, Confucius, Aristotle, Seneca, Beruni and other thinkers paid special attention to

the continuity of education, Jan Amos Comenius managed to create its special system. For the first time, he laid the foundation for sequence, systematicity in education. Later, I.P. Pavlov proved from a natural-scientific point of view that the system, which is an important feature of human higher nervous activity, is related to the organic.

- The scientific-theoretical foundations of ensuring coherence in the field of literature at the stages of the educational system have been researched. Looking at the literature program of the general secondary education system from this point of view, the requirements for students' knowledge, skills and qualifications are specified separately for each class, they include the age characteristics of students, learning it can be observed that the educational and pedagogical aspects of the intended work are taken into account, the main attention is directed to the explanation of the uniqueness of the artistic text as a work of art. However, one cannot turn a blind eye to the fact that the program is not strictly adhered to in terms of literary topics.

- When looking at the process of teaching literature from a pedagogical-psychological point of view, for grades 5-6 - "simple thinking", merging of art and reality in the mind of a young student, for grades 7-8 - rapid development of reading comprehension, 8- For 9th graders - full mastery of an artistic work, understanding of historical aesthetic connections between art and life, and at the same time it is observed that the reader's perception is attached to the main idea at this age. As a result, the reader makes mistakes in clarifying the character traits of the heroes of the work, their place in the artistic plot system. Compared to the first two periods, it will be more productive for the literature teacher to teach the problem analysis of the literary text in the third period (grades 8-9) and to enable the reader to psychologically think independently about the literary work and make reasonable conclusions at the next stage of education. provides [Faizullayeva G, 2019, pp. 20-23]

- In fact, the socio-cultural environment in the family and the reading culture of the parents play an important role in raising the interest in reading.

- Pedagogical-psychological aspects of ensuring coherence and continuity in the acquisition of knowledge related to the science of literature based on the cooperation of the teacher and the student in the general secondary education system, first of all, determining the level of literary knowledge of each student in the class and learning new knowledge to assist in the elimination of interruptions in development;

- To explain to students the sequence of the subject of literature and related materials, and their practical importance in other subjects;

- In the course of the lesson, to explain the coherence of the topics in a comprehensible and real-life example;

- To explain the methods of consistent learning of materials related to a new topic from simple to complex. Ensuring the continuity of homework, class, and extracurricular activities;

- Fulfillment of the following requirements in the process of literary education will help to develop the intellectual potential of students and improve their artistic and aesthetic thinking by combining pedagogical and psychological processes and providing proper guidance:

- to teach students to think independently and creatively with the help of various methods and tools of literary analysis from primary school reading classes, to continue and improve this process in the next stages of education;

- formation of mental-intellectual qualities in students, ensuring continuity of education and training;

- to achieve full mastery of the content of the studied subject, to strengthen students' knowledge and understanding;

- paying attention to scientific, methodical, didactic correct analysis of artistic works by means of literary-theoretical concepts and their integral connection with the problems of social life;

- solving the problems of literary education in a logical sequence, based on the latest achievements of science, in the process of revealing the figurative nature of artistic words and analyzing the essence of literary phenomena in literature classes;
- taking into account the age and individual characteristics of students related to a conscious and active attitude to the lesson;
- to ensure the inter-level connection of the new topic with the previous topic;
- use of the most active and effective methods of teaching in literature classes. [Turakulova O, 2020]

In the process of literary education, the regular improvement of the human mind, worldview and relationships gives the student the opportunity to learn to self-evaluate. In order for the student to have such an opportunity, the teacher must be well aware of the methodology of teaching literature, and take creativity as the basis for organizing each lesson.

Didactic principles common to all subjects taught in the continuing education system: scientificity, regularity and consistency of teaching, coherence of theory and practice, interconnection between subjects, awareness, activity, Visualization, solid assimilation of knowledge, differential approach to students and individual treatment are also directly related to the literary education system.

- The need to ensure the integrity of literary education implies meeting the needs of not only teachers, but also parents and students. This situation is manifested in the form of equality, mutual respect, independent opinion, serious acceptance of objections, reliability, concern for national values in relations in the form of a "teacher↔student↔parent" chain. It also covers the transition from primary education to general secondary schools. Consistency in literary education educates in the spirit of constant action, active research, ability to solve theoretical-practical issues, and goal orientation, programming, systematicity, gradation, continuity, effectiveness, planning and efficiency in teaching literature. can ensure the completeness, integrity, and interdependence of the existing pedagogical process. It is impossible to achieve a pedagogical goal without ensuring continuity in the educational process.

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- Competency approach is important in ensuring coherence in the process of literary education. Education based on a competency-based approach forms in students the skills of independence, active citizenship, initiative, the ability to use media resources and information and communication technologies wisely in their activities, conscious choice of profession, and healthy competition. , ensures adherence to the principle of integrity and continuity. The science of literature is considered an important factor in the development of basic competencies necessary in human life.

- When choosing educational technologies, the teacher determines the competences related to basic and literary education defined for a specific class in the calendar-plan. After that, he chooses the educational method, taking into account the subject to be studied and the competences to be formed. The type of lesson should be based on the principle of coherence and continuity within the framework of literature topics and stages. It is advisable to take into account the following factors in order to ensure the integrity of teaching literature, to achieve the quality and efficiency of literary education, and to implement a competency-based approach to teaching literature:

- identifying conflicts between the student's ability to learn in literature classes and the scope and complexity of the knowledge, assignments, and tasks provided for in the educational process;
- identifying problems related to the student's time budget in class and giving recommendations;
- identifying solutions to problems related to the use of interactive methods in the description of theoretical concepts related to literature;

- - developing a technological map of each lesson and determining the location of the methods used during the lesson;
- - to determine the different aspects of the implementation of the purpose of the lesson based on traditional education and pedagogical technologies;
- - development of the student's logical, artistic and aesthetic thinking in the lesson;
- - improvement of students' self-management in cooperative education;
- - conducting conversations to ensure coherence on the topics covered before explaining a new concept in each session.
- State educational standards, curricula not only express the content of the teaching process in general secondary schools and the topics of newly created textbooks, which are the main link of the terms of consanguinity in the literary text of continuous education. rather, taking into account the specific characteristics of educational institutions, it also determines the volume and level of knowledge, skills and qualifications that future specialists need to acquire. In our opinion, one of the main indicators determining the coherence between general secondary education subjects is their compatibility with the specialization curriculum. Therefore, ensuring the integrity of educational programs in each type of education is considered from the point of view of the integrity and continuity of the educational system, the integrity of the types and stages of education, interdisciplinary, interdisciplinary, and the integrity of theory and practice. The concept of curriculum integrity is related to the concept of educational integrity and systematicity.
- The practical results of ensuring coherence in the process of literary education are reflected in the following:
 - it is scientific-methodologically based that a large amount of literary material in a short period of time allows to systematically develop the intellectual potential of students by following the principle of integration from literature in general secondary education;
 - the general secondary education system is enriched with technologies related to the methodical support of the formation of artistic and aesthetic thinking of students;
 - proposals and recommendations were developed on the formation of independent reading culture of students through a competent approach to literary analysis;
 - the determination of the level of independent thinking and ideological-aesthetic maturity of students in the process of literary education increases the practical importance of the work.

To sum up, today's demand is to create intellectually competent students.

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