

The Most Important Issues of Teaching Literary Theory at School

Sh. Yarashov

A doctor of philosophy (PhD) in philological sciences

Sh. Haydarov

Student

It is one of the important tasks to comprehensively study the methodology, structure and composition of an artistic work, language, creative style, genre features, literary genre and artistic styles in general education schools. It should be said that the course of literary theory is very complex and diverse in terms of its structure and content. In secondary schools, a certain part of the theoretical issues of literature is taught, depending on the scope of understanding, skills and outlook of students, and their age, and it acquires a special importance as an introduction to the science of literature. Subjects related to the theory of literature are divided into two parts or levels and groups based on the curriculum in terms of content and essence. That is, the first level is simpler, and the second level is more complex.

According to the science curriculum, the science teacher teaches students the theoretical topics of poetry and its types, riddles, proverbs, myths, the plot and idea of a work of art, metaphors, diagnosis, concepts of poetry and prose, should introduce the themes of 'in, rhyme, weight, portrait of an artistic work. It is necessary for the teacher to consider one or another theoretical issues of literature not only in the process of teaching the topics of literary theory, but also in the analysis of each artistic work. For example, in the process of teaching the fairy tale "Eraji tilismshikan" in the 5th grade, the teacher focuses on the main character of the work of art and its characters, natural scenery - landscape, dialogues, portrait of the work of art, exaggeration, irony, contrast arts, negative and positive may refer to issues of symbols. Therefore, the teacher must perform this type of action in the process of teaching any artistic work. Because, from our point of view, it is not enough to be limited to the theoretical topics given in the content of the textbook, to fully cover the theoretical issues of the literature. From another point of view, this method of use by a literature teacher shows a one-sided approach to the problem. Therefore, in each lesson, it is appropriate to explain the issues of literary theory in the form of partial parts and to organize questionnaires in this regard.

When studying a work of art, it is necessary to pay attention to two aspects of the problem: first, to be able to arouse high feelings in the hearts and minds of students; secondly: to develop students' outlook and theoretical and logical thinking. Also, in this place, it is important to form the ability to apply theoretical knowledge in the student's personality in the process of teaching and analyzing works of art. The first and preliminary condition in the process of teaching the issues of literary theory is that, first of all, the science teacher should have deep theoretical knowledge. Sometimes in schools it is observed that the teacher himself does not understand the issues of literary theory or looks at them superficially. Or the student himself knows only the dictionary meaning of the concepts of literary theory. In our opinion, this is a serious shortcoming of a science teacher. Because the teacher does not understand the essence of theoretical issues of literature. From the observations and conversations with

schoolchildren, it became clear that even in the upper grades, they are familiar with literary genres, creative style, genres and their characteristics, image and artistic image tools, the plot of an artistic work, the content of an artistic work. and does not have a complete idea of its formal elements. In fact, students need to acquire certain skills to apply their theoretical knowledge in practice. All this is related to the fact that in the analysis of works of art, the teacher is only superficially describing and conveying the empty content of the work of art or turning the poem into prose. However, in T. Mirov's book, it is said that "...turning a poem or verse into prose is equivalent to beating water on a mortar", which is true. Another aspect that prevents this is the incompatibility of textbooks and teaching-methodical materials. Also, according to our observations, the issues of literary theory are given scattered in textbooks and curriculum. Therefore, in the future, in the regulation and development of textbooks and educational programs, priority should be given to their compatibility, issues related to the educational topics of literary theory, the main directions of the educational process, and the analysis of artistic works. attention should be paid. Of course, in the process of teaching artistic works, taking into account the student's age and psychological characteristics, worldview, skill, and level of knowledge are important aspects.

In the analysis of artistic images, the student should be able to understand the difference between them, the opposition of negative and positive images. The teacher should not forget that the human figure is at the center of image analysis. In the analysis of each image and character, the teacher should pay attention to issues such as the hero, character, artistic image, typical image, individual character, prototype of the work of art. In the literature lesson, the teacher should pay serious attention to the students' self-nature, feelings, and self-awareness while analyzing a certain image. Because the only purpose of analyzing images is self-awareness. At the same time, this aspect means that education is connected with upbringing, that the student can learn by himself, analyze his behavior and acquire good human qualities along with learning. provides.

There is another aspect of this issue, which opens the way to independent activity, freedom of thought, personal character and worldview in the student's personal life, frees them from imitating others in order to gain life experience.

The teacher should take into account their content and logical interdependence when teaching the topics of literary theory in higher grades. For example, comic themes are studied in connection with the work and life of Ubayd Zakoni, Mushfiqi and Abdulkadir Khoja Savdo, while the compositional features of the ghazal are studied with the works of Saadi, Hafiz, Kamal, Amir Khusravi Dehlavi, Jami and others. It is appropriate to study in connection with it. That is why the method of teaching theoretical topics of literature in upper grades is completely different from the method of teaching in primary grades.

Theoretical topics in the course of literary history are general in nature. In addition, they have a strong connection with the main themes. When repeating past topics, connecting them with a new topic is one of the main conditions of education, and the teacher should use this method in the process of teaching the topics of literary theory.

For example, in the process of teaching Vasifi's "Yoddoshtho" (Memories), it is necessary to remember various passages from "Subhi javanii mo" (Morning of Youth) and Nasir Khusrav's "Safarnama" given in primary school textbooks.

It should be noted that, based on the new curriculum, the theoretical topics of literary science

in primary grades are incorrectly arranged at the discretion of the authors. In particular, it is unreasonable to allocate certain hours for teaching the theoretical topic "Structure of Tajik-Persian poetry" in the 6th grade. Because students of this class do not have the ability to fully understand this topic in all its aspects. In our opinion, literary theory issues should be taught step by step based on the principle of transition from simple to complex, taking into account the psychological and age characteristics of the student.

When analyzing and interpreting a work of art, based on the age characteristics of the student, the teacher should use two main pillars. First, taking age characteristics into account, and secondly, teaching based on taking into account the form, type, and genre characteristics of the work.

An in-depth analysis of a poem or a work of art encourages the reader to analyze everyday experiences, which is the main factor in understanding the world and man. In the analysis of classic Persian-Tajik poetry, it is very important to cite relevant passages from the scientific works of literary scholars, proverbs and sayings, quotes from the words of great people, and holy books. Hadiths should be cited along with the Qur'an. This is better than translating a work of art or a poem into prose word for word, line by line. In fact, this action (turning poetry into prose) is a wrong method in the process of teaching literature, it is contrary to education and upbringing, that is, hitting water with a hammer. In fact, the analysis of the topic in the following way shows that the teacher is illiterate, has low understanding and aesthetic views, does not know the artistic language of classical Persian-Tajik literature, has a narrow worldview, and does not have deep theoretical knowledge. Unfortunately, high school graduates also understand the same approach to the concept of analysis. This method can be used in the initial stages of education.

Reference:

1. Adabiy turlar va janrlar. (Tarixi va nazariyasiga oid.) 3 jildlik, 1 jild. Epika. Mas'ul muharrirlar: filologiya fanlari doktorlari E.Karimov, B.Sarimsoqov. – Toshkent: Fan, 1991. – 247 b.
2. Boboev Yu. Nazariyai adabiyot. -Dushanbe: Maorif, 1990, 324 sah.
3. Valixo'jaev B. O'zbek epik poeziyasi tarixidan. – Toshkent: Fan, 1974. – 150 b.
4. Musulmoniyon R. Nazariyai adabiyot. -Dushanbe: Maorif, 1990, 334 sah.
5. Musulmoniyon R. Nazariyai jinsho va janrhoi adabi. – Dushanbe: Maorif, 1987. – 87 sah.