

An Innovative Approach to the Analysis of Prose Works in Literature Classes

Sabirova Nasiba Ergashevna

Doctor of philological sciences (DSc), docent Khorezm Region National Center for Training Pedagogues in New Methods

ANNOTATION

This article aims to develop students' logical thinking, to form oral and written speech. Also, the methods of applying an innovative approach through the analysis of artistic works are shown in the literature classes.

KEYWORDS: literature, logical thinking, innovative approach, prose works, analysis method, creative thinking.

The analysis of an artistic work is important in developing students' thinking, increasing their vocabulary, aesthetic taste, and spirituality. The skills of drawing conclusions from what they have learned in their lives are formed.

Literature educates the mind and soul. Every person looks for the answer to the problems encountered during his life from his own experience. In order to create such a life experience, as a good reader, he must go through the events and experiences from his heart, which he has chosen. Being a supporter of the image, he will have to take his achievements, joys, sorrows and defeats as his own. Only when the reader feels the secrets of the read work, the feeling of love for the book is formed in his heart, and if he acquires the skills to distinguish a true artistic example, he becomes a real reader. encourages you to enjoy them.

In the course of education, students are exposed to various interpretations of good and evil, goodness and evil, beauty and ugliness, based on reading and analyzing the best examples of national literature, as well as world literature. They express, on the basis of these, they find an opportunity for the formation and development of a set of moral and spiritual qualities in themselves. The writer's weapon is the word, and he skillfully uses the word to draw life scenes in such a way that the reader who reads the works feels as if he is participating in those events and seeing them with his own eyes. , rejoices together with the heroes and grieves together. The need to reflect open life relationships towards them serves as an important factor in the development of students' oral and written speech. In this process, one more thing must be taken into account that all the student does not have the same level of knowledge. Therefore, it is necessary to pay special attention to the variety of methods. The impressions of the students from each artistic work and the thoughts that appear on this basis, their individual capabilities are expanded through the high artistry and unique artistic images in the artistic works. The skills of analyzing a literary work, studying literary-theoretical concepts are formed in students. It is no exaggeration to say that mother tongue and literature education is, in a word, a complete human education. According to the purpose of artistic analysis, it is divided into scientific and educational (didactic) analysis. 'educational' analysis is oriented towards the pedagogical goal, improves the artistic culture of the student, activates his thinking and emotions. Scientific analysis is the result of the mental activity of a literary

critic, while educational analysis is carried out during communication with people.

Analysis of prose works:

In the process of analyzing prose works, special attention is paid to the following: 1. Presentation of an expressive audio or video reading of the work. (Or read beautifully). Performance of songs based on the play. 2. Acquaintance with the content of the work. 3. Study the structure of the work (introduction, development of events, climax and conclusion). The task of didactic analysis is to form a magical heart, sensitive feelings, fluent and expressive speech in students by determining the reasons for the charm, originality, and influence of an artistic work. improvement is the main goal of literary education. Educational analysis is two-stage. In the first stage, the teacher analyzes the work being taught, formulates questions, and chooses optimal methods for analysis. In the second stage, a work is analyzed in the lesson in collaboration with the teacher and students. the analysis is focused on identifying specific personality qualities and characteristics. In a work of art, events or experiences "turn" the reader to their side, depending on the skill of the writer. Now, based on this analysis, if we focus on some prose works, for example, in the story "Sher bilan durroj" taken from the tenth article of Alisher Navoi's "Hayrat ul-Abror" epic, students will gain knowledge about crookedness and straightness. . I think it is appropriate to go through it step by step.

Method 1. In this case, the students will be given parts of the work, and each student should explain the given part well. Through this method, the goal is to develop the speech of the students, and through this, their memory is also strengthened.

Method 2 Students can also watch the characters of the lion and the lion in this story on the stage. In this case, two students are given the characters of the lion and the lion and they play these roles on the stage. they find answers to questions.

Method 3 After the teacher explains the topic to the students, the knowledge of the students is increased by finding answers to the questions, first, each student for himself and then together with his team.

Method 4 After the topic is covered, each student's conclusion on the topic can be heard and taught to think independently.

Method 5 In this way, after explaining the topic to the students in detail, I showed the cartoon "The Lion's Stand" through the projector, and I evaluated each of the students individually and in groups, and encouraged the students who gave good answers, and it had a very good effect. Our grandfather says that everyone should make a habit of righteousness, and whoever wants to know the path of righteousness, he says that there are two paths. The first is a straight man. If he speaks rightly, his work must be right. The second category of people are those who say "correctly" with an opinion and cannot pretend. While Navoi fully endorses the first category, he does not deny that the second one is "not bad". Of course, it is better not to lie as much as possible. Here the poet complains a little about his time. People are afraid of the fact that they are retreating from the truth, and that the love of lies is growing stronger. That is why the poet says that he knows nothing but poverty and lack of truth from the people around him. After all, both crookedness and straightness have their own definition. Crookedness comes from falsehood, straightness from truth. Therefore, the author believes that telling lies and acting falsely leads to deviance. To prove his words, he cites the work of

a gardener and a farmer. If the gardener does not create a garden according to the plan, i.e., plants and care for the trees in the same order, the trees with branches and crooked growth everywhere will turn the garden into a field. And if the farmer plows the place where he sows seeds, and then does not use a trowel, that is, if he does not make it level, the seeds he sows will not come out uniformly. Because crops are not watered uniformly on uneven ground. Some places get more water, and some less. Just as the sun is reflected straight and full in still water, the rays are refracted and crooked in turbulent water. So, if all living creatures get strength from chaos and proper care, why can't people follow their example?! He lies and walks crookedly. If one tells a lie without knowing it, and then avoids it after knowing it, it is not a fault. Because that person will still be on the right path. With this, Hazrat Navoi explains that a person can get lost and distracted in life, but if he realizes his mistake in time and regrets it and tries to correct it, he will be forgiven. But if lying has become a habit, this is a bad, unforgivable sin. If you cannot tell the truth even if you are forced to, don't tell a lie, he says. In this way, denouncing the evil and malicious vice of lying in human nature and its consequences, the author turns to a figurative story according to the artistic device of the work. In other words, he makes his thoughts more effective by quoting the symbolic narrative of "Running with a Lion". As you can see in the story, although extremely powerful, scary, A mother lion is ready to do anything to protect her cubs and raise them safely. He carries his children by the teeth, he does not trust anyone. As for Durroj, he does not understand this situation of the lion, nor does he want to understand it. In order to make him fair, the lion extends a hand of friendship to the helpless durroj: he says that he is ready to give whatever help is needed in return for not being frightened. He will not stop lying out of habit. No matter how much the lion warns him that this habit is extremely bad and the consequences will be ugly, he will not listen to him. And you have seen the result: even when Durroj was in real danger and called for help, the lion did not believe him because he lied first. The situation was opposite to what Navoi said in the tenth article. If the poet said that a person who is known for being truthful among the people, according to the situation, they can hear him even if he tells a lie once in a while, it is fate to see that people who are used to constant lying will not believe even the truth. will show. Students can be taught to think independently through these methods in class. Ways to study Alisher Navoi's epic "Sabai Sayor" in 7th grades. Topic: "Sabai Sayor" is a romantic adventure epic. The course of the process:

Stage 1 The student teacher invites students to write in their notebooks what they know about the work "Sabai Sayor".

Stage 2. Worked in small groups. Task: Summarize what you wrote with a partner.

Stage 3. The teacher divides the class into groups through the methods and tools chosen voluntarily.

Step 4. Analyze the information written individually and in pairs in your group. Distribute the collected information according to the table below.

Step 5. The work continues in groups. The teacher distributes the text with the following titles on the epic:

To the 1st group: "Sabai Sayor" romantic-adventure saga;

To the 2nd group: the main character of the Bahrom-formative story; to the 3rd group: the artistic task of the seven stories in "Sab'ai Sayor";

To group 4: The depiction of human spirituality in the epic;

To group 5: Dilorom tragedy. Through these methods, step by step, the story of the work becomes understandable for the students, and it is possible to form the skills of independent thinking in the students. In the process of studying the work, the use of FSMU technology based on the level and level of the students of the class is also effective. This technology can be used to solve controversial issues, to conduct debates, because it allows students to defend their opinion, think freely and share their opinion with others, debate openly, and so on. teaches students to analyze the knowledge they have acquired in the educational process, to assess their level of knowledge and to learn the culture of debate.

This technology helps students to clearly and concisely express their opinions on a simple piece of paper that is distributed, supporting or countering them.

Papers with stages of FSMU technology are distributed to each listener:

F- Give your opinion.

S- Give reasons for your statement.

M- Give an example (evidence) to prove your reason.

U- Summarize your opinion.

Each student individually fills in their thoughts in a written statement. Opinions are heard and analyzed.

"FSMU" technology

Feedback:Jabir is a person who has mastered piracy on water and land.

Reason: He was used to thinking nothing and making everything his own.

An example: Including, he wanted to make Mehr his own.

Generalization: Tricks never lead to happiness.

Let's consider the analysis of this same work by another method.

"Münsteberg" testIn this method, the heroes of the "Sabai Sayor" era are hidden among the letters. Students will have to find the names of these heroes and describe them.

SJFKJDFKJGFMEHRDCKGUTUYJOBIRKJFTHIJHSUHAYLURYTNVBCVNKFJGTYN
AVDARFJFGHUTIHTIKGNBCNU'MONUTYJGHEBAHROMTYUGNBVCXCGJUDILO
ROMTUTUYEIEVNNNGJYL.

In the 9th grades, an excerpt from the novel "Treasure of Ulugbek" by Odil Yakubov was given. Now let's analyze this work.

FSMU technology

Opinion: The novel "Treasure of Ulugbek" is a work that objectively depicts the personality of Mirzo Ulugbek.

Reason: in the play, Ulug'bek appears as a just ruler, punisher of evil, encourager of goodness, a thoughtful person, a person who is not afraid to admit mistakes and shortcomings.

An example:"... He sent two letters to the prince yesterday, asking him to call for a

conversation. He wanted to tell the prince that he had decided to renounce the throne of his own free will, and he wanted to ask him to allow him to devote the remaining five days of his life to knowledge..."

Generalization: "Treasure of Ulugbek" is a work that glorifies justice. Mirza Ulugbek is portrayed as a just king and patron of knowledge.

"YQXO'M" exercise

Good:Ulugbek is depicted as a just ruler in the work, a believing person who can admit his mistakes when his time comes.

Interesting:how master Temur Samarkandi made a chest, how he promised not to make swords for anyone but Temur, how Ali Kushchi kept the books.

He created: Abdullatif killing his father.

I made it my own: the person who proclaims justice will always be the winner.

My mood:I felt pride in my heart. I was proud to be a descendant of such great people. I once again felt that it was my duty to be a generation worthy of them and to contribute to the development of my country. It is also effective to use the "Foreign word" method. In this case, the students, if they want to identify the heroes of any work, leave the heroes of this work out of the words and draw over the words that are foreign to the work. will be needed. "Foreign Word"

Hashimjon, AyshaDono MirobiddinkhojaPolvontoga Donan Akbar Nosirov Toshtemir KaravoyKasim

AmonHaitvoy

ContemporaryFaizi is a waitress Jora Juman Sanobar sister

EshonOtajon Azizovich Nutcracker Alisher Navoi

When analyzing works of art, the method of "Confused logical chains" is one of the effective methods. In this, the sequence of events of a work of art is confused to the students. Students who are familiar with the work of art must find the sequence of events correctly. ladi **"Confused logical chains" method**

1. "My child, you are going to freeze!" he said without stopping.
2. Hello, my hat! - I shouted.
3. That day, I went on a trip with the intention of surprising my teachers and Otajon Azizovich by showing heroism and spreading fame.
4. Jon Azrailbaba, don't take my life this time, forgive me.
5. Yes, don't you say so? Let's get to know my horse Hayitvoy.
6. Don't worry, I will add height if necessary

2,1,3,5,4,6Readers will have to figure out the sequence of events in the play in this order.

Studying the image of heroes in a prose work

Along with the story told in the work, the reader is also interested in knowing the character and fate of the characters. A literary hero is an artistic reality, without which one cannot

know either the work or the position of the writer. By creating a human image, the writer explores and artistically reflects it as a specific person. An important issue in establishing the image of a hero in school is to instill in the minds of students that the writer expresses his moral and aesthetic views in the image and thereby influences the reader. Students will understand and understand themselves and the people around them, learn what to do and what qualities to acquire for the development and growth of a person's character only if the character's characteristics are revealed in the lesson. In order for them to have such an understanding, when analyzing the hero's image in the lesson, the following is paid attention to:

- the relationship of the image to life and the events that happened in life;
- his struggle to achieve his goal;
- behavior and ability;
- The impact it had on the reader, how typical it was for its time.

Giving importance to these issues in the lesson and demanding to talk about them with specific examples ensures a meaningful and successful passage of image analysis. The method of comparative description is also used in the analysis of the character. This method helps students to get a complete picture of the image. In studying the image of the hero, it is important to shed light on his appearance and character. Because the writer shows the character's physical qualities and characteristic signs in his actions through his appearance and actions. Analyzing a topic through several methods is chosen based on the outlook, level and level of students. Importantly, the student is taught to think independently. It is not for nothing that the lesson of literature is emphasized as a lesson of life. In the person of this or that hero, the reader witnesses various life difficulties and joys. He laughs, rejoices and suffers with the heroes of the play. Although he has little life experience, he has some ideas about life. He learns to think independently. The main thing is that if you can distinguish good from evil, good from bad, literary education will achieve its goal.

References:

1. B. Tokhliyev. Literature (complex). Textbook for the III stage of academic lyceums. T.: Bayoz, 2016.
2. Q. Yoldosh, M. Yoldosh. Fundamentals of artistic analysis. T.: Kamalak, 2016.
3. Alisher Navoi. Hayrat ul-Abrar. T.: Gafur Ghulam Publishing House of Literature and Art, 2006.
4. Q. Yoldoshev. Scientific and theoretical foundations of teaching literature. T.: Teacher, 1996.
5. Sabirova N. Traditions of Khorezm philanthropy and charity. - Tashkent, "FAN" 2021.- B.56-68
6. Ergashevna, S. N. (2023). BAXSHILARNING HOMIYSI: QORQUT OTA VA OSHIQ OYDIN PIR. INNOVATION IN THE MODERN EDUCATION SYSTEM, 3(30), 465-472.
7. Ergashevna, S. N. (2023). NARRATIVE REPERTOIRE AND ITS INFLUENCE ON THE EPIC TRADITION. ANGLISTICUM. Journal of the Association-Institute for

English Language and American Studies, 12(3), 33-43.

8. Ergashevna, S. N. (2023). TRADITIONS OF KHORASM GRACE (ON THE EXAMPLE OF THE MASTER DISCIPLINE TRADITION). Open Access Repository, 9(4), 446-448.
9. Ergashevna, S. N. (2023). THE GENESIS OF BAKHSH PERFORMANCE IN THE KHOREZM REGION. Spectrum Journal of Innovation, Reforms and Development, 14, 134-138.
10. Ergashevna, S. N. (2023). О ‘QUVCHILARNING TAFAKKURINI SHAKLLANTIRISHDA DIDAKTIK VA KOMPYUTER O ‘YINLARINING AHAMIYATI: Sabirova Nasiba Ergashevna Xorazm viloyati XTXQTMOHM “Tillarni oqitish metodikasi” kafedrası mudiri ffd (DSc) dotsent. Образование и инновационные исследования международный научно-методический журнал, (1), 126-128.
11. Сабирова, Н. Э. (2023). ХОРАЗМ ТЎЙ МАРОСИМЛАРИНИНГ ЎЗИГА ХОС ХУСУСИЯТЛАРИ: ОСОБЕННОСТИ ХОРАЗМСКИХ СВАДЕБНЫХ ОБРЯДОВ. Молодой специалист, 2(10), 34-37.